What is the APP and what does it mean to me?

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To access a recording of this presentation including commentary please use the following link - What is the APP and what does it mean to me_-20220121_095710-Meeting Recording.mp4

Edge Hill University

Session Outline

What is Widening Participation?

The National and Local context for underrepresented student groups

What is an APP?

Edge Hill University targets

How does this effect your work?

What is Widening Participation

Supporting students from underrepresented groups Access, Succeed in and Progress from Higher Education

OfS identifies the following underrepresented groups:

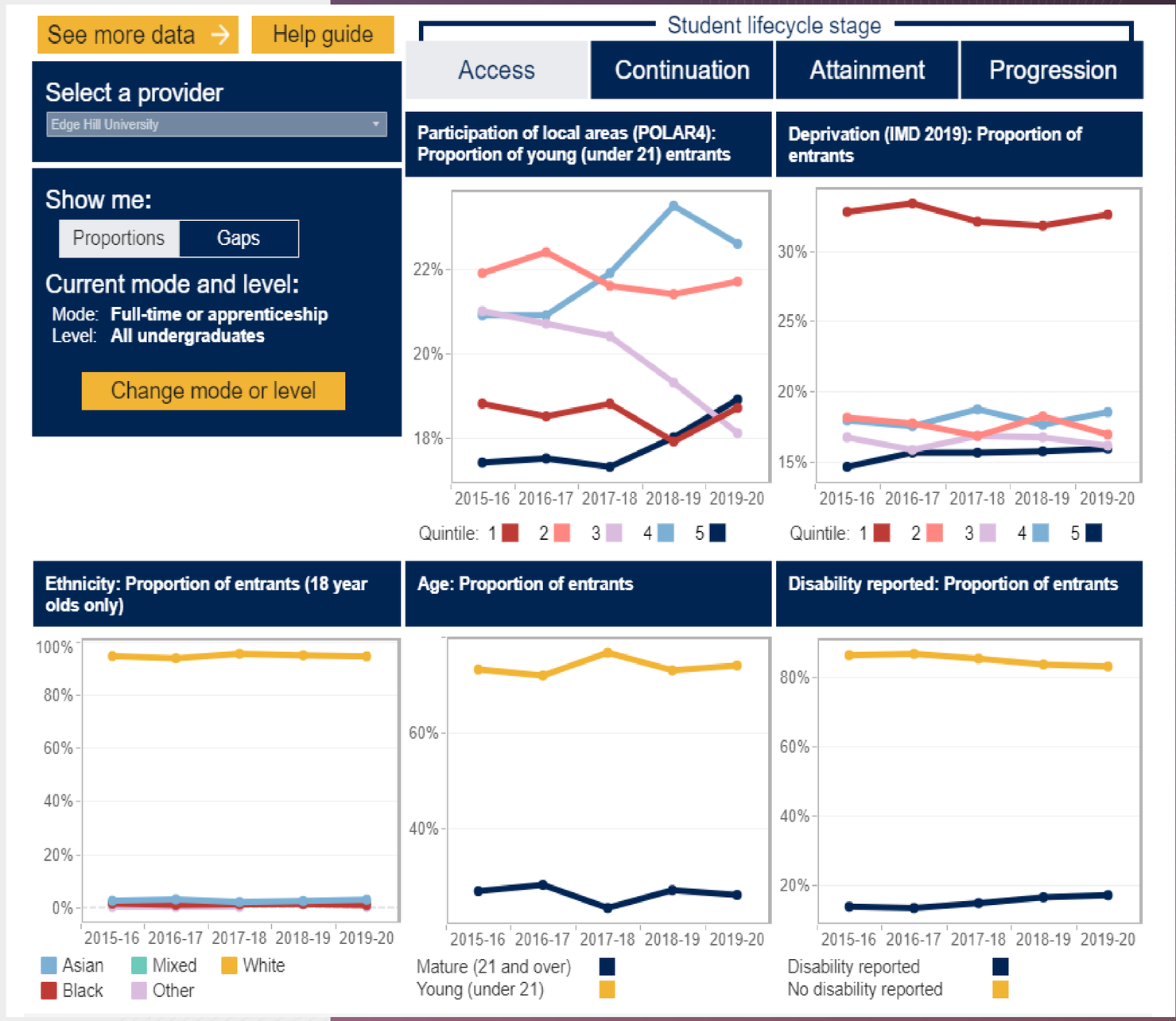
- Students from areas of lower higher education participation, lower household income/and or lower socioeconomic status (POLAR4, IMD)
- Some Black, Asian and Minority Ethnic students
- Mature students (21 or over when commencing studies)
- Disabled students (Including SpLD and Mental Health conditions)
- Care leavers

Other groups are considered in Widening Participation work e.g. Care experienced and estranged students, vocational leaners and/or students that enter University via an access course, young adult carers, first generation students (FiF) etc

What is the National Context?

The profile of students entering Higher Education onto a full time degree or apprenticeship

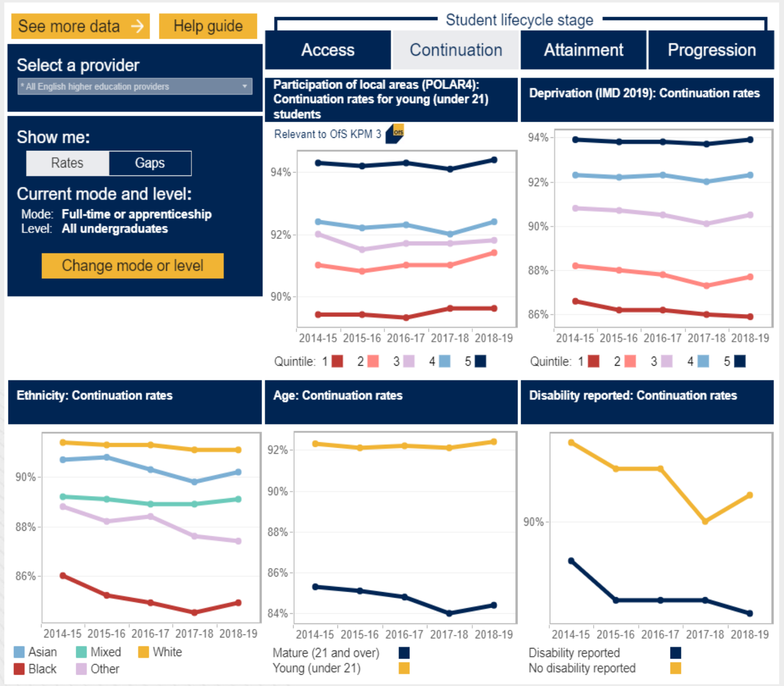
What is the EHU Context?

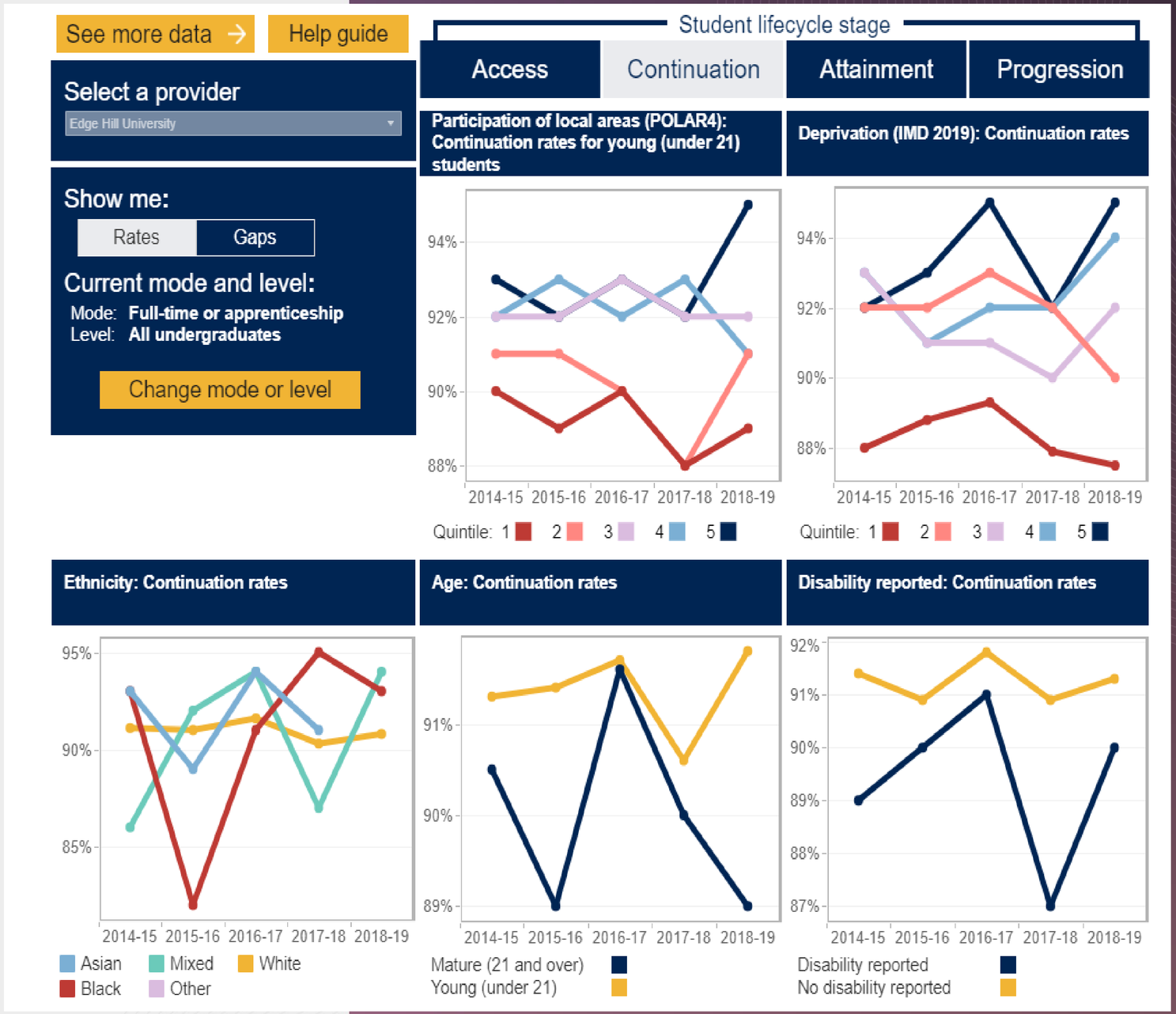


What is the National Context?

Student continuing their studies in Higher Education

What is the EHU Context?

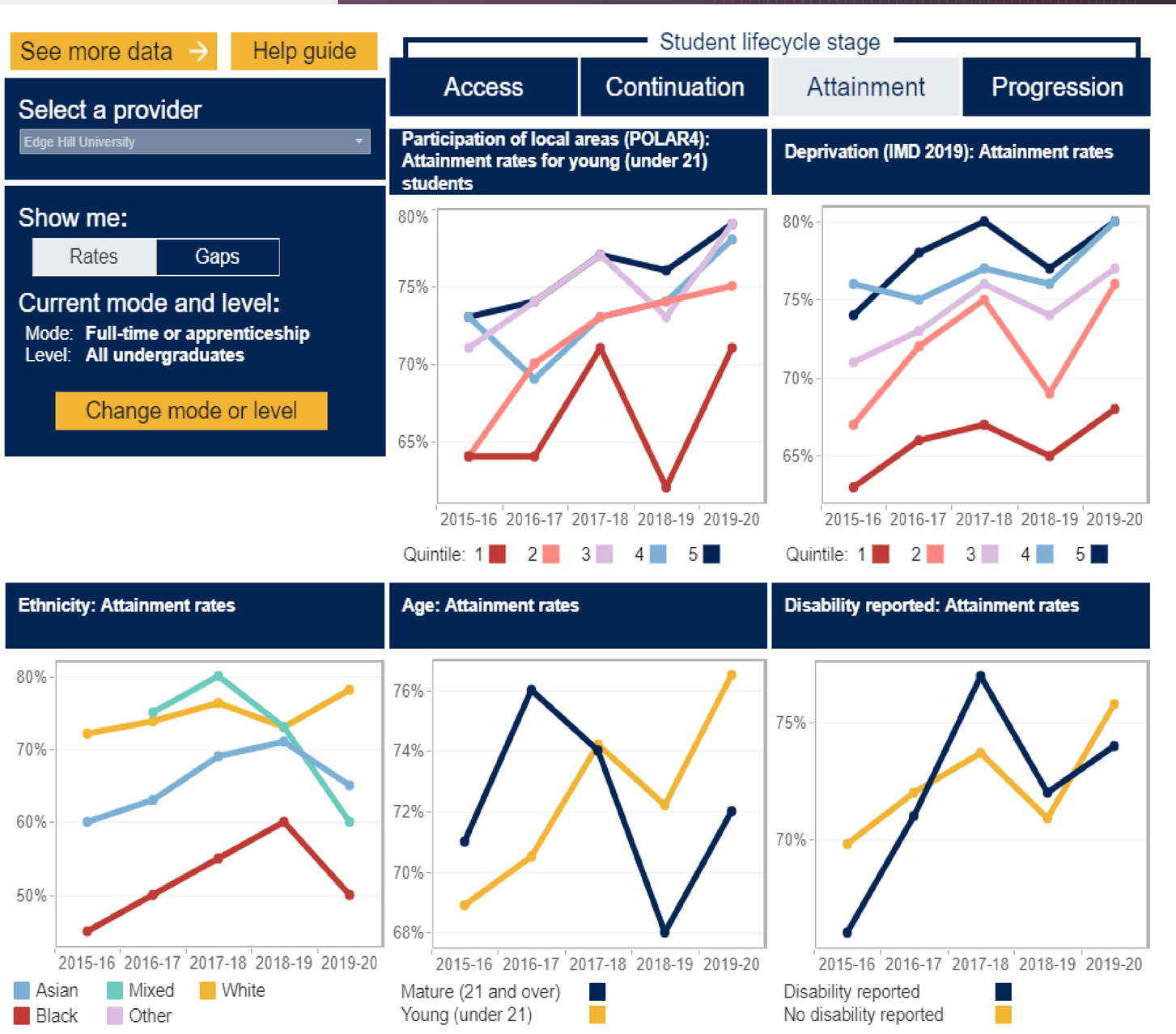




What is the National Context?

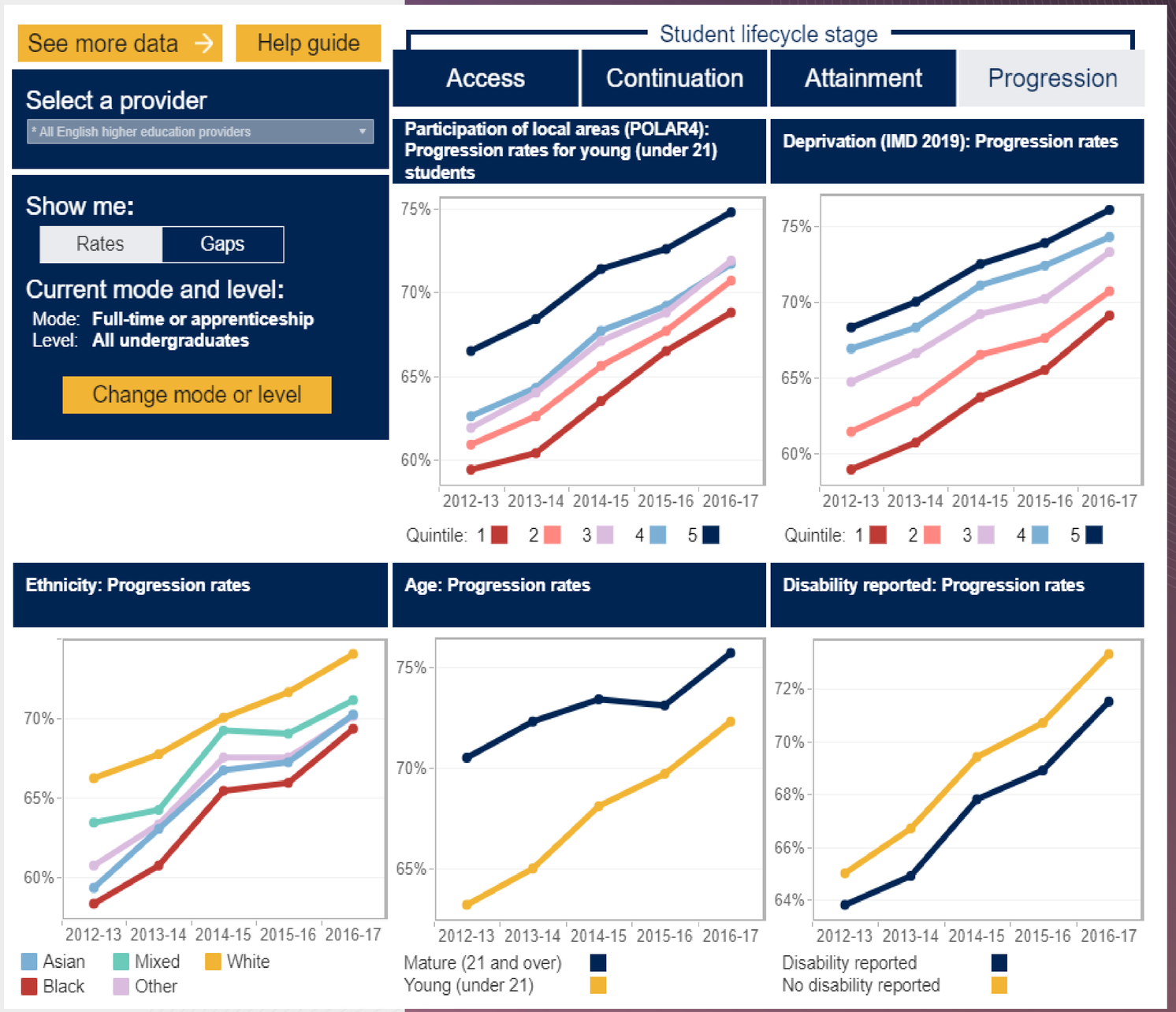
Students achieving a ‘good’ degree, a first or a upper-second class degree

What is the EHU Context?

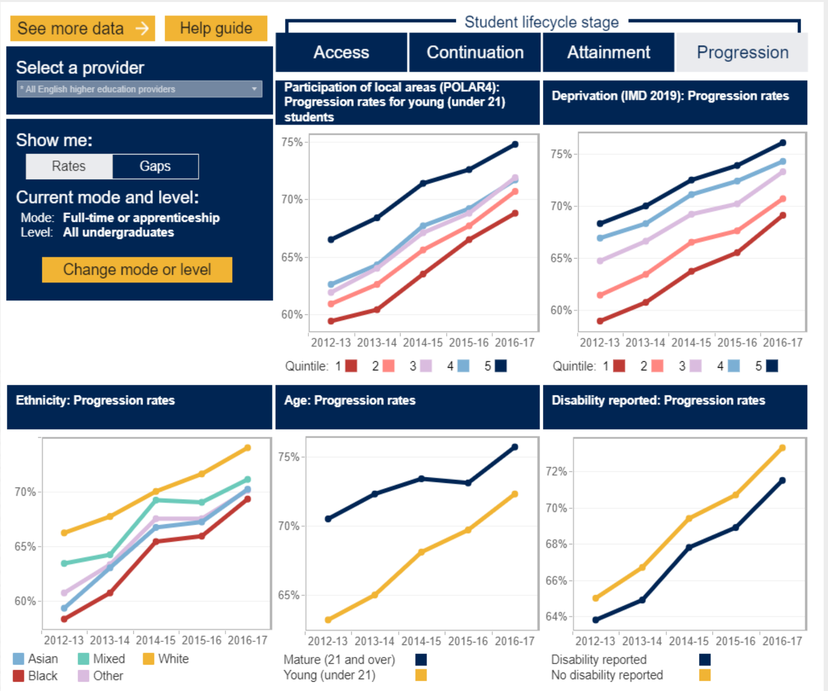


What is the National Context?

Students progressing into highly skilled employment or higher level study



What is the EHU Context?



Who is in your classroom?

Students from underrepresented groups:

Mature Students – 35%

Black, Asian and Minority Ethnic – 8%

Care Leaver (self declared, not including Care experienced or Estranged) – 0.4%

IMD most deprived areas – 45%

POLAR 1 – 20%

Declared disability – 17%

First generation – 49%

Students entry route:

A-Level – 25%

BTEC – 24%

Access – 12%

Other Level 3 – 32%

***Data from Tableau live enrolment dashboard 17th December 2021.**

UG, Sandwich Year and Integrated Master Students

What is an Access and Participation Plan

- Sets out how a university will improve equality of opportunity for underrepresented groups
  - An approved APP is a requirement for all English Universities charging ‘higher’ fees
- Must include an assessment of a providers current performance across the whole student lifecycle
- Sets out Strategic Aims, Objective and Targets. Its is these targets (amongst other measures) which OfS monitor progress of providers
  - In addition to including relevant National KPMs
- Targets must be “sufficiently ambitious to make a meaningful and effective contribution to the promotion of equality of opportunity”

❖ Providers must use a Theory of Change approach

❖ Robust (impact) evaluation must underpin all activity

What have EHU committed to?

Aim 1: Excellence in Outreach

We will continue to broaden our access targets with a focus on BAME applicants as well as developing our outreach programme so that it continues to put sustainable partnerships at its heart.

Our objectives are:

- **a.** Improve our understanding of the gap in entry rates for BAME students and develop programmes of activity to address them. Increasing BAME student population from 7% to 10% by 2024/25.
- **b.** Sustain our POLAR quintile population, maintaining parity between Quintile 1 and Quintile 5.
- **c.** Maintain the percentage of young full time first-degree entrants coming from State Schools/Colleges.
- **d.** Sustain our successful access and performance trends from other underrepresented groups such as Care Leavers and Disabled Students.
- **e.** Continue to adopt a collaborative approach to outreach activity, working with partner institutions to close participation gaps, increasing our NCOP partnerships to 2 from 3.
- **f.** Continue to invest in our Raising Attainment work achieving quantifiable and measurable improvements in attendance and attainment with our new partner schools.

Aim 2: Supporting Success

We will deliver a comprehensive programme of support for all students to support success in HE, with a focus on allocating additional resources to support our current gaps in continuation and attainment[24].

Our objectives are:

- **a.** Reduce the gap in non-continuation rates by 66% between POLAR4 Quintile 1 students and POLAR 4 Quintile 5 students by 2024/25. Our focus will be on the intersectional gaps identified with LPN's and between:
  - **i.** Young white British males from low socio-economic backgrounds.
  - **ii.** BTEC entrants and A Level entrants.
- **b.** Reduce the attainment gap for students from underrepresented groups;
  - **iii.** Between Black students and White students by 50% by 2024/25 and 100% by 2030/31.
  - **iv.** Between Asian students and White students by 50% by 2024/25 and 100% by 2030/31.
  - **v.** Reduce the gap between IMD Q1 and Q2 female and Q3, 4 & 5 female by 50% by 2024/25 and 100% by 2030/31.
  - **vi.** Reduce the gap between IMD Q1 and Q2 male and Q3, 4 & 5 female by 50% by 2024/25 and 100% by 2030/31.
- **c.** Undertake internal research with Disabled students (and external research of what works) with mental health and multiple impairments to understand what additional support we can put in place to better support their continuation.

Aim 3: Going Above and Beyond for our Graduates

We are committed to supporting the progression of our students into graduate jobs or further study and will seek to develop new opportunities, both bespoke and embedded, to support our students' future.

Our objectives are:

- **a.** Reduce the gap between POLAR4 Quintile 1 and POLAR4 Quintile 5 by 50% by 2024/25 and 100% by 2030/31.
- **b.** Reduce the gap between disabled and non-disabled students, with a focus on the disabled groups identified as having the largest gaps (Cognitive and Learning & Multiple Impairments) by 50% by 2024/25 and 100% by 2030/31.
- **c.** Undertake more granular analysis of the sub-sections of BAME students to gain a greater understanding of any intersectional gaps that exist around gender and at course/departmental/faculty level and work to reduce those gaps.
- **d.** Maintain our work that supports a very wide range of WP students, continuing to perform better than sector average and eliminating statistically significant gaps in our performance.

What has EHU committed to?

2019/20 – 7.3% of students are Black, Asian, Minority Ethnic

2018/19 – Gap in continuation rates between POLAR 1 and POLAR 5 students 5.9%

2019/20 – Gap in attainment (awarding gap) between Black and White students 28.1pp

2019/20 – Gap in attainment (awarding gap) between IMD Q1 & Q2 female and Q3, 4 &5 10pp

2016/17 – Gap in progression between POLAR 1 and 5 7pp

3. TARGETS

Increase the percentage of BAME students from the current 7.1% to 10.1% by 2024/25.

Reduce the gap in continuation rates between POLAR Quintile 1 students and POLAR Quintile 5 students by 66% by 2024/25 and 100% by 2030/31.

Reduce the attainment gap between Black students and White students by 50% by 2024/25 and 100% by 2030/31.

Reduce the attainment gap between IMD Q1 and Q2 female and Q3, 4 & 5 female by 50% by 2024/25 and 100% by 2030/31.

Reduce the gap in progression between POLAR Quintiles 1 and POLAR Quintile 5 by 50% by 2024/25 and 100% by 2030/31.

What does this mean to you?

- A students' experience of university is extremely multifaceted, no one intervention will address continuation and awarding gaps
- "a whole provider approach requires alignment and consistency across the institution to create an inclusive approach which all students benefit from irrespective of where they are located within the provider" *OfS APP Regulatory Guidance*

- Personal tutors are a vital part of a students experience, they are best placed to understand the students context
- "To feel a sense of belonging we also need to feel we matter to those around us" Stevenson 2019
  - Four elements of mattering – Attention, Importance, Appreciation and Dependence

What does this mean to you?

- Get to know the demographic context of your students – care leaver status, entry qualification, ethnicity
- Utilise demographic data when planning induction/transitions activities (Tableau APP Workbook)
- Utilise toolkits to direct students to relevant support if needed or to provide information yourself
- Reflect on your opinions and preconceptions, try not to make assumptions about the type of support a student will need or what their performance will be
- Showcase any examples of best practice – ensure demographic data is collected, that the intervention is targeted and evaluated throughout
    - So much good work happens across the University but we do not know which students have engaged with it and we cannot evidence the impact

What does this mean to you?

- Theory of change – OfS requires providers to use a theory of change approach “by first identifying the desired long-term goals then working backwards to identify all the conditions which must be in place for the goal to be achieved”
- Impact evaluation – evaluation must show demonstrable change in behaviour rather than focusing on a students enjoyment or experience
- Positive action - Equality Act 2010:
  - Positive Action – This section applies if a person reasonably thinks that –
    a) A persons who share a protected characteristic suffer a disadvantage connected to the characteristic
    b) Persons who share a protected characteristic have needs that are different from the needs of persons who do not share it or
    c) Participation in an activity by persons who share a protected characteristic is disproportionately low
  - “all publicly funded education providers must have due regard to - … Advance equality of opportunity between people who share a protected characteristic and those who do not”

Further Reading

Widening Participation Webpages

Access and Participation Data Dashboard (Tableau)

Enrolment Demographics (Tableau)

Supporting Staff to Support Student – Widening Participation Groups Toolkits

Differences in student outcomes, OfS

RARA Personal Tutoring CPD

OfS Access and Participation Plans

OfS Data Dashboard

Ethnicity awarding gaps in UK higher education in 2019/20 | Advance HE (advance-he.ac.uk)

ethnicity-targeting-research-report.pdf (officeforstudents.org.uk)

How do we improve student outcomes across the lifecycle (including Stevenson, Belonging)

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