Plymouth Marjon University Access and Participation Plan 2020-21 – 2024-25

1. Assessment of Performance

1.1 Higher education participation, household income, or socioeconomic status

Access

- State sector admissions at the University have been above our HESA benchmark in each of the last five academic years. In 2017-18, this figure was 97.3%.[1]
- In 2017-18, 43% of young entrants to the University were from areas of low participation (i.e. quintiles 1 and 2) and 41% of undergraduate entrants were from the lowest deprivation quintiles (Q1 and 2, according to the Index of Multiple Deprivation or IMD). In 2017-18, the proportion of POLAR4 Q1 students at the University was 7% higher than the overall proportion for all English higher education providers,[2] and the University exceeded HESA benchmark and location-adjusted benchmarks for young full-time first-degree entrants from Low Participation Neighbourhoods (LPNs).[3]
- There are no statistically significant gaps in the offer rate or proportions of lower vs higher POLAR4 quintiles at the University (Q1, Q2 vs Q5 students).[4]
- There are no statistically significant gaps identified between POLAR4 Q1 students in the underlying population compared with the University. 19% of entrants in 2017 were from POLAR4 Q1 compared to 12% across all English HE providers.[5] See chart 1.1a.
- We have identified an access gap among POLAR4 Q2 entrants compared to the underlying population for the four years preceding 2017-18. However, this gap decreased from 8% in 2016-17 to 5% in 2017-18.[6]
- Using Index of Multiple Deprivation, there are no statistically significant negative gaps between entrants from lower and higher IMD quintiles (Q1 and Q2 vs Q5). See Chart 1.11a.
- There are statistically positive gaps identified in the proportions of entrants from IMD Q2 and Q5.
- There is an access gap of 8% identified between IMD Q1 entrants to the University compared to the underlying population. However, this gap has decreased in each of the last five years and was 1.8% lower in 2017-18 than the gap recorded for the baseline year (2013-14).[7]
- Regional context shows the important role the University plays within the local and regional higher education landscape. The higher education entry rate for 18 year old students domiciled in the South West has been the lowest of all English regions since 2012. The city of Plymouth is within the 30% most deprived local authority districts in England and 27 of the city's designated lower-layer super output areas (LSOAs) are in the most deprived 10% in England. Between 2010 and 2015, the number of LSOAs in the most deprived 10% has increased from 12 to 19. In 2017-18, nearly half of all undergraduate enrols were from the Plymouth postcode area.
- Amongst part-time students, we tend to recruit more students from IMDQ3_5 than from Q1_2. The proportion of part-time enrols from Q1_2 has been 25.3%; 19.5%; 27.5%; 36% and 25% in the last five years. Nationally, the proportion of part-time enrols from Q1_2 is around 40%. Our ratio within part-time enrols, of Q3_5 : Q1_2 is 2.9; 4.1, 2.6, 1.8, 3 – showing little consistency of progress in terms of attracting a higher proportion of Q1_2 students. We have set a written commitment within this area to monitor and set a target if part-time student numbers increase.

Success – non-continuation

- We have historically seen a gap in continuation rate for students from lower quintiles of both higher education participation (POLAR4) and for deprivation (IMD), although this has reduced or reversed in 2016-17 data, therefore

[1] Experimental Statistics: UK Performance Indicators, Table T1a. See: https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators
[2] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[3] Experimental Statistics: UK Performance Indicators, Table T1a
[4] In 2017-2018, the offer rate for POLAR4 Q1 students was 4.3% higher than that of Q5 students. The offer rate for POLAR4 Q2 students has been higher than that of Q5 students in four of the last five years. POLAR4 Q1 and Q2 students have been more likely to enter the University than their Q5 peers since 2013-14. See: https://www.ucas.com/file/209316/download?token=a7XNlSTN
[5] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[6] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[7] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/

showing no gap in the latest data; see Charts 1.1b and 1.11b. However, whilst the data is not yet published, we expect to see this gap in official 2017-18 data, and we also see this gap opening up amongst students with no parent in Higher Education.

- The gap closure is mainly due to continuation for Q5 dropping to meet Q1, which demonstrates an underlying problem in continuation, rather than improvements for Q1 students.
- Nationally, this gap is a significant problem, with a gap between IMD Q1 (most deprived) and IMD Q5 students on full time courses growing in each of the last five years, from 6.3% gap to 7.9% gap. This is driven by continuation for Q1 students dropping more quickly than for Q5 students, which has dropped only slightly. The gap by lower participation neighbourhoods has also grown nationally; between POLAR4 Q1 and Q5 the gap grew for full time students from 4.2% to 5% in 16/17, again due to a greater drop-off in continuation for students from lower participation neighbourhoods than for higher participation. OfS KPM2 reflects this gap, and we have set a target for this gap.

Success – attainment

- For Index of Multiple Deprivation, OfS data shows a variable picture in degree results between most advantaged and least advantaged students, with gaps varying from (-4.7)pp in 14-15 to 18.1pp in 16-17, but a relatively small gap of 2.9pp in the final year; see Chart 1.11c. Provider-level data shows us the reduction in this gap has been driven by offsite partner courses, where larger numbers of more disadvantaged mature male students have performed very well: the gap is more persistent for students onsite. Looking at POLAR4 data, we see a persistent and growing gap in attainment across all full time students, with the biggest gap of 16.9pp in the final year, 17-18; see Chart 1.1c.
- Looking at results for students with or without a parent in higher education, historically we have seen a gap: this has closed in the last year although we recognise this does not constitute a trend, and our quantitative consultations tell us we need to remain alert to this.
- Nationally, there is a significant gap of 18pp between IMDQ1 and IMDQ5 and around 9.5pp between POLAR4 Q1 and Q5. (Each of these has only varied by around one percentage point in the last five years showing little has changed in this area of inequality). We have set a target in this area.

Progression to employment or further study

- At Marjon, there has been a persistent gap for students from POLAR4 Q1 backgrounds in gaining graduate employment, varying between 7.5pp and 17.4pp in the four years to 15-16. In 16-17 this gap reversed; see Chart 1.1d. IMD data shows more fluctuation, with a positive gap in both 13-14 and 16-17; see Chart 1.11d.
- This gap remains a significant problem nationally, although the difference between IMD 5 and IMD 1 has dropped from 9.7% to 7.1% over the last five years. On POLAR4 data the gap over the last five years is between 6% and 4%; still statistically significant. We have set a target in this area.

1.2 Black, Asian and minority ethnic students

Access

- UCAS-level application data shows that applications from students belonging to the Asian, Black, and Mixed ethnic groups are at their highest level for six years. The overall proportion of ethnic minority students studying at the University's main campus has increased incrementally in each of the last three years. As a proportion of the overall University population, however, these numbers are strikingly low, and we have set a target here.
- UCAS data shows that applications from the Black ethnic group, for example, increased from 2016-17, to 25 applications in 2017-18. Applications from students of mixed ethnicity increased from 20 in 2016-17 to 45 in 2018.
- There are no statistically significantly gaps in the offer rate between ethnic minority groups.[8]
- Our student numbers are small with entrants in the last four years, 2014 to 2017 being too low to report without contravening data protection, but in 2018 entrants were 15 Black students; 10 Asian students; 30 mixed ethnicity students and 15 "other" ethnicity students.

[8] https://www.ucas.com/file/209316/download?token=a7XNlSTN

Access

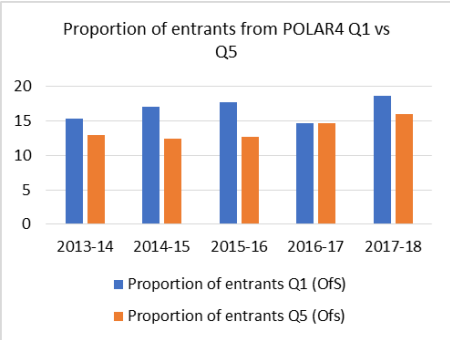


Chart 1.1a

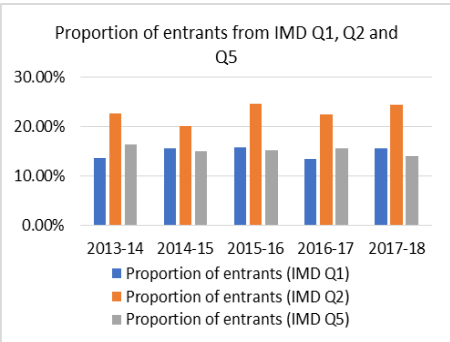


Chart 1.11a

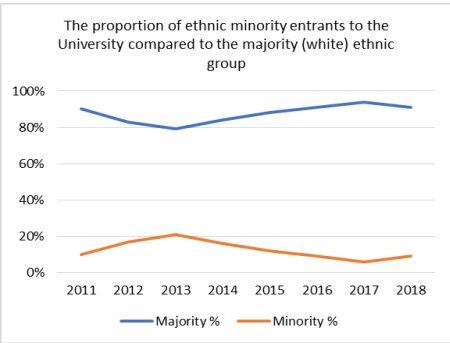


Chart 1.2a

Retention

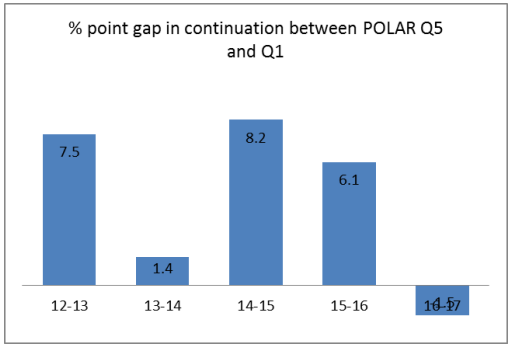


Chart 1.1b

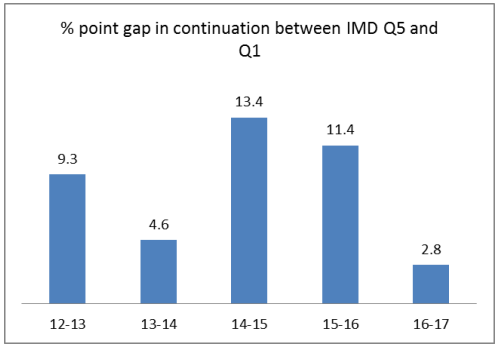


Chart 1.11b

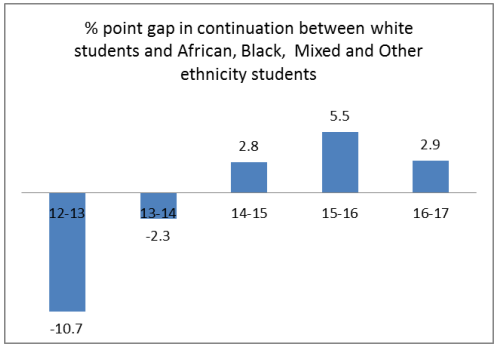


Chart 1.2b

Attainment

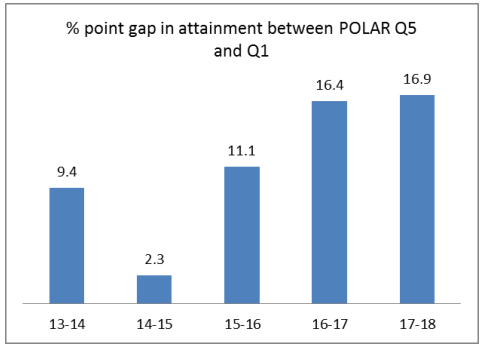


Chart 1.1c

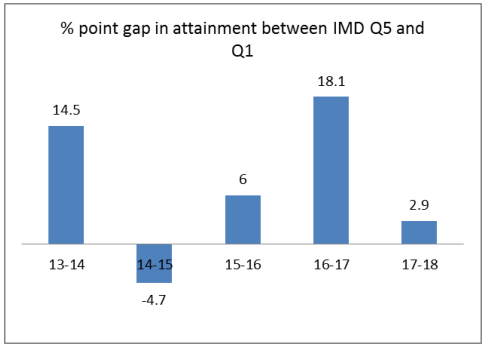


Chart 1.11c

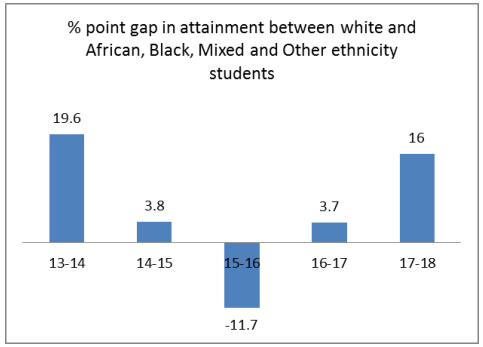


Chart 1.2c

Progression

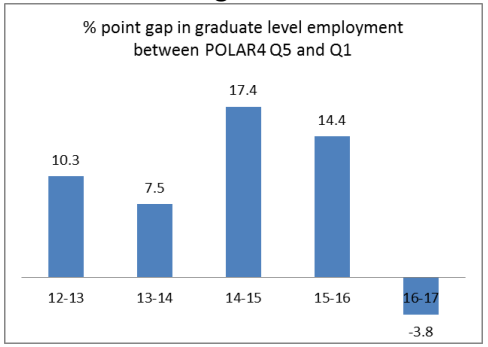


Chart 1.1d

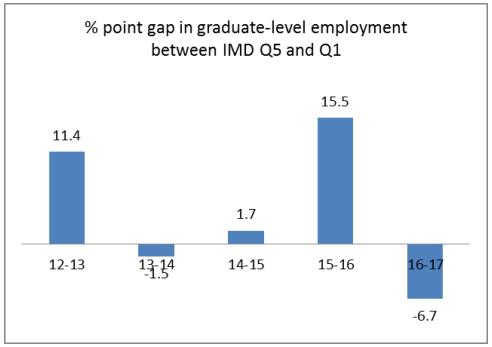


Chart 1.11d

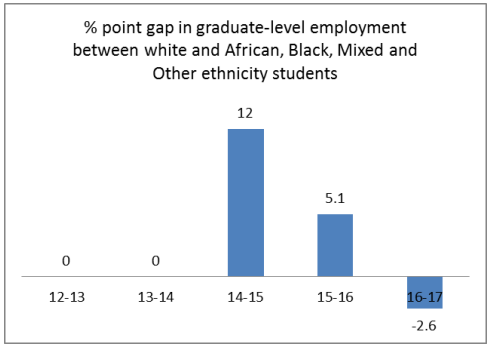


Chart 1.2d

- The percentage point gap between white entrants and entrants from Asian, Black, Mixed and Other groups over the last five years of data has been: 93.3, 92.3, 91, 88.1, 85.5 (full time, all undergraduate courses).See Chart 1.2a.
- University enrolment data, disaggregating franchised courses from those delivered at the main University campus in Plymouth, shows that ethnic minority students account for just over 5% of the total student population at our main campus. At dBs in Bristol, this figure is far higher at 15%.
- The proportion of ethnic minority student at the University's main campus in Plymouth is much lower, but in line with local and regional BAME population.[9] Census data published in 2011 shows that less than 1% of the region's population belong to the Black ethnic group (compared to 13.3% in London) and only 2% of the region's population belong to the Asian ethnic group, the lowest in England and Wales.
- Due to the very small populations within ethnic categories (other than the white ethnic group) we are mindful of our data protection duties and have not presented granular analysis within this self-assessment.

Success – non-continuation

- Across all sites, continuation for African, Black, mixed and other students has reduced since 2012-13, and there has been a gap since 14-15 compared to white students. Data for 2017 shows a gap of 2.9pp; see graph 1.2b.
- However when we look at the data for just onsite students, we see a positive gap for six out of the last seven years: the only year of a negative gap was 2014. We must therefore work with off-campus partner providers to understand the gap in more detail, particularly in the context of a growing national gap, increasing from 1.9pp to 3.2pp in the last five years.
- When we disaggregate by ethnicity, for Black students we only have a continuation rate which is reportable for the final year; 2017-18, when it was 76.5%. In previous years the dataset is too small to report. Even in the final year, the confidence interval is a large range, between 50% and 93%. For White students in the same year continuation was 87.3%, showing a gap, but not a robust pattern. For mixed students, the continuation rate over the last five years has been 100%; n/a; 85.7%, 80%, 92.3%. Whilst two years are low, two years are high and data on other groups shows more definite gaps which is where our strategic aims are focused. When we disaggregate to look just at the main campus, we have a continuation rate for minority ethnic students which is above majority ethnic students for five out of the last seven years (the gaps were in 2014 and 2015).
- We have not set a BAME continuation target because we only currently have one data point from 2018, but we commit to monitoring this fully and setting a target if we see a gap.

Success – attainment

- We have seen an attainment gap in four out of the last five years, the only positive gap being in 15-16. See Chart 1.2c. Although the gap is 16pp in 17-18, there are only 15 ABMO students in these results so these gaps are not considered statistically significant. The national picture shows significant issues to be addressed, with an attainment gap of 13pp between these two groups, and a gap of 23pp between white and black students. (OfS KPM_3)
- Note we have used African, Black, Mixed and Other as the target group due to low numbers; disaggregating into ethnicity produces too small numbers to be set as robust targets. White ethnic students achieved 1st or 2.1 degrees at rates of 58.8%; 59.4%; 58.9%; 65.6%; 77.5% in the last five years. Collectively, African, Black, Mixed and Other achieved 1st or 2.1 degrees at rates of 38.9%; 55.6%; 70.6%; 61.9% and 61.5%. This shows a positive gap in the third year but negative gaps in other years; this is because the improvement in good degrees in white students is not replicated quite as strongly in students from ethnic minorities.
- We have not set a BAME attainment target but we commit to monitoring this fully and setting a target if we see a gap.

[9] Source: Disaggregated provider-level data. 2011 Census data shows that across the English regions and Wales, Wales was the least diverse area, followed by the South West and North East. See:
https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/ethnicity/articles/ethnicityandnationalidentityin englandandwales/2012-12-11

Access

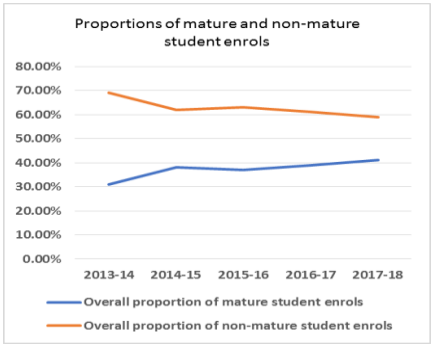


Chart 1.3a

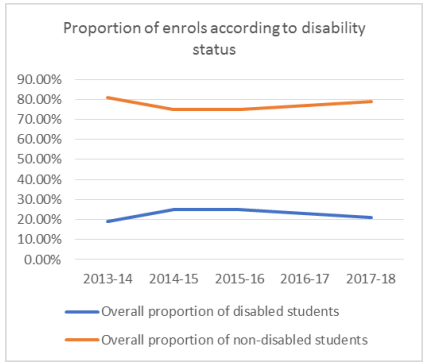


Chart 1.4a

Retention

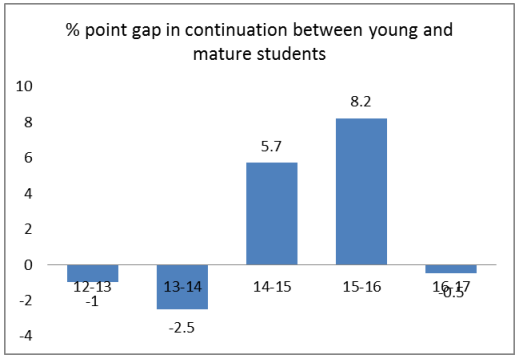


Chart 1.3b

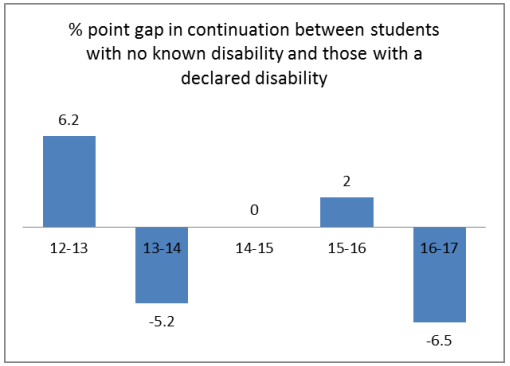


Chart 1.4b

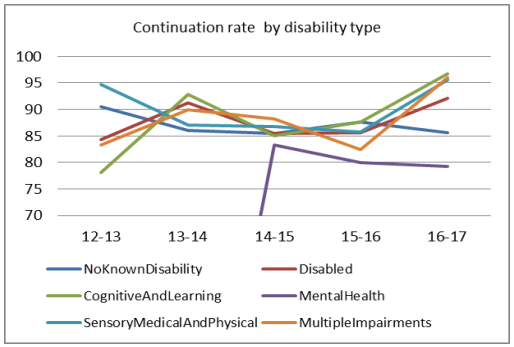


Chart 1.41b

Attainment

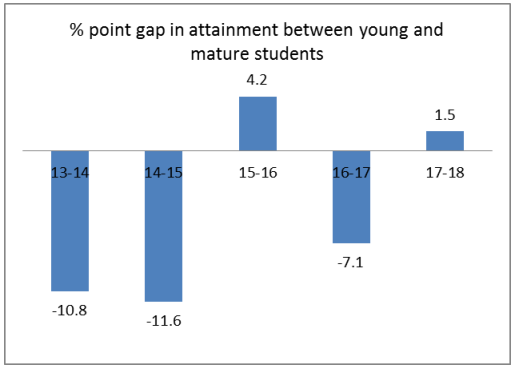


Chart 1.3c

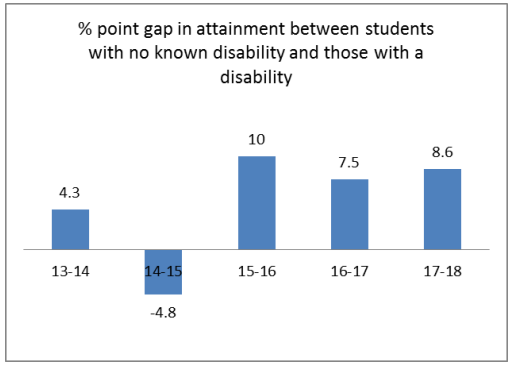


Chart 1.4c

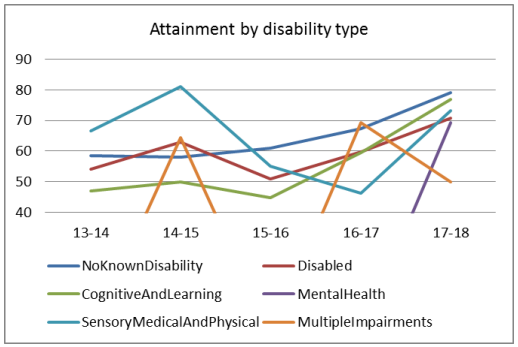


Chart 1.41c

Progression

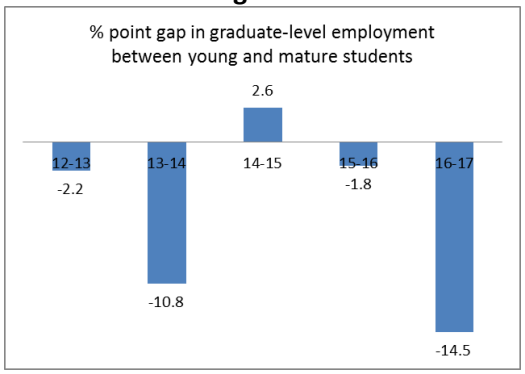


Chart 1.3d

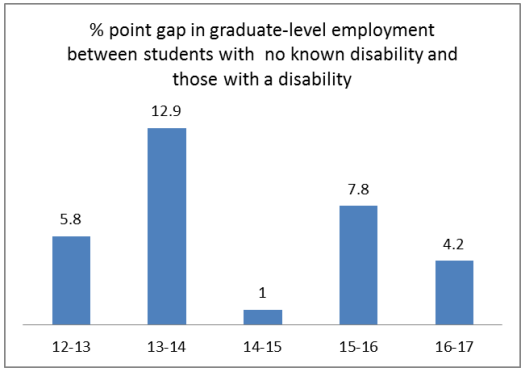


Chart 1.4d

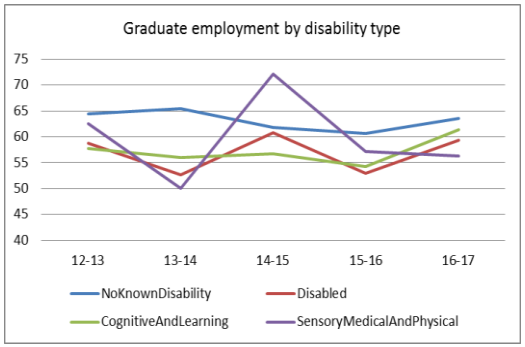


Chart 1.41d

Progression to employment or further study

- We have seen a gap in rates of graduate employment by ethnicity (across all courses, on and off campus) in 14-15 and 15-16, but this had closed by 2016-17; see Chart 1.2d. Breaking down numbers by different ethnicities is not possible (numbers are too small to appear at all in the OfS dataset for example).
- Because numbers are particularly small here, (particularly as the increase in ethnic minority students in offsite courses is not yet visible in this data), this may not be a definite positive trend so we should not be complacent about these results.
- We have not set a BAME progression target but we commit to monitoring this fully and setting a target if we see a gap emerge.

1.3 Mature students

Access

- In 2017-18, mature students accounted for 41% of enrolments to the University; see Chart 1.3a.
- This figure is 13.2% higher than the overall proportion for all English higher education providers.[10]
- We have either met or exceeded our HESA benchmarks for this learner group in each of the last three years.[11]
- The proportion of mature student enrols increased by 10 percentage points in the last five years. This growth is attributable to off-site provision, including those courses delivered by DbS in Bristol.[12] There is little substantial change in the proportion of mature entrants at our main campus in Plymouth, which is around 32%.
- The largest mature learner group falls within the '21-25' age category.[13]
- Almost all part-time students are mature. Numbers have reduced from c. 75 in 2013 to c. 50 in 2017-18.[14]

Success – non-continuation

- In 2014-15 and 15-16 we saw a gap in continuation rates; mature students did not continue in their studies as successfully as younger students; see Chart 1.3b. Whilst OfS data shows this gap has closed in 16-17, to -0.5%, our latest unpublished data shows this gap continues in 17-18 and so remains a priority. It is worth noting that the gap is mainly driven by the off campus courses, for example in Bristol.
- This issue, of mature students being less likely to continue, is reflected nationally. National statistics [for full time, undergraduate only] show a consistent 7% point gap with young students retaining at 92.5%, and mature students retaining at 85.5%. This puts our 16-17 data for mature students ahead of sector, but we must build a strategy to remain there. We have set a target in this area.

Success – attainment

- Previously, mature students at Marjon have tended to get better degree results than young students. With all of our results improving, the gap has closed to 1.5% in 17-18; see Chart 1.3c.
- However, within part-time students, this gap persists, with mature part-time students generally doing better than young part-time students. (Discussions within Marjon point to the fact that there are very few young students studying part-time and reasons for studying part time tend to be due to other more complex issues).
- Nationally, the trend is different: young students consistently get better degree results than mature students, with the gap being between 9 and 10.8 percentage points in each of the last five years. However, when entry qualifications are taken into account, mature students "travel further". This suggests that mature students with the same entry qualifications do better in their studies. Nationally, full-time students also tend to get better degree results than part-time students, suggesting that balancing study with other commitments can be tough.

Progression to employment or further study

[10] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/
[11] Experimental Statistics: UK Performance Indicators, Table T2a. See: https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators
[12] Source: Disaggregated provider-level data
[13] Source: OfS dataset
[14] Source: OfS dataset

- In four out of the last five years, mature students have achieved higher levels of graduate-level employment than younger students; see Chart 1.3d; and is getting worse, reaching a gap of -14.5% in the latest year, 16-17. This gap is considered significant in years 13-14 and 16-17, and is specifically between young students and students age 26-30. (Data is not robust for older student groups).
- This gap is reflected in the national picture, where Longitudinal Educational outcomes data show consistently higher earnings for mature students.

1.4 Disabled students

Access

- In 2017-18, 21% of full time enrols at the University declared a disability; see Chart 1.4a. The University remains significantly above HESA benchmark (+6.6%) for this group.
- The overall proportion of students with a disability at the University has decreased slightly in each of the last three years.[15] This decrease is driven by a reduction in students declaring a specific learning disability, which was the most common type of disability declared in 2017-18 (36.5% of disabilities).
- Numbers and proportions of students declaring a mental health condition are growing each year (now at 27.4% of disabilities, and an increase over the last five years from 1% of the overall intake to 6%).
- In 2017-18, the proportion of students declaring a sensory, medical or physical impairment was 2%.[16]
- Within the part-time student population, however, the proportion of students with a declared disability is much lower; in the last five years the proportion was 5%, 3.9%, 11%, 9.6% and 8%. This gives us gaps of 90%, 92.2%, 78.1%, 80.8% and 84%, which are considered statistically significant. This is below sector, where the proportion of part-time students with a disability has been growing and reached 14.8% in the latest year.
- Almost all part-time students at Marjon are mature. The only disability declared in sufficient numbers to be visible in results, although still too small to be reported, is cognitive and learning disabilities. Because the denominator is 50, the difference between 10% and 20% (c. the proportion of students in our full time population) is just five students. For this reason, we are not setting a numerical access target around this, however we commit to monitoring and to setting a target if it reduces, particularly if our strategic focus for recruitment means that part-time numbers grow significantly.

Success – non-continuation

- Our continuation rates for disabled students are generally good, with positive or zero gap in three out of the last five years. There was a positive 6.5pp gap in 16-17 – ie disabled students are more likely to continue (see Chart 1.4b). This was driven by a positive gap of 11.1pp for students with Cognitive and Learning differences, which was considered statistically significant in that year; see Chart 1.41b.
- However, in the latest data, which is not yet nationally published, we can see that a gap is opening up again whereby disabled students are not continuing as well as non-disabled students. This is particularly on main campus. This could be small natural fluctuations but we must be wary of this gap continuing, particularly in light of the national context. When we break the data down by disability type, we see the national gap reflected for students with mental ill health, where a gap persists since data became available. We have set a target in this area.
- Nationally, there is a 1pp gap between students with a disability continuing and those without. There is a 3.5pp gap for students with a mental health condition which has declined from a gap of 6.6pp in 2012. For part time students this gap is 12pp.

Success – attainment

- Students without a disability tend to get better degree results. This gap has been between 7 and 10 percentage points for the last three years, and 8.6pp in 17-18; see Chart 1.4c. The gap is highest in the latest year for students with mental ill health (10 percentage point gap); see Chart 1.41c. However a positive point to note is the closing of the gap for students with cognitive and learning differences: from 16pp gap three years ago, this has now closed to just 2pp; again, see Chart 1.41c.

[15] Experimental Statistics: UK Performance Indicators, Table T7. See: https://www.hesa.ac.uk/news/07-03-2019/experimental-uk-performance-indicators
[16] Source: OfS dataset

- Nationally, the gap is 2.8pp overall, and 3.4pp for students with cognitive and learning differences. This is reflected in OfS KPM_4. We have set a target in this area.

Progression to employment or further study

- There is a gap in graduate level employment for students with a disability vs those with no known disability and this has decreased from 7.8pp in 15-16, to 4.2pp in 16-17; see Chart 1.4d. The gap for students with cognitive and learning differences has been closing from a high of 9.5pp in 13-14, and is 2.2pp in 16-17; see Chart 1.41d. We do not have data for some groups due to small numbers graduating in 16-17.
- This gap is reflected in the national picture, where students with a disability are 1.8 percentage points less likely to gain graduate level employment, a gap considered statistically significant. We have set a target in this area.

1.5 Care leavers

Access

- The number of care-experienced and estranged students at the University has increased in each of the last three years and is higher than the baseline year (2014).

Academic Year	2014	2015	2016	2017	2018	Year on year (+/-)	Baseline (+/-)
Care experienced and estranged entrants	8	10	6	10	11	1	3

In 2018 we have 29 care leavers across the programmes relevant to the APP across all UK sites. 19 of these are on courses on the main Plymouth campus; 10 are with collaborative partners. In 2017 we had 44 care leavers in the categories above, with 28 on the main Plymouth campus. The reason for the reduction is due to a relatively large intake of care leavers in 2015, who then completed in 2017-18.

Whilst we have relatively small numbers of care leavers, we also include here commentary on how we have further developed our understanding of issues for this group. The issues that we tend to hear most about from care leavers are funding related. Care Leavers have difficulties managing essential costs such as utility bills until their funding comes in at the start of term, especially if it is delayed, as it can be if they haven't had the right advice about applying. If they live alone or with a partner then they can have difficulties with change to benefits once they become a student, and the reassessment process. We also see some benefits assessors not understanding the full entitlement for students so they end up with less than they are entitled to, which we work through with them. We also see regular issues with care leavers being given money by local authorities but little advice about how to manage it. We support with all of these issues. We have reviewed literature on care leavers within the senior team management meeting, particularly Harrison, Martin and Jackson, Cotton et al. (2014) and Jackson et al 2005 and created an initial action plan, to be developed into a more fully-consulted plan during 2020, which is described in more detail in Section 3.

Success – non-continuation

- Although numbers are small and so the data vary, we see a gap in the continuation of care leavers, particularly for first year into second year. Our latest data shows a 20 percentage point gap in care leavers reaching the end of first year compared to all students.

Success – attainment

- There is not an obvious gap in attainment for care leavers, but numbers are very small. The implication is that if we can support care leavers to settle and begin their second year, the barriers to success subside.

Progression to employment or further study

- Numbers are too small to robustly report on progression after university, but we have put in place specific interventions in 2018 in this area, and will analyse further with the first release of graduate outcomes data.

1.6 Intersections of disadvantage

Due to small numbers, many intersections return null results due to being broken down into small cohorts; for example it is not possible to split data by IMD/ethnicity or POLAR/ethnicity. It is possible to look at the intersection of sex and both POLAR4 and IMD, within the OfS dataset, and we have also looked at other intersections within our own data, such as age/POLAR4.

Access

- **Multiple Equality Measure:** The ratio of MEM Group5:Group1 of applicants per 10,000 population statistic, regarded by UCAS as the most useful means of assessing gaps in higher education representation, shows that when multiple dimensions of equality (in this case, sex, ethnic group and POLAR3 classification) are combined, the University achieves significantly lower ratio values for placed 18 year old applicants when compared to other lower tariff providers and all UK providers (i.e. the sector as a whole). For the 5 years preceding 2017-18, students from MEM group 1, the cohort of English 18 year olds least likely to enter higher education, were 'more likely' or 'as likely' to be placed for entry at the University than the most advantaged MEM group 5 students.[17]
- **Males from deprived backgrounds:** Intersectional analysis of provider-level data has revealed that there is an opportunity to increase access to the university's main campus in Plymouth for male students from lower socio-economic backgrounds, as this group has declined in absolute terms in recent years, whereas female students from the same group have increased. In 2018, there were 45 female entrants to the University's main campus from the intersection of POLAR Q1 and IMD Q1 backgrounds, and this figure has increased in each of the last three academic years. In 2018, the figure for male students was 13. This figure is at it its lowest level for three years and significantly below the baseline (31 students in 2011).[18]

Success – non-continuation

- **Continuation**: when comparing male vs female students from the same quintiles (both on IMD and on POLAR levels) females tend to retain better than males. This reflects the national picture, where females retain better than males from the same background group (both for IMD and POLAR). Across full-time mature students, POLAR4 does not represent a consistent trend in privilege, however when we just limit to courses on campus, there is a gap in each of the last five years, where mature students from POLAR4 Q5 retain better than those from POLAR4 Q1. For young students Q5 students have retained consistently better than Q1 students in each of the last seven years.

Success – attainment

- When comparing male vs female students from the same quintiles (both on IMD and on POLAR levels) females have tended to get better degree results than males (only in recent years for those in quintiles 1 and 2). This issue reflects the national picture, where males from POLAR Q 1 and 2 have performed below other groups in degree results for each of the last five years. Mature students from POLAR4 Q5 tend to score better than young students from Q5, and all students from Q1; gaining the highest levels of attainment in two out of the last three years.

Progression to employment or further study

- Across students from POLAR 1 and 2 backgrounds, males tend to be more successful in gaining graduate-level jobs than females, which reflects the national picture. At Polar 3, 4 and 5, the national picture shows the same trend of males doing better than females, but at Marjon in these groups, females tend to get better graduate employment than males (although the final year of data bucks this trend). This is repeated when looking at IMD data and sex. At a sector level, there is very little gap between males and females from IMD 1 and 2. At 3, 4 and 5, males tend to get higher graduate level employment than females.

1.7 Other groups who experience barriers in higher education

- We have also considered the following groups: carers, people estranged from their families, people from military families, refugees and people from Gypsy, Roma and Traveller communities. For many of these groups, we do not have robust data. This year we will work on how to gather this data on arrival, to fill in the gap before this is

[17] UCAS data shows that in 2017, MEM Group5:Group1 ratio of placed applicants per 10,000 population for Plymouth Marjon University was 0.7, compared to 1.9 at lower tariff providers and 3.8 at all UK providers. See: 2017 MEM Analysis: P63 (UCAS).
[18] Source: Provider-level data

provided by UCAS with the new application system, and this will enable us to do a more robust assessment of these groups. As part of our consultation we requested that students who meet any of these criteria meet with us to give us feedback, and received only a small number of comments; (insufficient data to create a robust plan, hence gathering the data correctly must be our first goal).

- As part of our care leavers' support, we include support for those estranged from their families (and have done for some time). We therefore know most about this group, although the numbers are too low to report on without being able to identify students.

2. Strategic aims and objectives

Context and overall vision

Our overarching strategic aims and objectives are underpinned by our heritage and values, and a determination to be as bold in our vision as our founders were. We are a University built on the principles of social mobility; founded in 1840 to support young people from workhouses to train to become teachers. We still maintain that pragmatic approach to using the delivery of high-quality education to change lives for the better. Whilst our heritage and values underpin our ambitions, the practical solutions and the details of this APP come from our wide consultation. Our first strategic aim is to support more under-represented or disadvantaged people into Higher Education. This is the reason many of our staff choose to work here, which means there is wide interest and expertise in this area. We will deliver this through attainment raising support over multiple years, and information, advice and guidance, building on an already successful series of activities. Our second aim is to build a more ethnically diverse student body. We were pioneers in this regard, taking in our first international students in the 1850s. As well as opening up Marjon to more people, and enabling more people to feel a sense of belonging at Marjon, we want to offer to all our students a more diverse national and international perspective. Finally, we have a third strategic aim to build a university in which everyone can succeed, ensuring equality of opportunity for all groups. This will take some time but we have set goals to close the key gaps in success and progression by 2029-30. To do this we will work closely alongside students to identify, and then tackle and remove barriers to success, and we will proactively create a more inclusive environment in which everyone feels they belong. This summarises our theory of change, which is detailed later in this section on page 14.

2.1 Target groups

The table summarises which broad groups we will target at which stages of the lifecycle. Related targets from the Targets and Investments plan are shown in superscript. Relevant OfS Key Performance Measures are also shown in superscript. Target groups are discussed in more detail in the following section.

Group	Access	Continuation	Attainment	Graduate employment
Low POLAR + socio-economically disadvantaged groups[19]		Eliminate gap by 2024-25 (PTS_1) (KPM_2) (Chart 1.1b page 3)	Eliminate gap by 2029-30 (PTS_2) (Chart 1.1d page 3)	Eliminate gap by 2029-30 (PTP_1)
Ethnic minority students	Reduce percentage point gap in enrols between white students and students from Asian, Black, Mixed or Other ethnic backgrounds to 80 pp, by 2024-25 (PTA_1) (Chart 1.2a page 3)		See note[20]	
Mature students		Eliminate gap by 2022-23 (PTS_3) (Chart 1.3b page 5)		

[19] (including those without a parent in HE, and those from areas or backgrounds of low HE participation, including care leavers and military families)

[20] Note we have not set a target around KPM_3, to eliminate the gap in degree outcomes between white and black students, because our data is not robust enough to demonstrate we have a gap, but several of our projects will support this KPM.

Disabled students			Eliminate gap by 2024-25 (PTS_4) (KPM_4) (Chart 1.4c page 5)	Eliminate gap by 2029-30 (PTP_2) (Chart 1.4d page 5)
Students with mental ill health		Eliminate gap by 2029-30(PTS_5) (Chart 1.14c page 5)		
Part-time students	We have not set specific numerical targets due to numbers being small and volatile, but have set written commitments described on page 21 (care leavers); 22 (children from military families) and 23 (part-time students).			
Care Leavers				
Children from military families				

2.2 Aims and objectives

We have set three strategic aims, with objectives for each below. The first two relate to access, the third aim relates to success and progression, and the theory of change for each is on page 14. Strategic aim 1 does not have equivalent targets on the Targets and Investments spreadsheet as our target is to maintain a strong performance.

Strategic Aim 1: We aim to support and encourage more students from socio-economically disadvantaged and/or under-represented groups to enter HE, including to our own institution (KPM 1).

Objectives

- We will contribute to the OfS key performance measure of reducing the gap in access between the most and least represented groups according to POLAR4 method within HE and at the University. (KPM_1)

Interim indicator aims:

- We will increase the percentage of students who apply to university following specific residential activity.
- We will raise GCSE attainment by the equivalent of one grade in English and Maths among students participating in specific outreach work.

Strategic Aim 2: We aim to build a more ethnically diverse student body.

Objective

- We will reduce the percentage point gap on Access between white students and students from Asian, Black, Mixed or Other ethnic backgrounds to 80 percentage points by 2024-25. (PTA_1)

Strategic Aim 3: We aim to build a university in which everyone can succeed, by removing barriers to success and by creating an inclusive environment in which everyone feels they belong.

Objectives

- We will eliminate the gap in **continuation** for students from lower-participation backgrounds by 2024-25. (between POLAR4 quintile 1 students, and quintile 5; three-year rolling average) (PTS_1) (KPM_2)
- We will eliminate the gap in **attainment** for students from lower-participation backgrounds by 2029-30 and reduce it to 6 pp by 2024-25. (between POLAR4 quintile 1 students, and quintile 5) (PTS_2)
- We will eliminate the gap in **continuation** for mature students, by 2022-23. (PTS_3)
- We will eliminate the gap in **attainment** for students with disabilities by 2024-25. (PTS_4)(KPM_4)
- We will eliminate the gap in **continuation** for students with mental ill health by 2029-30 and reduce it to 2 pp by 2024-25. (PTS_5)
- We will eliminate the gap in **graduate employment** for students from lower-participation backgrounds by 2029-30, and reduce it to 2 pp (three year rolling average) by 2024-25.(PTP_1)
- We will eliminate the gap in **graduate employment** for students with disabilities by 2029-30 and reduce it to 1pp by 2024-25.(PTP_2)

Each of the objectives above has a clear set of interim measures, by which we will report progress. There are numerical **targets**, laid out in the appendix document, which describe targeted progress by year, for these outcome-based measures, to 2024-25. There are also interim ambitions laid out in section 3 “Strategic measures” which describe how we will deliver the targets via the milestones we will deliver in the short and medium term.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

Following our assessment of performance, we have consulted widely, both internally and externally, in order to create two theories of change and our strategic aims, objectives and strategic measures. The plan has been built from discussions at all levels of governance and consultation, from the governing body, to Senate, to Senior Management Team, through Academic Management and Student Engagement and Outcomes Panel. It will continue to be discussed and driven across all levels of the University, following this extensive initial engagement which is described below.

Internal consultation

The plan has been collaboratively prepared across the University. The preparation of the APP this year has involved 26 members of staff and 12 students in workshops and one-to-one meetings, 66 student responses to a survey, a full staff meeting, a presentation to Senate and a Governors meeting to raise awareness of the issues and request inputs and ideas. We have drawn upon academic expertise from youth work and engagement, teaching and pedagogy, disability support and student engagement in order to build our plan. The APP Action Group which meets monthly to build the plan includes representatives from faculties, library, admissions, information services, student support and widening participation and outreach teams. The theory of change was built during workshops and shared across all participants, Board of Governors and SMT. In September 2019 we will instigate a new Equality and Inclusion Committee. The APP Action Group will report into this, and it will oversee developments across TEF, REF and HR as well, ensuring that we continue to enhance our whole provider strategic approach. Note that the detail of student consultation is on page 27.

External consultation

In order to develop an evidence-informed, whole provider approach, we have drawn on the following:

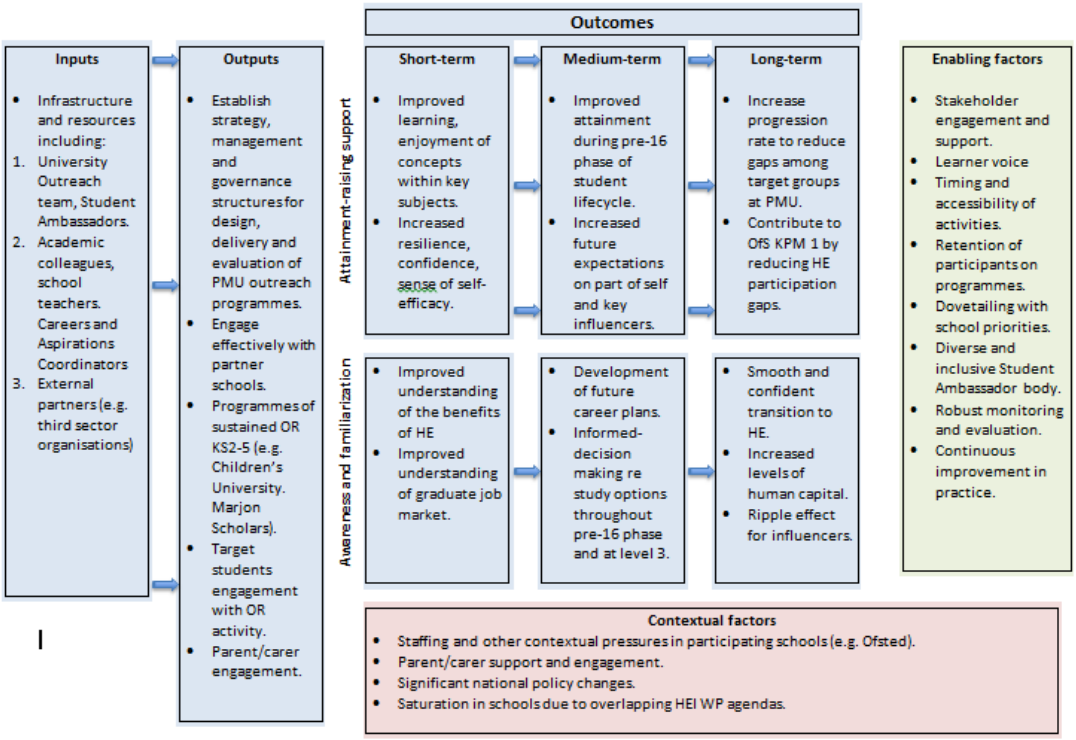
1. Qualitative research via workshop activities, focus groups, semi-structured interviews and meetings with current undergraduate students at the University, including Student Ambassadors involved in the delivery of our outreach work; University Sabbatical Officers ; our Equality and Diversity team; academic colleagues working in a range of related fields at the University; national experts on primary and secondary education, higher education access and participation, including those working within our own institution; local school pupils participating in our outreach programmes; colleagues working in a range of strategic and operational roles at local schools, including our co-sponsored school; outreach professionals at our own institution as well as local and regional HEIs, including those working within Next Steps South West (NCOP) and third sector organisations active within the local community.
2. Our evaluation from tested intervention models and survey research conducted with students from years 7 to 13.
3. Current scholarship (including those sources identified by the OfS), to ensure that our work builds on established research and tested programmes of outreach and student success.
4. A range of publically available data sources to enable contextual analysis and to illuminate local factors.
5. Other provider strategies including those developed at King's College London, the University of Bristol and at other Cathedral Group (CCUC) universities (e.g. University of Winchester).

By consulting with stakeholder groups and triangulating with other sources of data, scholarship and sector-wide best practice, we have generated insight to inform our strategic measures and test and validate the assumptions presented in our theory of change and learner progression framework. This mixed methods approach has also allowed us to take stock of our current outreach and student success approach, reflect critically on our practice and develop action plans for key areas of improvement and capacity-building. Our initial insight has led us to consolidate our outreach work to date and 'switch off' low impact activities, such as those occurring on an intermittent or uncoordinated basis (e.g. our annual 'Raising Aspirations' Key Stage 2 event). We will relinquish the Kirkpatrick model of evaluation in favour of the Standards of Evidence developed by the University of Exeter and seek to develop logic chains as a means of identifying underpinning evidence for our work. All of the strategic measures outlined are grounded in existing evidence and reflect current research.

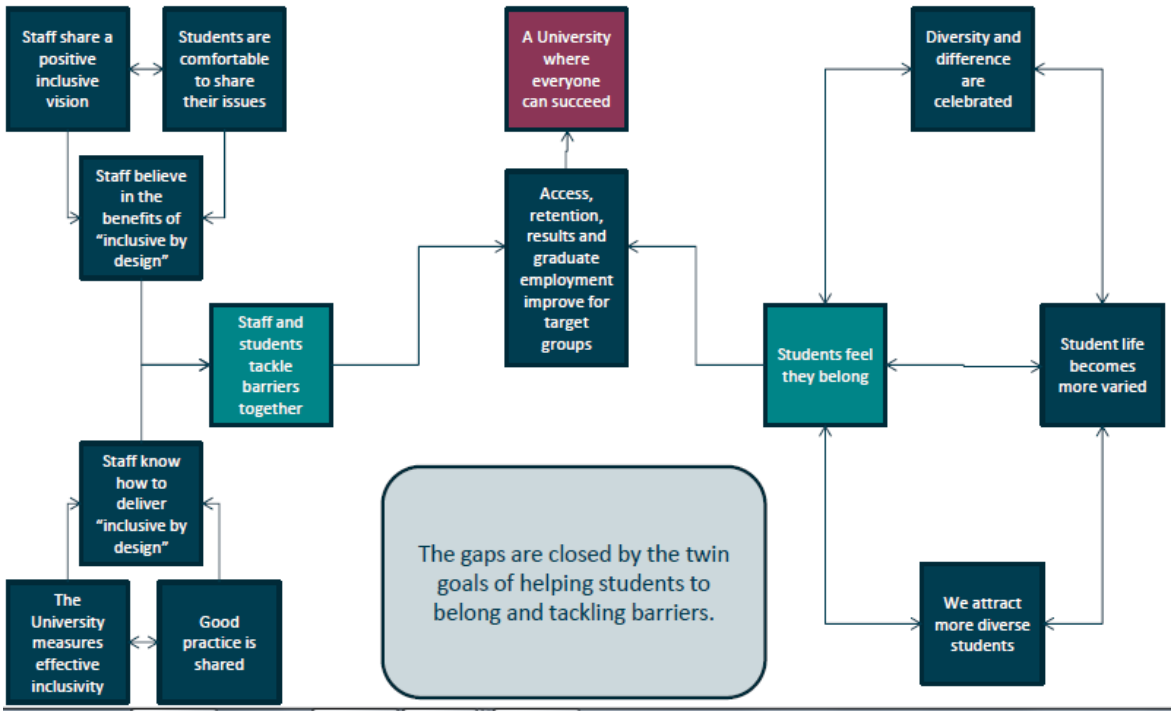
Theories of change

We have developed two theories of change, one for access, developed with local schools, outreach experts, and pupils, and one for success and progression, developed with more internal consultation. Our theories of change have been used to create our strategic measures and action plans. Each is built around a twin solution of addressing key challenges (supporting attainment-raising for access; inclusivity for success and progression) and enhancing belonging, awareness and familiarisation at all stages of the student life-cycle.

Theory of Change – Access



Theory of Change - Success



Alignment with other strategies

Our plan aligns with and draws from other strategies in the following ways.

Marjon Growth Plan: our Growth Plan to 2025 - "Centred on Student Success" – describes the changes we must make to ensure **all** our students succeed.[21] It starts from the principles of our values and heritage, which are all about offering opportunity for all, and it embeds inclusivity and success for *all* students across all areas of the plan.

Learning, Teaching and Assessment Strategy, and Employability strategy: Our learning, teaching and assessment strategy together with our employability strategy are being reviewed this year, in line with the TEF and REF requirements. The new draft strategy builds on and aligns with the APP, and is founded on six principles: i) holistic and inclusive pedagogical approaches; ii) flexible and engaging learning environments; iii) personal and career development; iv) creative learning communities; v) authentic curriculum design; vi) civic engagement and responsibility. In particular the first three of these will align precisely with APP objectives.

Campus strategy: The University is currently creating a campus strategic plan to 2030, and feedback from the APP has fed into this; examples include ideas on creating better spaces for mature students and commuters; fixing issues with access and IT for students with disabilities (both visible and hidden); and a long-term goal to build a "wellbeing campus" which promotes positive mental health and supports those with mental ill health. We have frequently run inclusivity workshops in the past for staff, but this September this will be compulsory, with content taken from the outputs of our APP 'tackling inequalities' workshops, to begin to win *all* hearts and minds as well as ensure our practices are consistently good for *all* students. Our goal is that we embed inclusivity by design into the whole curriculum, all events, and campus development.

Equality, Diversity and Inclusion: Our plan pays careful regard to our duties under equality and diversity. Plymouth Marjon University will develop a new Equality and Inclusion Committee from September 2019. One of the roles will be to receive reports of progress across the TEF, REF, APP and Athena Swan areas, to ensure that our whole provider approach is consistent. Our equality objectives are fully aligned with our APP objectives; some tightly, and some naturally covering broader but highly relevant ground. An example from last year's Equality objectives is that all programmes being validated were to include a data review of attainment gaps by demographic group; this has now been updated to include all APP groups. We have long had a goal as part of our HR strategy to recruit a more ethnically diverse workforce and board of governors: our APP goal to diversify our student body is working closely and jointly with this objective. One goal from last year's Equality work was to raise awareness of hidden disabilities: a single day of awareness saw more than 100 students and members of staff take part in educative activities, which has provided a helpful platform for the conversation for our APP work. We commit to using equality impact assessments where required.

The University has recently taken significant action to support and amplify female voices. In the last twelve months we were the first university to introduce free tampons and towels to end period poverty. In December 2018; the Student Union held their second annual Women in Leadership conference, and after a period of careful student consultation, the SU and Student Support together launched a #neverok campaign to signal an end to any kind of harassment on campus. Whilst a proportion of our APP work, particularly around access, needs to close a gap primarily for male students, our female students will also receive focus through our equality strategy.

Student Protection Plans: our student protection plan recognises our duty (moral and legal) to provide clear and transparent indication, to all students, of how their interests would be protected in the event of closure. Given the typical demographic of the students admitted to PMU, the senior management team has focused upon making certain that students are not in position where programme completion or support are in doubt during any transition into closure or partnership period. The student protection plan clearly states the actions to be undertaken by the University in order to maintain the student experience; this was at the heart of its creation, with particular consideration for the University's population breakdown.

Strategic measures

This section sets out the main strategic measures across access, success and progression and is set out using the bullet points provided in Regulatory Notice 1 (Curriculum, pedagogic and student support developments; Employability and Skills Development; Collaboration with other bodies and alignment with other work and funding sources). We have planned nine strategic projects and these are laid out under the relevant subheading. Each of these will be fully evaluated in line with the evaluation strategy in section 3.3. The interim milestones are laid out beneath each subheading.

[21] https://www.marjon.ac.uk/media/old-2015-website-images/governance-documents/002306-Marjon-Growth-Plan---May-2019.pdf

The curriculum, pedagogic and student support developments to promote inclusivity and address attainment and progression gaps

Embedding a structure and culture of access and participation: We embed this culture in multiple ways. We have completed wide consultation and reporting on access and participation work across student groups, staff and governors. Whilst we have not included graphs and charts in this paper due to space restrictions, we have used these to illustrate and to help people to understand our gaps at all stages of consultation, ensuring their understanding is as broad as possible. We are in the process of embedding evaluation requirements into terms of reference for committees and requirements for continued funding. We now review performance across the student lifecycle by student group at programme level, annually and on revalidation. We will run additional training on inequalities, to start Autumn 2019. Our Learning and Teaching Strategy is being developed with substantial input from inclusivity experts within the University and so considers under-represented groups at its core.

Flexible provision: We are developing our flexible provision, recognising that this can be more suitable for students balancing existing responsibilities. We are on the register of approved training providers for degree apprenticeships, and have launched a business degree apprenticeship, and a teacher training degree apprenticeship. We run a very successful FdA course for students who are working in childcare settings, which takes account of their working hours, and our Youth and Community Work course is also undertaken mainly by students in employment, and so runs flexibly. We are looking at how to take these successes into other courses. Work with our Youth and Community Work cohort resulted in the development of a four week introductory module around emotional and organisational control, which is being rolled out to other courses, supporting the entry into HE. Online provision is steadily increasing and part of our inclusivity project will be around ensuring that our online requirements work smoothly for students who are, for example, carers, or have part-time jobs, who cannot be as flexible to change as other students can. This is because we believe that a large proportion of our students have part-time jobs.

Inclusive admissions: We publish expected grades, but on many courses we are flexible and actively encourage applicants to contact us. Each personal statement is reviewed by Programme Leaders, who may then contact applicants and potentially make a contextual reduced offer. We also make reduced offers to students from schools with which we hold a progression agreement.

Embedding wellbeing and mental health policies: our mental health policy is in development, and we have consulted across staff and students on this, as well as reviewed national examples and learnings. Our Balance initiative, launched in 2017, aims to support staff to achieve wellbeing balance in their physical, mental, social and nutritional health, through a variety of different activities and schemes, and many of these are open to students.

Short term ambitions around pedagogic and student support developments:

- In 2020 we will develop our study skills programme for years 1 and 2.
- In 2020 we will roll out a new curriculum model, piloted with Youth and Community Work students, which begins with an intensive four week introduction module to support students settling into study.
- In 2020 we will pilot a project to deliver oral literacy skills to students through members of our teaching staff.
- In 2019 we will recruit a new Student Engagement Officer to support belonging, including developing diverse extra-curricular activities.
- In 2019 we will launch a campaign of inclusivity by design working with staff and students to identify barriers to success for all disadvantaged groups.
- In 2019 we will deliver additional welcome support for groups from disadvantaged backgrounds, and additional advice and guidance for supporters.
- In 2020 we will launch our new Mental Health strategy including being a Suicide Safer University.
- Over the course of the plan we will commit to carefully monitoring BAME continuation and attainment, and we commit to setting a target in this area if we find a sustained gap[22].

[22] We have not set a BAME continuation target because we only currently have one data point from 2018.

Medium term ambitions:

- By 2022-3, we will see benefits in degree results of our new models of study skills, peer mentoring and curriculum model, with the gap in degree attainment for students with disabilities reducing to 4 percentage points, and the gap for students from lower participation backgrounds reducing to 3 percentage points rolling three year average.
- By 2022-3, we will have rolled out Oracy across all students and see results coming through in assessments and in learning gain measures.

These ambitions all support the objectives under our Strategic Aim 3 on page 11. Please note outcome-based targets by year to 2024-25 are within the appendix under Targets and Investments Plan.

To deliver these targets, three specific projects under this theme have been developed. These are:

Inclusion by design
Accessible study skills for all
The Oracy Project

APP Project 1: Inclusion by design

Summary: Removing barriers to study, which include physical, structural and cultural barriers
Target groups: Primary students with disabilities, with a long-term focus on students with mental ill health, but including mature students, students with caring responsibilities, commuter students and students with essential part-time jobs (likely to be from more socio-economically disadvantaged groups).
Type of OfS evaluation: Narrative; to move towards empirical before and after evaluation for some specific projects.
This strategic measure supports all Marjon targets across Success and Progression, and OfS KPMs 2, 3 and 4.
Evidence and rationale: This project stems from our theory of change work with staff and students, where we describe the twin goals of enabling students and staff to tackle barriers together, and helping all students to feel they belong.
Activity: This project will deliver a hearts and minds campaign and training so that all staff and students understand the benefits of inclusivity by design, but also know and remember what to do to achieve this. It will begin with a campaign in September 2019 built around student voices, and delivering an inclusivity toolkit, an inclusivity checklist, and training. The goal is that students experience inclusive-centric thinking from all staff, and fellow students. Examples of impact would be in furniture and campus design, in learning, teaching and assessment and in specific advice and guidance in how to improve inclusivity and belonging for specific groups. This project will also deliver a new Mental Health strategy, built with students, using the University Mental Health Charter, and with a goal of being a Suicide Safer University[23]. Finally, we expect that this project could impact on more flexible provision, by sharing the requirements much more broadly across the University, and asking a broader range of staff to come up with creative solutions.

APP Project 2: Accessible study skills for all

Summary: Delivery of skills in how to study at HE level
Target groups: Students without a parent in HE, students with responsibilities outside study, commuter students.
Type of OfS evaluation: This project uses type 1 narrative evidence but we will move towards type 2 with more varied and robust data collection.
This strategic measure supports all Marjon targets under success, and OfS KPMs 2, 3 and 4.
Evidence and rationale: This project comes from our theory of change workshops, where groups of students described barriers in understanding how to study; time management, research skills, and vocabulary used in higher education.
Activity: This project focuses on two key activities run from the Library study skills team; Studiosity and AIM.

- **Studiosity** was trialled in 2018-19 and allows students to submit samples of work for commentary and marking. The anecdotal feedback has been incredibly positive, with a good number of positive adhoc comments on our "Chatback" service about this. We see high usage outside office hours, and will do further work this year to understand who is using it. Students say they feel more able to access support and more confident when submitting their final piece of work.
- **AIM** has developed from our very popular Going for Gold dissertation skills sessions. A large proportion of final year students take part in Going for Gold, and they have commented they wish they had had this specific training

[23] https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/guidance-for-universities-on-preventing-student-suicides.aspx

earlier. From September 2019 we will pilot a Year 1 and Year 2 programme to introduce these study skills to students earlier. We expect for there to be a particularly positive impact on students from more disadvantaged backgrounds, particularly those without a parent in HE, or those out of study for some time.

APP Project 3: The Oracy Project

Summary: Enhancing students' skills in oral communication and oral literacy

Target groups: Varied; expected to have particular impact on students from lower participation neighbourhoods, without a parent in higher education, or from lower socio-economic backgrounds.

Type of OfS evaluation: This project will be set up to deliver type 2 empirical evidence, demonstrating changes before, during and after activities.

This strategic measure supports Marjon targets PTS1 and PTS2 and OfS KPMs 2, 3 and 4.

Evidence and rationale: We were the evaluation partner for the very successful Plymouth Oracy Project, where enhanced oral communication for younger age groups was shown to improve attainment, conflict resolution and classroom behaviour, and grow confidence. We want to take this evidence and test if we can deliver a similar improvement for our own students.

Activity: Following the same principles of the original pilot scheme, members of staff will be trained in how to deliver oracy skills both as separate interventions, and embedded in other learning. We will measure pre vs post changes in order to understand the impact this has. We expect this to show some impact on attainment, confidence and graduate employment. It may also support belonging and inclusivity, through making people more confident to engage with the University.

Employability and skills development

Employability and careers coaching will be tailored to meet the needs of underrepresented student groups in many ways; the very personal service we offer, which was enhanced as of 2018 when the service sent personal invitations to meet every first year; the delivery of activity both online and offline to support those who may not be on campus as much; the handshake welcome now in place between student support and Futures, for students who are care-experienced or estranged; the additional support and signposting given to students who show less resilient traits in our trial resilience questionnaire; additional focus from the Futures team for courses with students from backgrounds which traditionally have not achieved high levels of graduate employment.

Short term ambitions around employability and skills development:

- In 2019 we will pilot a programme of Student Change-Makers for ten students.
- In 2020 we will launch the Marjon Professional programme to 100 students.
- In 2019-20 we will further develop our online careers support, enabling students to work through specific prescribed support and training.
- Over the course of the plan we will commit to carefully monitoring BAME progression and we commit to setting a target in this area if we find a sustained gap.

Medium term ambitions:

- By 2022-23 our Student Change-Makers will have delivered 30 different projects to enhance student life and we will be able to demonstrate correlating benefits in their employment outcomes.
- By 2022-3, our Marjon Professionals programme will have worked with more than 300 students and we will be able to demonstrate a correlation in their employment outcomes.

Please note outcome targets by year to 2024-25 are within the appendix under Targets and Investments Plan. These ambitions all support the objectives under our Strategic Aim 3 on page 11.

To deliver these targets, three specific projects under this theme have been developed. These are:

Student Change-makers
The Marjon Student Professional
Online personalised careers support

APP Project 4: Student Change-makers

Summary: Pilot project to launch student change-makers

Target groups: Varied

Type of OfS evaluation: This is currently Type 1 narrative evidence. We will move towards type 2 empirical evidence.

This strategic measure supports Marjon targets PTP_1and PTP_2.

Evidence and rationale (why are we doing this): This project is built out of similar projects at Exeter and Winchester Universities, in which students are awarded fellowships to deliver projects which make positive changes for students. The rationale is that they can learn graduate-level skills, gain important experience, and deliver something which step-changes students experience, at the same time as earning money. If these roles are voluntary, the risk is that students who need to work to support themselves are less involved. This project fits into the theory of change section which describes how we must find ways for staff and students to tackle barriers together, as that will lead to more creative and targeted ideas than just staff on their own.

Activity: This project will launch 10 Marjon Change-Maker projects in Autumn 2019. Each will allow one student to tackle a specific issue, working for around 60 hours and to receive a payment for their work. Each student will work with a staff project partner to ensure they can access the resources needed, and experience personal development mentoring.

APP Project 5: The Marjon Student Professional

Summary: Developing enhanced training and graduate-level skills for any student that works for Marjon, and working out what makes the biggest differences.

Target groups: Varied

Type of OfS evaluation: This is currently Type 1 narrative evidence. We will move towards type 2 empirical evidence.

This strategic measure supports Marjon targets PTP_1 and PTP_2.

Evidence and rationale (why are we doing this): This project is built out of employability principles, and early results from focused work with Student Ambassadors. We know that one of the biggest barriers to offering additional employability support is getting students to engage and turn up. Whilst this is now embedded in the curriculum, we want to investigate what happens when we provide intense training for a specific group. We will therefore investigate what intense training we can provide, embedded into day-to-day training when working for Marjon, and how this helps with gaining graduate-level employment.

Activity: This project will develop and test embedding employability skills into the training received by Marjon students who work for the University. We have begun to test this with a significant overhaul of the way we recruit Student Ambassadors, giving them much more experience of a complex interview process, and giving them more comprehensive additional training. The anecdotal feedback is that this has resulted in more professional ways of working and more confidence in applying for jobs. Our goal is to push this several stages further and ensure that wherever students work in the University, we give them a package of employability skills. If we can prove this works, it will help us to roll it out across all students.

APP Project 6: Online and personalised careers support

Summary: Developing our online careers support – Futures Online – and using this system to track student engagement in personal development, and deliver better interventions.

Target groups: Varied

Type of OfS evaluation: Type 2 – empirical. The tracking data on the Futures online platform will enable us to measure and compare the outcomes of students who do and don't engage in employability training, coaching and support.

This strategic measure supports Marjon targets PTP_1 and PTP_2.

Evidence and rationale (why are we doing this): This project is built out of employability principles, developing both soft skills and hard skills. We piloted a project in 2018 with a survey which showed that on arrival, 1/3 of our students are in the lowest resilience group (compared to 15% at other universities undertaking the same study). This enabled the trial of specific interventions by Personal Development Tutors, though it is too early to see results from this. The ongoing project will take learnings from this early trial forward to 2025.

Activity: Our careers team (Futures) are steadily development a platform to enable students to record and be recognised for their progress towards employability skills. This includes volunteering awards, self-bookable appointments and records of those discussions, skills training, and records of conversations and mentoring. It will include development of resources

and increasing use of the platform by students, as well as using the platform to deliver more targeted face-to-face interventions. The online platform will also measure students' progress, including their emotional development such as measures of resilience and confidence. Understanding resilience will enable us to test effective interventions to support students at risk, and to prove what works. The interventions are delivered in discussion with Personal Development Tutors, and include online support (for example pieces of training on Futures Online) as well as one-to-one discussions, focused workshops with peers or signposting to other university experts.

Collaboration with other bodies across the student lifecycle, and alignment with other work and funding sources

Our Growth Plan recognises that as a small provider, our impact is significantly greater working with others. Our collaborative activity is active and advanced in some areas, particularly with schools, with NCOP and with regional and local sports organisations. We have recognised an opportunity to reflect this work elsewhere for the benefit of both our students and broader society, and have been developing collaborative activity in new areas in the last twelve months. These include collaborations around care-experienced children, around people from military service families, and around civic responsibilities and relationships. Our civic collaborations are being actively planned by Senior Management Team and we expect to announce further collaborations this year. This is where we describe our projects for Access stage of the student lifecycle.

NCOP and other HE collaborations

The University was closely involved in the bidding for and subsequent development of regional NNCO and NCOP projects and plays an ongoing role in governance, delivery and evaluation of Next Steps South West, our regional NCOP.[24] We will continue to work closely with Next Steps South West (NSSW) during the academic year 2020-21 (the first year of this APP), and with the Outreach Hub throughout the lifespan of this plan. Two Institutional Outreach Officers are currently embedded within the University's outreach team and deliver core NSSW provision to target students in Plymouth and act as the single point of contact (SPoC) for three NSSW partner schools. By drawing on the infrastructure and expertise of NSSW, we have been able to identify areas of development, begin to map our outreach work according to logic chain and theory of change models, and shine a light on our evaluation strategy. We have also been able to combine our knowledge and resources to deliver more ambitious and resource-intensive projects (e.g. our annual Easter Revision School) and enrich learner exchanges by offering varied experiences and opportunities. We use the HEAT tracking service to evaluate the impact of collaborative work.

The University will continue to collaborate with nineteen other universities to fund, maintain, develop and promote the careers and progression planning websites managed by the Western Vocational Progression Consortium (WVPC) based at the University of Bath:

- Lifepilot, engaging and supporting mature and part-time students in progressing to higher level study (www.life-pilot.co.uk)
- Careerpilot, an award-winning website providing one-stop inspirational, impartial pathway and progression information to 13-19 year olds, parents and advisers in the South of England region. The site was used by 420,000+ users in 2017-18.47 Careerpilot supports schools in meeting the 2018 Careers Statutory Guidance and 8 Gatsby Benchmarks and is integrated into the work of six NCOP projects.

Strategic relationships with schools

Schools and colleges are key partners in the work of the University. As a provider of Initial Teacher Training courses both at undergraduate (BEd) and postgraduate (PGCE) level, we have active relationships with around 600 primary, secondary schools within and beyond on the South West region, which take our students for placement opportunities. University colleagues hold governance positions at a number of local and regional schools and colleges. One colleague has been asked to act as a Local Leader of Governance (LLE), to improve the quality and capacity of governance, undertaking duties such as mentoring chairs and governors, chairing interim executive boards, joining a governing body of a school in need of support, and mediating difficult relationships. Considering our broad involvement in Governing Bodies, this year we will investigate promoting this further amongst our staff, and creating a supportive network across Marjon, as described at Kings College London.[25]

[24] University representatives sit on the NSSW Strategic Committee, Devon Steering Group and Evaluation Steering Group.
[25] https://www.kcl.ac.uk/study/assets/pdf/widening-participation/kings-college-london-app-2019-2020.pdf

Within widening participation work, the University will continue to work closely with the Partnership for Learning and Education (PLE), a consortium of five schools in Plymouth located in areas of low participation, and where a high proportion of enrolled students are from a lower socio-economic background. For 2021, the University will continue to work with the PLE to develop events that broaden horizons and raise awareness of the career opportunities available to students when they leave school.

Care-experienced students

We have also begun strategic relationships with virtual schools. During the present academic year and in accordance with the commitment made in our 2019-20 APP, we have significantly enhanced our work with care-experienced students. By linking with the Devon, Plymouth and Torbay virtual schools we have been able to secure involvement in high intensity interventions such as Easter Revision School. This year, for example, six care-experienced children took part in this programme. In light of this success, we will also open a care-leaver pathway at our annual Summer School. In addition, we attended Devon County Council's Children in Care Awards for the first time this year and we have subsequently developed a dedicated, on-campus Children in Care event, which will take place in July. During the lifespan of this APP we will maintain our work with care-experienced children and seek to continuously improve our practice. Due to the statistical volatility of data for this learner group, we have chosen not to set specific numerical targets in this APP. Care-experienced student will, however, continue to be targeted via the inclusive programmes of long-term outreach outlined above, and a description of our written commitments is below.

To support care experienced students, we offer the following:

- a care leaver bursary of £2000 each year to support care leavers and those estranged from their families
- all year around accommodation
- Several options for support; one single point of contact for financial support; in addition two resident life co-ordinators who have this year taken on a role to provide additional support to care leavers who live on campus, and in 2019 we have added to this a role of a Student Engagement Officer to gather feedback, signpost and support.
- In 2019 we will include mandatory training for staff so that they understand the issues faced by care leavers as part of our Inclusivity Day.
- We have recently agreed to waive resit fees to encourage retention into the second year, following evidence that this was putting off specifically care leavers from continuing to second year.
- To improve advice, information and guidance for care experienced pupils, we have begun a proactive relationship with Plymouth and Devon Virtual Schools in the 2018-19 academic year. We have held a pilot taster day in July 2019 with eight young people plus carers and staff. Care experienced children are given priority places on our Year 11 Easter Revision School and the Year 12 Summer School and this resulted in 5 students on the Year 11 Easter Revision School being from a care background.

Our commitments around care leavers are:

- To continue working with Devon Virtual School and Plymouth Virtual Schools, attending their events, offering taster days for them and prioritising places on attainment-raising events for them.
- To extend this relationship to Cornwall and Torbay Virtual Schools.
- To specifically aim to recruit Student Ambassadors who are care experienced.
- To work with care experienced students to develop and publish an action plan for improving care leaver support by July 2020.

Collaborative activity with children and young people from military service backgrounds

Plymouth is home to a significant population of children and young people from military service backgrounds.[26] Research undertaken at the University of Winchester suggests that there is a significant gap in rates of HE participation among students from military service families and the underlying population, despite comparable levels of attainment and Key Stages 1 and 2, and at GCSE level. Analysis reveals that this HE progression gap stems from disruption caused by family mobility and separation, mental health difficulties and factors linked to reduced awareness of, and access to, higher

[26] In 2016, there were an 7,720 UK Armed Forces personnel with a Defence Medical Services Registration i.e. primary healthcare services provided by the MOD rather than the NHS) registered to Plymouth and 19,500 people with Armed Forces experience See: https://www.plymouth.gov.uk/sites/default/files/Plymouth%20Report%20October%202017.pdf

education opportunities (due to the challenge of sustained participation in programmes of outreach). Intersectional analysis highlights that socio-economic factors play a significant role in attainment outcomes, with children of officers outperforming their peers with lower ranking parents.[27] Socio-economic status is therefore strongly correlated with school performance and subsequent HE progression.

From 2021 we will seek to address this participation gap by offering a new programme of outreach for children and young people from military service backgrounds and including this group within our targeting criteria for Marjon Scholars, Easter Revision School and our level 3 residential programmes. Over the next academic year we will work with the Military of Defence, local and regional local authority coordinators, military family federations and charities, to develop a detailed understanding of the barriers faced by service children in our local community and to devise strategic measures to address these. As this is a new priority area within our outreach efforts, we will join, and seek to work in partnership with, the Service Children's Progression (SCiP) Alliance, as a means of developing best practice (e.g. via SCiP Creative Forces Days toolkit) and establishing targeting and outcome criteria.[28]

Our commitments around other groups are:

- In 2019 we will trial gathering this data on registration to enable us to then conduct initial research with these groups. This will fill in the gap before this data is provided by UCAS with the new application system, and this will enable us to do a more robust assessment of these groups.
- We will prepare a robust plan by September 2020 for the following groups; people from military families, carers and people estranged from their families (when amalgamated with care experienced students). We expect to have numbers less than 5 for students who are refugees or people from Gypsy, Roma and Traveller communities.

Civic relationships

We hold long-standing relationships with the NHS and local health organisations, due to our health-based provision. Our strategy, as described in our Growth Plan[29] is to further develop our civic relationships, particularly with the council and with business organisations. In terms of the impact on the APP, we are aiming to develop specific joint ambitions which will impact on student employability and networking, and developing cultural capital, for example by partnering with local theatres and orchestras. These routes also provide us with discussions around how to fill specific local skills gaps, and from 2019 we will hold a place on the Plymouth Growth Board which will also support this. With recent development of short courses for local employers we will develop further employer links. Finally, we collaborate around student health and particularly mental health and welfare, where we have stretching ambitions this year around the University Mental Health Charter and Student Minds.

Short to medium term ambitions around collaboration with others, across the student lifecycle:

- Over 2019-20, we will develop new programmes of long-term, targeted outreach at Key Stages 2 (Children's University) and Key Stage 3 (Marjon Scholars), to raise attainment in low participation neighbourhoods.
- We will continue to develop and deliver high impact interventions at Key Stage 4 (GCSE revision) and Key Stage 5 (Summer School) as a means of improving HE progression.
- Over 2019-20 we will work with participating schools to agree targets around Key Stage 2 and Key Stage 3 activity, linked to attainment-raising support.
- Over the course of 2020-21 to 2024-25, we will continue to deliver high impact residential activity, with a goal of 30% of young people participating then applying to study in Higher Education.
- Over the course of 2020-21 to 2024-25, we will aim for 85% of those taking part in the Revision School attainment-raising activity to improve their attainment by the equivalent of one grade in English and Maths at GCSE level, according to pre and post-intervention skills tests.
- By 2021-22 we will work in partnership with the Service Children's Progression Alliance (SCiP) to support progression amongst students from military families to enter Higher Education.

[27] https://webarchive.nationalarchives.gov.uk/20180511111620/https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/students-from-military-service-families/

[28] https://www.winchester.ac.uk/media/content-assets/documents/military-service-children/Uni-Creative-Forces-Days-toolkit.pdf

[29] https://www.marjon.ac.uk/media/old-2015-website-images/governance-documents/002306-Marjon-Growth-Plan---May-2019.pdf

- From 2021-22 we will continue to play a leading role in the strategic development of collaborative outreach through the outreach hub.
- By 2020-21 we will develop shared best practice around mental ill health with local stakeholders.
- By 2020-21 we will work with local employment stakeholders such as the Plymouth Growth Board to develop collaborative targets for local employment, including working on curriculum developments.
- Over the course of the plan, we commit to monitoring part-time student numbers with regard to the proportions of students with disabilities and from lower participation backgrounds, and to setting numerical targets if we see these reduce, or if we see numbers of part-time students significantly increase (and therefore the gaps become more robust).

Medium to longer term ambitions:

- By 2022-23 we will develop Progression Agreements with two local schools located in ethnically diverse areas (e.g. Lipson Cooperative Academy and Plymouth School of Creative Arts), and with a non-local partner school in an area of high ethnic diversity.
- By 2022-23 we will increase the proportion of local, pre-16 BAME participants taking part in new programmes of outreach to 5%, focusing outreach efforts in ethnically diverse neighbourhoods.
- By 2022-23 we will increase proportion of post-16 BAME participants at Summer Schools to 15%.
- By 2022-23 we will increase BAME student representation within Student Ambassador Scheme to 5%.
- By 2025 we will increase overall proportion of BAME students participating in University outreach work to 15%.
- By 2025 we will have launched curriculum developments in line with the local skills gaps, working in partnership with the City Council or other local stakeholders.

Please note outcome targets by year to 2024-25 are within the appendix under Targets and Investments Plan. These ambitions all support the objectives under our Strategic Aims 1 and 2 on page 11.

To deliver these targets, three specific projects under this theme have been developed. These are:

Key stage 2 outreach work
Marjon Scholars Programme
BAME outreach work

APP Project 7: Key stage 2 outreach work

Summary: Sustained, multi-group outreach at Key Stage 2, incorporating the Oracy Project,[30] and Children's University activities to support attainment-raising in low participation neighbourhoods (LPNs) and areas of high relative deprivation.
Target groups: LPN (POLAR4 Q1 and Q2) and lower IMD quintiles, BAME, Service Children, care-experienced children.
This strategic measure supports Marjon target PTA_1 and OfS target KPM_1.
Type of OfS evaluation: Underpinned by Type 1 narrative, to include Type 2 empirical, working towards Type 3, causal.
Evidence and rationale (why are we doing this): A growing body of evidence highlights the extent to which prior attainment is a crucial determinant in HE decision-making and university outcomes.[31] Research suggests that educational disadvantage accumulates over time and operates along a 'socio-economic gradient', leading to significant attainment 'gaps' between disadvantaged students and their more advantaged peers. Analysis by the Education Policy Institute shows, for example, that disadvantaged pupils may be up to 4.3 months behind in the early years phase, 9.4 months behind in primary school, and 18.4 months behind at Key Stage 4, with persistently disadvantaged pupils 23.4 months behind at

[30] Plymouth Oracy Project - Over the last 18 months, the University has worked in partnership with the Plymouth Teaching School Alliance (PTSA) to deliver the Plymouth Oracy Project, a Department for Education-funded project to reduce the attainment gap among disadvantaged students in local early years, primary and secondary settings in the city. The project was delivered through a combination of Continuing Professional Development and Learning (CPDL) sessions for teachers and bespoke, targeted support in schools from Specialist Leaders in Education (SLE) and Plymouth Leaders in Education (PLE). Evaluation conducted by the University shows that the project was successful in reducing attainment gaps and improving outcomes for disadvantaged students. At Key Stages 1 and 2, for example, The Plymouth Oracy Matrix indicated a 10% reduction in the gap between disadvantaged and other pupils, following the intervention.[30] As a University with significant initial teacher training provision and expertise, we will continue to contribute to attainment-raising within the local school system and across the region, through Oracy and other related CPDL-related projects.

[31] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/317276/RR353_-_The_link_between_secondary_school_characteristics_and_university_participation_and_outcomes_FINAL.pdf

KS4.[32] Prior attainment during the pre-16 phase of the student lifecycle is significantly correlated, therefore, with future academic success and HE participation.[33]

The Children's University (CU) is a national initiative, which provides exciting and innovative learning opportunities for 7 to 14 year olds in collaboration with an extensive network of partner schools and Learning Destinations (places and organisations to which children can 'travel' with their *Passport to Learning*). Evaluation by a range of stakeholders, including participatory research by Children's University students[34] and the Sutton Trust,[35] shows that 'out of school learning' is associated with better academic outcomes among all students, including those from disadvantaged backgrounds.[36] In Sheffield, for example, CU students living in the lowest Index of Multiple Deprivation Affecting Children (IDACI) deciles, outperformed their non-CU peers at GCSE level.[37]

In light of the positive research findings, Children's University will form an important part of our outreach work at Key Stage 2. During the next academic year, we will become a Learning Destination within the Devon and Cornwall CU and develop a portfolio of activities for local students living in the most deprived parts of the city. The University plays an important role in the design and delivery of wide range of sport, health and wellbeing-based projects within the local community. In developing our CU work we will tap in this expertise and a growing body of research, which highlights the link between physical activity and academic performance. [38] We also target our efforts within those wards in Plymouth where socio-economic background and ethnicity intersect to multiply disadvantage for target groups of students (e.g. white working class boys and students of black Caribbean and mixed-ethnicity).

APP Project 8: Marjon Scholars Programme

Summary: Long-term, attainment-raising support in tandem with resilience-building and parent/carer engagement.

Target groups: Students in Key Stages 3-5 for whom LPN (POLAR4 Q1 and Q2) intersects with poverty markers (e.g. FSM-eligibility, IMD Q1 and Q2). Targeting criteria to also include: Service children, care-experienced children, young carers and children without parent/carer experience of HE.

Type of OfS evaluation: Underpinned by Type 1 narrative, to include Type 2 empirical, working towards Type 3, causal.

This strategic measure supports Marjon target PTA_1 and OfS target KPM_1.

Evidence and rationale (why are we doing this): From 2020-21, we will introduce a Marjon Scholars programme for target groups at local schools. Building on the work of Children's University and inspired by King's Scholars at King's College London and the Bristol Scholars Scheme at the University of Bristol, the programme will focus on supporting attainment across Key Stages 3 and 4, and HE progression at Key Stage 5. At present, our attainment-raising work begins at Year 11 with a four-day Easter Revision School focusing on (GCSE) English, Maths and Science. The process of consultation outlined above, highlights, however, that our work needs to start earlier, operate over the long term and involve regular inputs from University staff and Student Ambassadors.

Marjon Scholars will also provide significant opportunities for parent/carer engagement, a 'cold spot' in our current outreach work. Evidence suggests that cultural and human capital within families, expectations and perceptions of HE and the graduate jobs market, and parental/guardian involvement in children's learning are significant drivers for attainment-raising and HE progression.[39] Our strategy will recognise and take account of this evidence and seek to identify ways of embedding sustained parental/guardian and family engagement akin to the work already being undertaken within the sector (e.g. 'Parent Power', 'PACT' and 'Born to Be' at King's College London') within our Scholars programme.[40]

Whilst Easter Revision School and Summer Schools at Year 12 will remain within the longer trajectory of our work with dedicated pathways for care-experienced, young carers and children from military families, Marjon Scholars will engage

[32] https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf

[33] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/604393/Higher_education_understanding_participation_gaps.pdf

[34] http://www.childrensuniversity.co.uk/media/2074975/ufa-report-final.pdf

[35] https://www.suttontrust.com/research-paper/life-lessons-workplace-skills/

[36] https://www.sheffield.gov.uk/content/dam/sheffield/docs/schools-and-childcare/children%27s-uni/How%20CU%20made%20a%20difference%20in%202016.pdf

[37] https://www.sheffield.gov.uk/content/dam/sheffield/docs/schools-and-childcare/children%27s-uni/How%20CU%20made%20a%20difference%20in%202016.pdf

[38] https://pediatrics.aappublications.org/content/140/6/e20171498 and https://activelivingresearch.org/sites/activelivingresearch.org/files/ALR_Brief_ActiveEducation_Jan2015.pdf

[39] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/604393/Higher_education_understanding_participation_gaps.pdf

[40] https://dera.ioe.ac.uk/6639/1/DCSF-RW004.pdf

with the same cohort of students every year from Years 7 – 13. Further, our analysis underscores the increasing prevalence of mental health difficulties among students in partner schools and colleges within our community. Resilience-building will be an area of focus within this programme, as we work with a range of partners to deliver metacognitive skills training, build human capital and self-efficacy.

We intend to design, deliver and evaluate the programme in partnership with key stakeholders (teachers, school leaders, students) and in consultation with academics at the University. This process of consultation will enable us to develop robust eligibility, progression and evaluation frameworks, identify appropriate intermediate output indicators for monitoring purposes, and develop longer-term, collaborative goals with schools. Learner voice will play a vital role in shaping the project and we intend to draw upon participatory research methods, such as those implemented by Children's University, to involve outreach participants in monitoring and evaluation activity. As this will be a longitudinal project, delivered over seven consecutive years (there will be some overlap with CU activities), we intend to use our findings to establish causal impact (via randomised control testing) and contribute to sector-wide learning and policy via the OfS' Evidence and Impact Exchange.

APP Project 9: Outreach work with BAME students

Summary: Multi-level outreach from early years to raise expectations, attainment and improve awareness of the University and the opportunities it offers.

Target groups: BAME students from Key Stage 2 – 5 with particular emphasis on those students for whom BAME status intersects with poverty markers (e.g. FSM-eligibility, IMD Q1 and Q2), LPN (POLAR4 Q1 and Q2), and other protected characteristics.

Type of OfS evaluation: Underpinned by Type 1 narrative, to include Type 2 empirical, working towards Type 3, causal.

This strategic measure supports Marjon target PTA_1 and OfS target KPM_1.

Evidence and rationale: In our 2019-20 APP, we raised the persistent challenge in attracting ethnic minority students to the University's main campus in Plymouth.[41] In developing this APP, we have worked to expand our understanding of BAME under-representation across the sector and at the University by engaging with current students, members of the BAME community in the city, school and college contacts, and outreach teams at other universities (e.g. University of Chester, University of Gloucestershire). This exploratory process has allowed us to identify key challenges and areas of development across a range of departments within the University, as we seek to diversify both the student body and the workforce at our main campus in Plymouth.

We have also sought to explore relevant research and publically available data sources to illuminate local and contextual factors. Research undertaken by the OfS, for example, highlights the ways in which inequalities persist across the sector and at all stages of the student lifecycle for students from different ethnic backgrounds.[42] Variation also exists by detailed ethnic categories, with Chinese students significantly more likely to enter HE than Black Caribbean students or students of mixed ethnicity. Analysis by the OfS also shows that the most disadvantaged students from nearly all ethnic groups are significantly under-represented in HE. Whilst the South West is a region with comparatively low ethnic diversity, census data shows that Plymouth's demographic profile is changing. Data from Plymouth City Council shows, for example, that the BME population increased from 3% in 2001 to 6.7% in 2011.[43] This data also shows that four neighbourhoods in Plymouth have a population of school age children where 20% or more are from a BME background. They are: City Centre (38.0%), Greenbank and University (32.3%), Stonehouse (29.9%) and East End (23.4%). Significantly, the highest proportions of ethnic minority children are also located in the most deprived parts of the city. The Stonehouse neighbourhood (part of St Peter and the Waterfront ward), for example, is the most deprived LSOA in Plymouth and falls within the most deprived 1% of LSOAs nationally both in the IMD 2010 and IMD 2105.[44]

In order to address the ethnic minority access gap at our main campus in Plymouth and to contribute to OfS KPM 1, we will adopt a multi-level approach involving Children's University and the Marjon Scholars Programme. This work will seek to target the most deprived minority ethnic students and their supporters within our community. As this programme of long-

[41] By disaggregating provider-level data in our assessment of current performance according to main campus provision and those courses offered by accredited partners, we can see that the majority of BAME students enrolled at the University are undertaking courses at DbS Bristol and not at the University's main campus in Plymouth.

[42] See: https://www.offa.org.uk/universities-and-colleges/guidance/topic-briefings/offa-topic-briefing-bme-students/#effective

[43] See: https://www.plymouth.gov.uk/sites/default/files/Summary%20Equality%20Profile%202019%20-%20Final_1.pdf

[44] See: https://www.plymouth.gov.uk/sites/default/files/IndexMultipleDepravation.pdf

term outreach will span a number of years, we will seek to accelerate progress in this area by implementing high-impact, post-16 interventions for ethnic minority students.
This project is further enhanced through current discussions, building on the relationships developed through the regional NCOP, with other HE and FE providers in Plymouth, to develop a collaborative programme to address the access gap among ethnic minority students.

Financial support

We have reviewed our financial support for students, and used this to make changes to the spend we predict for the APP in 2020-25. We have reviewed by looking in detail at the characteristics of people accessing various financial support, to review whether or not the spend is genuinely supporting access, success and progression for disadvantaged students, or whether they are being accessed by many and therefore not tightly targeted enough, in line with guidelines given. We reviewed the proportions of students accessing spend in 16-17 and 17-18 by POLAR data, by maturity, by disability or not, by IMD, by ethnicity and by care leavers. We then also reviewed how well these students progressed from year 1 to year 2 and the proportion in graduate level employment; some of which showed positive indications and some of which showed no evidence of impact. As a result of this (and similar past analysis) some of these bursaries have ended, for example we have stopped fee waivers as they weren't tightly targeted enough at disadvantaged students. We have also ended higher achievers' bursaries which showed no evidence that they were supporting specifically disadvantaged young people. On sports bursaries, we will continue to run bursaries with similar spend as now, but we will now only count a very small proportion of this in the APP, (£2000 which is ring-fenced for BAME students).

The outcome is that we have reduced the predicted spend to only the financial support mechanisms where we have evidence (emerging or longer term) of impact on tightly targeted groups. We will therefore target financial support around six items:

1) Ocean City Bursaries are small bursaries (£400) targeted at first year undergraduate students living in PL postcodes from IMD 1. In reviewing the first year of this in 2018-19, 92% of respondents told us it helped them to take part in university life more by removing financial barriers, and 74% said it help them to stay at university. 70% of respondents did paid work in term time, and all of those said it helped them to do a little less paid work so they could spend more time studying. It is too early to assess continuation to year 2, so we intend to run this for one more year in order to assess impact. This is an entry-year bursary only.
2) Financial support for teacher trainees to attend placements further afield. These have been in place for a number of years and are evaluated each year with a panel including head teachers. The money may be used for travel to and from the term time address to the accommodation, for the accommodation itself or for travel to and from the placement. For placements over 30 miles or 1 hour's travelling from the student's term-time address, students will be entitled to make a claim for accommodation/travel, up to a limited amount, which varies by which placement it is, the maximum being £845 for the first PGCE placement, for example. We believe they have a significant role to play in our LEO outcomes data, where in the 2015 tax year graduates are ranked 6th in England and Wales (13th in the UK) for graduate earnings.[45] As well as our specific focus on training for leadership positions, our wide-ranging placements encourage many graduates to take positions in London or further afield, being prepared to travel to get the best jobs and to move for management positions. They are open to all students but we have only counted in our spend a conservative estimate of costs for students from under-represented groups (40%, compared to the last year being 60%). The money may be used for travel to and from the term time address to the accommodation, for the accommodation itself or for travel to and from the placement.
3) Going Places bursaries. For many years we have support students to travel abroad to Camp America to gain experience; in 2018-19 we have extended this to other opportunities. As an example this could now support a Journalism student to take up an internship in London, or a sport student to travel to Africa to coach rugby. Research such as that detailed in UUK's Go International campaign[46] demonstrates the benefits of outward mobility and from 2019 onwards our evaluation will measure and contribute to this. We have included in our forecast an estimate based on the make-up of our student body. Bursaries are up to £400 or 60% of the cost of the experience, whichever is the greater, and students must present a plan to fundraise for the rest. All students are eligible but the business plan must be sound. We have forecast for 40% of overall spend on this to be on students from under-represented groups.

[45] https://public.tableau.com/profile/david.kernohan#!/vizhome/LEO2018subjectgraphs/PAYEsubject
[46] www.universitiesuk.ac.uk/standout

4) Hardship fund. We have seen an increase in demand this year, particularly from mature students as universal credit has impacted their income, meaning they are facing having to stop studying to return to full time work. We commit to maintaining this means-tested support as long as evaluation continues to show it is needed and it is helpful in enabling students to continue in their studies. These funds are means-tested based on monthly income and essential expenditure and they are one-off rather than ongoing each year. The funds are prioritised towards Mature students (especially those with existing financial commitments including priority debts); Students with children (especially lone parents); Students with disabilities; Students entering from care, fosterers or were previously or currently homeless; Students with caring responsibilities; Estranged students; Final year students. Students can apply at any time and we save funds for summer hardship particularly to help students through summer. Maximum grants are £4000 per year, and the budget is £160,000 for Marjon campus and £55,000 for our main collaborative partner. Students are advised to refer to the UHF full guidance notes for information regarding the eligibility criteria or given the information via email/telephone/face to face appointments if they have any queries regarding application to the fund. Condensed guidance notes are also included in the front pages of the application form with a link to the full guidance notes. The application form and guidance notes are made available on the Student Handbook for students to read and download and also posted on the Community Hub several times a year. Hard copies of the guidance notes and application form are available from the Info Hub or Student Funding Advice. The guidance notes and criteria are reviewed every year so can change dependent on demand, need, money available etc. each year.
5) Resident Student Assistant Accommodation reduction. A high proportion of our Resident Student Assistants are from lower participation backgrounds, as this is an opportunity for them to reduce their outgoing costs as well as to gain useful work experience and training, for example in mental health support. We commit to maintaining this support as long as we can prove its value. This is worth 1/3 off accommodation costs, around £1300 per year. In the last year 60% of these bursaries went to students from POLAR 1 and 2 backgrounds, 40% to students with disabilities. We have forecast 40% ongoing.
6) Ring-fencing of some Sport Scholarships for APP target students, for example BAME students. We have ringfenced £2000 for BAME scholarships but these depend on sporting ability, usually demonstrated by participation in or experience at national level.

In terms of financial support evaluation, we will evaluate the Financial Support using the official OfS toolkit; using the Survey tool and the Interview tool. In line with guidance, and because we have less than 300 financial support recipients each year, the Statistical tool using binary logistic regression analysis may not produce robust results, but if numbers increase to give more robust data, we will review this. We will also continue to analyse who is accessing bursaries in a similar way as described at the top of this section.

Medium term milestones for financial support

- In 2019-20 we will start to see the results of implementing full evaluation strategies for financial support.
- In 2020 we will have developed our placement support for teachers into support for other students to travel to placements or internships.
- In 2020 we will review the effectiveness of Ocean City Bursaries, in particular retention to year 2.
- In 2020, we will use the OfS survey tool and interview tool to evaluate financial support.
- By 2025, we will have increased the numbers of students who travel abroad with Marjon to 30 per year.

3.2 Student consultation

Our student consultation plan has been deep and broad. In total we have received detailed, thoughtful commentary from around 75 students – 40 of them face to face which resulted in better and more interested engagement - and around 12 students have been actively involved in building the theory of change. A similar amount of consultation was also completed to build the access theory of change; this is detailed on page 14. We also include a separate submission from the Student's Union.

- In April 2019, a survey was opened to the whole student body to provide feedback from different groups on the student experience and barriers or considerations. With various repeated calls for completion, plus proactive targeting of students in active engagements around campus, we reached 66 surveys, which fed into our

workshops, our final strategy and particularly our inclusivity project. Our overall impression from the face-to-face engagements was that many students hadn't been aware of inclusivity issues, didn't know what it meant, and were excited and fascinated once they understood it.

- In May 2019, five workshops were run focusing on specific student groups, namely; mature students, BAME students, students with disabilities, students with mental ill health and students from lower participation backgrounds (socio-economic) or without parents in HE. 45 staff and students overall took part in these workshops. The workshops established theories of change for improvements to the experience, and expected outcomes. We planned the workshops to gain informed and meaningful engagement by:
    - Sending out pre-reads (of 10 minutes, presented clearly with graphs of our data and a subset of national best practice examples) before each workshop to ensure students understood the context and considerations for the discussion.
    - Paying childcare costs and expenses for the workshops, in order to avoid losing commuter and mature students due to cost considerations.
    - Requesting specific support and paid attendance from Student Ambassadors with relevant experiences to ensure we had representation from diverse groups.
- Further, a joint staff-student mental health working group established in 2018 has been instrumental in developing the mental health plan. For example one of these students has run a focus group with their cohort and brought results back for consideration.
- Our finalised projects and plan was shared with all those who took part, so that they understand what changes have happened as a result of their inputs.

To further embed student engagement in the plan, in 2019-20 we have committed to a new role of a Student Engagement Officer specifically to support and develop the strategies for under-represented or target groups. This role will also look at improving training in giving and receiving feedback for all students. Student engagement is a whole provider mission, for example to encourage broad student engagement in general, the University will pay expenses including childcare costs to attend student engagement or consultation sessions; we specifically encourage applications from under-represented groups to the Student Ambassador scheme; and we ensure consultations are both physical and virtual to capture mature/ commuter students. A new Student Engagement and Outcomes Panel will also be involved in the project work around the Access and Participation Plan.

Key changes that have happened as a result of student input are: the decision to trial Ocean City Bursaries for one more year following very positive feedback; the addition of a workstream around communicating expectations to students before they come to University, and the extension of Studiosity trial for one more year. These trials are too early to show results in student behaviour but student feedback was thoughtful and positive. In addition, following the development of the Theory of Change with students in the focus group, an additional project was implemented entirely around inclusivity (which was previously thought to be a strength, with mainly maintenance work needed). This has already seen substantial progress with a full day of all staff training due to be delivered in early September. This project underpins all other projects. The encouragement of students taking part in the specific workshops means that we have planned in a series of these workshops for the coming year, one each month for five months, working specifically with each of the key groups. This will enable ongoing planning and reflection by group, not just in meetings which are looking overall at equality.

In terms of general student engagement at the University, we recognise not all students are willing to engage in face-to-face consultation, so our strategy is to offer various ways to ask questions, give feedback or get involved in a more detailed level, including i) Chatback (submitting questions through the Marjon app for anonymous responses); ii) Reps and Staff-Student Liaison Committees and Student Experience Council, for more complex collaboration; and iii) CheckOut – app-based system which allows anonymous feedback after every teaching session. We include all of these in our student and staff induction processes to encourage participation, and 'recharge' them every year in staff and student welcomes.

We submit a separate submission from the Student Union to this plan which details some of this approach.

3.3 Evaluation strategy

Strategic context

We have completed the evaluation self-assessment form across the project areas raised above. For access, we have identified an emergent culture of evaluation, where the importance of monitoring (and appropriate data gathering for HEAT and internal databases) is clearly understood and where opportunities are created for honest reflection on the effectiveness of activities. Our work is largely grounded in existing evidence, as we seek to learn from scholarly work and insight generated by other providers (e.g. King's College London, University of Bristol) and this insight/Type 1 evaluation has played an important role in the development of our strategic access measures in this APP.

For success, evaluation has not historically been built in to project design, and the evaluation assessment has enabled us to review and improve this. For example whilst reviews do always take place, they have not been consistently presented, and not always shared broadly to share learnings. We recognise the need to ensure that evaluation is on the agenda across the institution and we will do this by: delivering training to all project leads in how to evaluate their project; ensuring that each project lead produces an annual evaluation report, to then go forward to Equality and Inclusion Committee, Governors, staff and students, and ensuring that evaluation is critically monitored by experts outside the immediate plan. A specific area from the self-assessment tool which we want to enhance is identifying a skills base across academic staff for undertaking or commissioning evaluation of activities. We are investigating the possibility of using a research student within this role but it is too early to commit this to budgets.

The investment forecast for evaluation includes the following costs; HEAT tracking; 8% of Student Recruitment team hours to be spent on evaluation; APPAG time in meetings and preparation; 20 hours per project x 9 projects to evaluate each year; student engagement officer cost; c. 40 hours on impact reporting to the OfS each year to the final year, with c. 550 management hours in the final year, based on time spent on this year's APP and assuming a similar amount of time for producing a new APP.

Programme design

For access, programmes are designed in careful conjunction with external experts, for example working with evaluators within the Next Steps South West central team. For success, programmes have been designed based more on internal feedback and ideas. Our goal is to design success and progression programmes with more external input, for example working with the NHS around mental health.

The self-assessment concludes that we have some shortfalls in expertise around programme and evaluation design. To more fully understand the skills gaps within the team, we will undertake a skills audit during the course of the next academic year and build knowledge and awareness of appropriate evaluation toolkits, including those developed by the OfS. We will also seek to tap into the considerable expertise across the academic teams at the University, and within the evaluation team at Next Steps South West, the Centre for Social Mobility at the University of Exeter and the Higher Education Access Tracker (HEAT), as a means of developing new evaluation team resources (e.g. evaluation templates) and ensuring continuous improvement.

Evaluation design and implementation

Some examples of current methods used to evaluate are:

- We have implemented HEAT tracking to review access activity.
- We survey participants across outreach activity (residentials); for hardship funds, for Ocean City bursaries, for Going Places bursaries and for Studiosity to understand the impact on them personally.
- We analyse change in attainment pre and post access residential interventions.
- We reviewed the access to and use of programmes of financial spend, split out by target groups to identify the appeal and usage.
- So far, we reviewed the rates of success and progression for some groups, such as student ambassadors, and want to extend this to all groups partaking in any relevant intervention within this APP.

Particular big ticket programmes to evaluate this year will be Marjon Scholars, Outreach Key stage 2; Studiosity; Oracy Project; Student Change-makers and Futures Online. A key focus is to develop the ability to measure changes associated with programmes against a counter-factual, compared with what might have happened had the intervention not occurred, and to establish causality rather than correlation. For example, we need to understand how investment in Studiosity

supports under-represented students, or whether it just supports the students who would otherwise have got help elsewhere and still succeeded.

To ensure we build this detailed evaluation in, and only focus on what works, we have made significant amends to the programme of activity for this APP, reducing a long list of smaller activities or ideas to nine substantial projects and six financial support programmes. These are just the activities for which we can establish i) a theory of change and engagement with relevant research, ii) evidence of why we believe we will achieve the stated outcomes, iii) a detailed evaluation plan built into programme design, using the evaluation framework. Each programme will develop an evaluation plan, to be concluded by March 2020, to include:

a) Scheduled time to present annually to Access and Participation Access Group and Equality and Diversity Committee, which focuses on outcomes of participants, and impact across HE.
b) Scheduled support time for evaluation from our small data team.
c) A methodology to track participants over time.
d) A consideration of how to measure vs comparison groups, for example those not taking part, or a similar cohort in other institutions.
e) Each programme of relevance must take the evaluation plan through the ethics committee.
f) A consideration of whether it can publish results to the Evidence and Impact Exchange: we will endeavour to publish at least one case study.

In order to do this, at a university-wide level we will, over the coming months:

a) Ensure evaluation is written into core annual objectives of the project / budget owner.
b) Schedule in evaluation skills training for key roles.
c) Develop a shared framework with ethics committee to ensure that ethical considerations are in place and evaluation can progress in a timely way.

Learning to shape improvements

Our self-assessment has also highlighted 'learning' as an area of development in our work. We will improve learning from evaluation by including this as a specific section in the annual project reports to APP, to Equality and Inclusion Committee, to Governors and to staff and students; challenging on what has been learnt and how it will be shared externally and internally. Through collating results in a similar way, we will ensure learnings are captured across projects and maintained into the future. Each year, project leads will assess whether the project should continue in a similar way or be amended and this will be approved through the succession of meeting gates; APPAG; E&I committee and governors. A specific example is that we will work with academic colleagues to collate and disseminate findings from our long-term outreach intervention, Marjon Scholars, to contribute to sector wide knowledge and best practice via the OfS Evidence and Impact Exchange.

Medium term milestones for evaluation

- In 2019-20 we will set benchmark questions through surveys so that we can evaluate the impact of specific activities, alongside control groups of those not partaking.
- By March 2020 all projects will have a full evaluation plan.
- By July 2020 all projects will have presented their first evaluation of activity and views on how and whether to continue the project, or how to amend based on first learnings.
- In 2020 we will use the OfS evaluation Interview Tool and Survey Tool from the financial support toolkit, to evaluate financial support introduced in 2019.
- In 2020-21 we will evaluate first results from the new survey questions and the change over the course of a year.

3.4 Monitoring progress against delivery of the plan

The Access and Participation Plan Action Group meets six times a year and will monitor the plan using latest data and updates from the nine core projects. The group includes two student representatives from the Student Union. In 2019-20 this representation will be extended by inviting four additional students to join the panel. This is likely to be Student Ambassadors and to be paid work. This APPAG group specifically will be involved in the monitoring and evaluation of the plan throughout the coming years. To monitor, each project has been set at least one agenda item in the year to specifically report back formally on progress in terms of deliverables and results; set to coincide with when results or indicative results

are available. In addition, overall results will be reviewed by the whole group as soon as they are available; an example is the first results from the new progression dataset to be reviewed in early 2020.

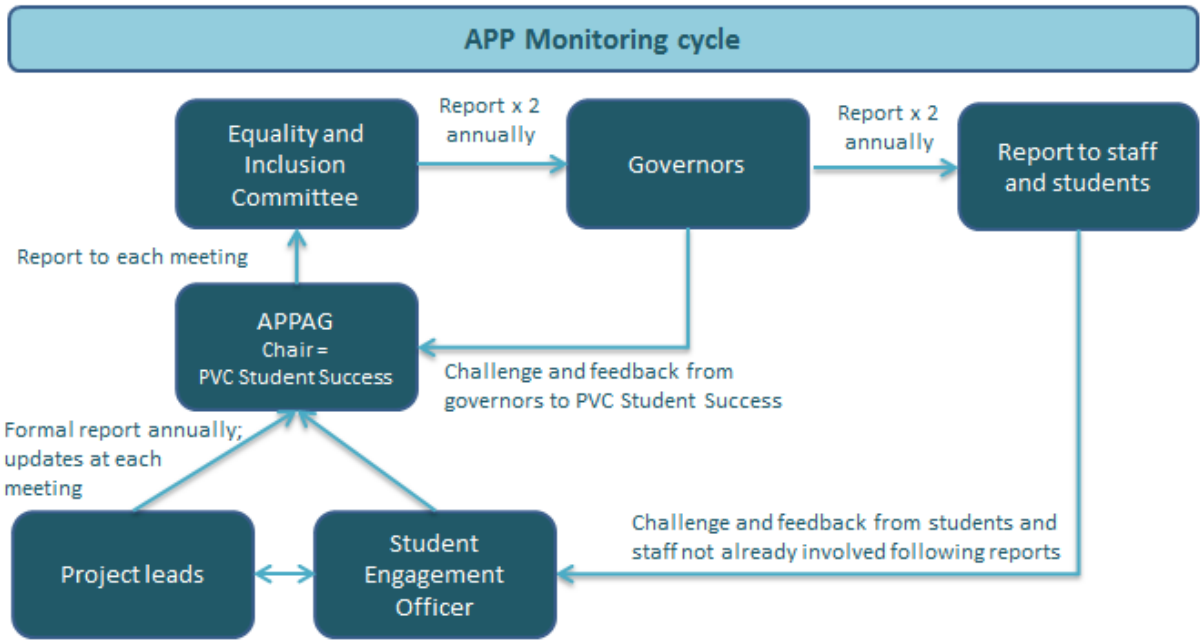
Monitoring will go to granular level to enable us to understand where improvements are being delivered or where we need to focus. We will specifically split out percentage of BAME applications and enrols for on campus and off campus (partner-providers) in order to understand whether we are achieving improvements on our main campus or just at the partner providers. This split of data will also be monitored and reported on for goals which relate to mature students, particularly PTS_3, where the proportion at the partner provider is much higher than on main campus.

Two formal reports will be produced each year; one in March and one in September, with one including both formal analysis of closing the gaps, following the publication of the A&P dataset, as well as updates on deliverables; and the second just with updates on deliverables (plus any indicative data).

The reports will go first to APPAG, then to Equality and Inclusion Committee, then to Governors, then to all staff and students, as shown in the diagram below.

The Pro Vice-Chancellor (Student Success) will lead on monitoring progress, with support from the Student Engagement Officer and the Head of Student Recruitment and Outreach. Monitoring of each project will be held by individual project owners, who will work closely with the Student Engagement Officer. Each project will provide brief updates at each meeting, and formal updates annually to APPAG as described above. Consolidated updates will go from APPAG to the Equality and Inclusion committee, which will oversee other relevant strategies, for example TEF, to ensure that the monitoring is performed so as to be relevant to all required strategies and submissions. After this the report will go to Governors, then to staff and students, each time requesting challenge, feedback and ideas.

Monitoring will be embedded and reported across Marjon due to broad involvement across directorates in the projects, and all staff and students will receive updates twice-yearly after Governors. Should progress worsen, staff, students and Governors will be invited to take part in a review of the plan to assess the situation and develop an amended plan.



4. Provision of information to students

Fees: We make information on fees available to students through our fees and funding page on our website, through individual course pages, and through their offer letter, to ensure they are aware of costs before starting their course.

Financial support: We commit completely to making our financial support clear to students, in terms of knowing what is available to them in which years of study, eligibility criteria and how to access/ We also commit to making this process as easy as possible for students, and to repeating calls to eligibility. We will do this through our website, our prospectus, in Visit Days, as part of staff training, especially those in Student Support, in Welcome Week and using social media, our Marjon Mobile app, posters and our online hub.

Publishing our approved Access and Participation Plan: We will make our approved plan available on our website within 28 days of approval, (subject to approval), within our strategies and policies section.

5. Appendix

Access and participation plan
Fee information 2020-21

Provider name: University of St Mark & St John

Provider UKPRN: 10037449

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree	Military	£4,125
First degree	Military	£4,167
Foundation degree		£9,250
Foundation degree	Work-based Learning	£6,000
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Deep Blue Sound Limited 10001901 - Film	£9,250
First degree	Deep Blue Sound Limited 10001901 - Music	£9,250
First degree	NEWS ASSOCIATES LIMITED 10028240 - Journalism	£9,250
Foundation degree	Deep Blue Sound Limited 10001901 - Music	£7,500
Foundation degree	Exeter College 10002370 - Sport	£7,995
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,625
Foundation degree		£4,625
Foundation degree	Work-based Learning	£3,000
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	Deep Blue Sound Limited 10001901 - Film	£4,625
First degree	Deep Blue Sound Limited 10001901 - Music	£4,625
First degree	NEWS ASSOCIATES LIMITED 10028240 - Journalism	£4,625
Foundation degree	Deep Blue Sound Limited 10001901 - Music	£3,750
Foundation degree	Exeter College 10002370 - Sport	£3,998
Foundation degree	Richard Huish College 10005465 - Business	£5,995
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: University of St Mark & St John

Provider UKPRN: 10037449

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£681,000.00	£706,000.00	£730,000.00	£756,000.00	£784,000.00
Access (pre-16)	£61,000.00	£63,000.00	£65,000.00	£67,000.00	£70,000.00
Access (post-16)	£479,000.00	£497,000.00	£514,000.00	£533,000.00	£552,000.00
Access (adults and the community)	£141,000.00	£146,000.00	£151,000.00	£156,000.00	£162,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£306,000.00	£312,000.00	£316,000.00	£321,000.00	£326,000.00
Research and evaluation (£)	£58,000.00	£58,000.00	£58,000.00	£73,000.00	£58,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£7,385,300.00	£7,674,955.00	£7,967,695.00	£8,260,435.00	£8,553,175.00
Access investment	9.2%	9.2%	9.2%	9.2%	9.2%
Financial support	4.1%	4.1%	4.0%	3.9%	3.8%
Research and evaluation	0.8%	0.8%	0.7%	0.9%	0.7%
Total investment (as %HFI)	14.1%	14.0%	13.9%	13.9%	13.7%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: University of St Mark & St John

Provider UKPRN: 10037449

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Reduce the percentage point gap on Access between white students and students from Asian, Black, Mixed or Other ethnic backgrounds.	PTA_1	Ethnicity	Percentage point gap between white students and students from Asian, Black, Mixed or Other ethnic backgrounds (all undergraduate, full time, single year data)	No	The access and participation dataset	2017-18	85.5 pp	85 pp	84.5 pp	83.5 pp	82 pp	80 pp	The percentage point gap between white entrants and entrants from Asian, Black, Mixed and Other groups over the last five years of data has been: 93.3, 92.3, 91, 88.1, 85.5 (full time, all undergraduate courses). Initial progress will be slow as 2020 and 2021 recruitment cycles are already well underway. Note delivery of this will be focused on our Plymouth campus but the APP dataset reports all students including collaborative.
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To eliminate the gap in continuation rates between students from lower participation backgrounds and higher by 2024-5	PTS_1	Low Participation Neighbourhood (LPN)	Percentage point difference in continuation rates between full time all undergraduate POLAR4 quintile 5 and quintile 1 students; (all undergraduate, full time, three year rolling average)	No	The access and participation dataset	Other (please include details in commentary)	4.2 pp (rolling three year avg)	4pp	3.5pp	2pp	1pp	0pp	The gap in the last five years has been 7.5, 1.4, 8.2, 6.1 and (-1.5). Last year of data (16-17 alone) was a positive gap, but this is due to Q5 reduction rather than Q1 improvement, and we expect official data in 17-18 to show a gap again. The three year rolling average in the last three years to 16-17 is 5.7, 5.2, 4.3.Using a three year rolling average will remove fluctuations. Targeted reduction is on 3 yr rolling avg, closing this by 2024-25.
To eliminate the gap in degree results between students from lower participation backgrounds and higher by 2029-30	PTS_2	Low Participation Neighbourhood (LPN)	Percentage point difference in degree attainment (students getting 1sts and 2.1s) between POLAR4 quintile 1 and Q5 students (all undergraduate, full time, single year data)	No	The access and participation dataset	2017-18	16.9 pp	15 pp	13 pp	10 pp	8 pp	6 pp	Gap in last five years to 2017-18 has been 9.4, 2.3, 11.1, 16.4, 16.9 percentage points. Our target is to reduce the gap to 6 pp in five years, with a goal to eliminate the gap by 2029-30.
To eliminate the gap in continuation for mature students by 2022-23	PTS_3	Mature	Percentage point difference in continuation rates between mature and young students (all undergraduate, full time, single year data)	No	The access and participation dataset	Other (please include details in commentary)	4.5 pp (rolling three year avg)	1 pp	0.5 pp	0 pp	0 pp	0 pp	Yearly data in last three years to 16-17 was 5.7, 8.2, (-0.5), but the positive gap is cohort-driven not a trend. Rolling 3-yr avg gap is 0.7, 3.8, 4.5. Target is set to maintain low gap, below the rolling three-year average in 16-17, and close it by 2022-23.
To eliminate the gap in degree results for students with disabilities and without by 2024-25	PTS_4	Disabled	Percentage point difference in degree attainment (1st and 2:1) between disabled and non-disabled students. (All UG, FT, single year data)	No	The access and participation dataset	2017-18	8.6 pp	8 pp	6 pp	4 pp	2 pp	0 pp	The gap in the last five years has been 4.3, (-4.8), 10, 7.5, 8.6 percentage points to 17-18; ie this is a persistent and relatively steady problem. We aim to eliminate it in line with KPM_5.
To eliminate the gap in continuation for students with mental ill health by 2029-30	PTS_5	Disabled	Percentage point difference in continuation rates for students with mental ill health compared to those with no declared disability (All UG, FT, single year data)	No	The access and participation dataset	2016-17	6.3 pp	5.5 pp	5 pp	4 pp	3 pp	2 pp	Gaps in last three years are 2.2, 7.6 and 6.3, with an average of 5.4, and no data prior to this. The target is to slowly reduce over five years. Rushing could result in not supporting right choices for individual students at all times.
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To eliminate the gap in graduate employment for students from POLAR4 Q1 vs Q5 by 2029-30.	PTP_1	Low Participation Neighbourhood (LPN)	Percentage point difference in graduate-level employment between students from POLAR4 Q5 and Q1 (All UG, FT, 3 yr rolling avg)	No	The access and participation dataset	Other (please include details in commentary)	9.3 pp (rolling three year avg)	7 pp	6 pp	5 pp	4 pp	2 pp	Actual gap in last five years to 16-17 was 10.3, 7.5, 17.4, 14.4 and (-3.8). Negative gap was due to low results from Q5 in the final year, so slightly misleading in terms of a successful result. Rolling three year is 11.7, 13.1, 9.3. Our targets are to keep it low and reducing, but we recognise this is a significant societal problem, hence the goal to reduce to 2 pp in five years and to eliminate the gap by 2029-30.
To eliminate the gap in graduate employment for students with disabilities by 2029-30.	PTP_2	Disabled	Percentage point difference in graduate-level employment between students who are disabled and those who aren't (All UG, FT, single year data)	No	The access and participation dataset	2016-17	4.1 pp	3.5 pp	3 pp	2.5 pp	2 pp	1 pp	Actual gap in last three years to 16-17 is 1, 7.8, 4.1. Target is to reduce the gap to 1 pp within five years, (beating the latest national gap of 1.8pp) and eliminating it by 2029-30.
	PTP_3												
	PTP_4												
	PTP_5												

	PTP_6												
	PTP_7												
	PTP_8												