Newcastle University
2019-20 Access and Participation Plan

This Access and Participation Plan covers the period from 1 September 2019 until the 31 August 2020. It relates to Home undergraduate and PGCE students entering the University in 2019.

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1. Assessment of Current Performance

Newcastle University is a selective institution committed to widening participation (WP) and equality of opportunity across the student lifecycle. We aim to admit able, highly-motivated and enthusiastic students of all ages, and from all backgrounds and contexts, and to provide education for life, leading to strong retention and employability outcomes and opportunities for all our graduates to fulfil their career aspirations. Based in the North East of England, we are a national recruiter (only 23% of our new entrants in 2017 came from the North East) and are committed to working in partnership to identify and remove the barriers to Higher Education (HE) that students from under-represented groups face, as well as supporting the individual needs of schools and colleges in the region.

The North East of England has been identified by HEFCE ¹ as the region where young people are least likely to access Higher Education. The latest Higher Education Statistics Agency’s (HESA) data published in February 2017, confirms that the region also has the highest proportion of entrants from low participation neighbourhoods (LPN), 23.2% compared to a national average of 11.3%.

In 2010, a report by Chowdry et al², found that prior attainment was a key determinant of progression to HE nationally. Key Stage 4 attainment in the North East (NE), while increasing, is doing so at a slower rate compared to other regions in the UK (Department of Education, 2015). A report for the Institute for Public Policy Research by Clifton et al (2016)³ has highlighted that while primary schools in the NE perform well in comparison to the national average (especially when considering the higher percentage of pupils eligible for free school meals), the largest disparities in educational outcomes appear when students in the NE reach secondary school. The attainment gap between students from low socio-economic backgrounds compared to their higher socio-economic peers widens significantly at this stage, even in good and outstanding schools. These findings have been corroborated in the State of the Nation report (2017)⁴.

Further analysis combining UCAS cycle data (2015) with Key Stage 4 attainment data (2012-13) for the North East suggests that additional factors, other than attainment, are influencing progression to HE. Results show vast differences between application and acceptance rates for young students with average KS4 attainment (with the lowest rates in Darlington, Hartlepool, Redcar and Cleveland, and South Tyneside). Catherine Kelly, Research Associate for the North East Collaborative Outreach Programme (led by Newcastle University), concluded in a literature review on the topic that ‘issues concerning attainment are largely structural, and require structural rather than solely student-focused interventions’. For example, data has shown that schools in the highest deprivation quintiles have teachers that are less qualified, have less experience, and have a lower teacher retention rate than schools in the lowest deprivation quintiles (Clegg et al, 2017). Additionally, the report by Clifton et al (2016) states that ‘northern secondary schools receive £5,700 per pupil, (£1,300 less than London)... and struggle to recruit and retain teachers.’ Teacher quality is a key factor influencing student attainment, and subsequently future progression. Data has shown that overall, the labour force in the North tends to be lower qualified than the South (Clifton et al, 2016) and there is a higher concentration of white working class students located in the North of England (Gicheva & Petrie, 2018)⁵.

1a. Access

Based on an analysis of our internal data, our WP performance overall for 2017 entry is extremely positive and we have increased both the number and proportion of young entrants from all groups relating to the key benchmarks, except for students from Low Participation Neighbourhoods (LPN). We have, however, maintained the growth we saw in 2016 entry for LPN students after a drop in 2015 (9.3% in 2016; 9.1% in 2017 compared to 7.6% in 2015), and this figure remains above the national benchmark of 8%. It is important to note that our performance in this area has remained steady over the last few years, although further analysis has shown that our offer rates for LPN Q1 students were lower than for students in other quintile groups.

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¹ HEFCE: Trends in young participation in Higher Education, January 2017
³ Clifton, J., Round, A., & Raikes, L (2016). Northern Schools: Putting Education at the Heart of the Northern Powerhouse (Rep.). Social Market Foundation
The most noticeable area of progress made is for new entrants from black and ethnic minority (BME) backgrounds, which has grown consistently from 373 students in 2014 (8.8%) to 612 (8.1%) in 2016 and 680 students (13.3%) in 2017. There was an increase in the sector from 2015 and 2016, but the rate of growth was smaller than at Newcastle (up by 1% compared to 2.3% at Newcastle over the same period).

The proportion of students declaring a disability has increased slightly to 9.9% in 2016-17. However this is below the sector average of 13%. The University also performs below HESA’s benchmark for the percentage of full-time, first degree, home, undergraduate students in receipt of DSA (4.9% against a benchmark of 5.8%).

Newcastle University has a significantly smaller proportion of mature students entering the University than the sector average (6.3% compared to 37.3%) and this has fallen in recent years. Our proportion of mature applications is also much smaller (10.5% at Newcastle compared to 19.2% nationally in 2016). The gap is greatest in our Faculty of Medical Sciences.

Females account for more than half of the total applications to Newcastle for 2016 entry (52.3%). This has increased from 50.8% in 2015 entry, but is lower at Newcastle than in the sector (57.4%). This has resulted in females representing a growing proportion of Newcastle’s intake from 47.6% in 2014-15 to 53% in 2016-17, but this, once again, is less than the sector average at 58.5%. There are differences between faculties, with the smallest proportion of females by far in the Faculty of Science, Agriculture and Engineering (34.1%), compared to 60.1% in the Faculty of Humanities and Social Sciences, and 65.8% in Medical Sciences.

2015 entry data highlighted an under-representation of females in science, technology and engineering subjects at Newcastle, and in particular within the Faculty of Science, Agriculture and Engineering, with only 31.7% of applications from females (in comparison to 57.3% for the Faculty of Humanities and Social Sciences and 62.2% for Medical Sciences). Applications from females to the Faculty of Science, Agriculture and Engineering have also decreased by 7.9%, resulting in a decrease of 7.8% of offers made, a trend evident across all academic schools in the Faculty.

74.9% of undergraduate students from our 2016 intake were from state schools, compared to the HESA benchmark of 83.9%. This varies across subjects areas with the Faculty of Science, Agriculture and Engineering as the only faculty with a percentage close to the benchmark (83.5%), compared to 72.6% in Humanities and Social Sciences and 74.1% in Medical Sciences.

We have seen a small drop in the number of care-leavers entering Newcastle University from 53 students in 2014 to 40 in 2017, despite the extensive targeted outreach and support packages we have in place.

Looking at multiple indicators of under-representation in students, further analysis shows: applications from all ethnic groups for 2016 entry have increased from 2015 (14.6% to 15.8% overall), however it is evident that there are disparities across ethnic groups. Students from a Black, or Black British–Caribbean background make up only 0.2% (just 12 students) of our new entrants. When looking at ethnic origin by LPN quintile, a much larger proportion of BME students are from LPN Quintile 1 (16.9% compared to 8.3% for white students). The same can be said when looking at the proportion of intake from state and independent schools – 81.4% of BME students come from state schools compared to 77.1% of white students.

Participation rates at Newcastle University for young White Working Class Males (WWCM) are particularly low (using POLAR 3, Quintile 1 to define working class). Despite an increase in new entrants from this group in 2016 (from 2.9% to 3.7%), 2017 figures show a small decrease to 3.3%. 60% of these students (100/168) come from the North East. This was in spite of a growth in applications overall of 3.0%. Further analysis has enabled us to look at intake of WWCM by academic school. As with other groups there are disparities by subject area. Looking at the proportion of males that are white and working class in each School, Architecture, Planning & Landscape and Combined Honours have the lowest numbers of WWCM new entrants (both at 2.9%). Maths and Physics (12.7%) and the School of English Literature, Language & Linguistics (12.0%) have the highest proportions of WWCM for 2017 entry.

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6 The Faculty of Science, Agriculture and Engineering underwent a re-structure in 2016-17 reducing the number of academic schools from ten to 4. Changes to the way data is monitored and reported for the Faculty are evident in any reporting from this year onwards.
1b. Access from the North East

Our record of Widening Participation in the North East continues to be outstanding – we significantly exceed all of the national WP benchmarks in terms of the WP profile of our entrants from the North East. Further disaggregation revealed that for 2017 entry, 23% of our young entrants were from the North East. This figure has risen slightly from 21% in 2015. However more than half (56%) of all entrants were from the three northernmost regions of England: the North East, Yorkshire & Humberside and the North West.

Despite the fact that only 23% of our 2017 intake was from the North East, this accounted for 54% of our total LPN intake (this has increased from 47% in 2016). London and the South East are our next largest sending regions for students (19% collectively) yet only account for 3% of LPN intake (13 students). The impact of our intensive outreach activity in the north is therefore diluted when the total intake is analysed. This has been a key factor affecting our rate of progress towards overall HESA benchmarks over the past ten years.

1c. Post-Entry: Success and Progression

Newcastle University has a strong record of student retention, success and progression. Overall, the University performs significantly better than the national average; just 2.7% of our young entrants were not in HE after one year (compared with a benchmark of 3.8% and a UK average of 7.5%). The University also performed better than the national average when looking at non-continuation rates for young entrants, young entrants from LPN backgrounds and mature entrants. In addition, we perform better than the sector benchmark in all categories, except for mature students (10% at Newcastle compared to a benchmark of 9%), although some progress has been made in this area.

While the progression of our students to highly skilled graduate destinations is high (80.5% in 2015/16 DLHE), further analysis has shown differential experiences and outcomes for WP students.

Key points from Newcastle data have been summarised by Student Group:

In 2016-17, non-continuation rates\(^7\) for students from LPN backgrounds were higher than the non-WP population (13.7% against 8.9% for other students). LPN students achieved fewer first/2.1s compared with the University average (80.4% compared to 86.2%) although this gap has narrowed from the previous year (77% against 85%). LPN students are also less likely to be in work or further study six months after graduation (93.2% against 94.8%) and to be in a positive destination\(^8\) (78.5% against 80.6%). The gap is very narrow in both cases and has reduced from previous years. When looking at this by academic school, those with the lowest proportions of LPN students in positive destinations (all less than 62.5%) were the Schools of Mathematics, Statistics and Physics; Computing; Natural and Environmental Sciences (Biology) and History, Classics and Archaeology (specifically History).

Data shows that non-continuation is more likely for BME students, with a non-continuation rate of 11.6% compared to 9% for white students. The gap between these groups has narrowed from 2015-16 when this rate for BME students was 14% compared to 9% for white students. BME students are also less likely than their white peers to achieve a first/2:1 with a gap of 10% (76.6% BME, 86.6% white). This gap has narrowed slightly from last year and is lower than the same gap for the sector of 13.6%. BME students at Newcastle however, are more likely to be in work or further study (96.3% compared to 94.6%) and in positive destinations (86.7% compared to 79.9%) than white students. This is likely to be due to a larger proportion of BME students graduating from Medicine and Dentistry and immediately entering graduate-level employment.

Non-continuation rates were higher for students in receipt of DSA (10% compared to 8.8% for students without a disability). Non-continuation for these students however was still lower than those who did not receive DSA (12.2%). Students with disabilities are less likely to get a first/2:1, with an attainment gap of 5.6% when compared to non-disabled students in 2016-17. Encouragingly however, outcomes were very similar for students with and without disabilities in terms of positive destinations (80.3% no disability, 81.8% disability) and work or study (94.7% no disability, 94.6% disability).

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\(^7\) Non-continuation rates relate to Stage 1 students who did not progress to Stage 2 of an undergraduate programme in the following academic year. These are different to HESA’s non-continuation rates, which consider students who enter an HE provider and who are absent from Higher Education anywhere in the country the following year.

\(^8\) Positive destinations relates to the proportion of students in work or further study who are in destinations deemed to be at a graduate level. This means all occupations classified under SOC 1-3 and any study above a Level 5.
The Equality Challenge Unit (ECU)\(^9\) reported higher rates of mature students leaving without qualifying in the sector. At Newcastle, a concerning 23.7% of mature students did not continue to Stage 2 in the following year, compared to 8.7% of young students. Mature students are also less likely to get a first/2.1, with an attainment gap of 11.5% in 2016-17. The pattern exists across all faculties, with the biggest gap in the Faculty of Science, Agriculture and Engineering (16.8%) and in particular in the Schools of Mathematics, Statistics and Physics; Computing; and Natural and Environmental Sciences. In other faculties, higher non-continuation rates were evident in the Business School, School of Arts and Culture, and in the Combined Honours Centre. Of those who do progress however, mature graduates are more likely to be in positive destinations (88.4% compared to 79.9% for young graduates) and more likely to be in work or further study (97.7% compared to 95.7%).

The non-continuation rate is higher for male than for female students (9.9% compared to 8.8%). This represents an improvement for male students on the previous year when the rate was 11.2%. In 2016-17 90.5% of females got a first/2:1 compared to 81.3% of males, a gap of 9.2%. This is the case across all faculties. Newcastle’s male graduates however, are more likely to be in positive destinations than females (82.2% compared with 78.6% for females). Rates in work or further study are similar. Further analysis has shown that this is probably due to subject choice, with fewer female students choosing science, engineering and business-based subjects where graduates are more likely to be in positive destinations.

The ECU’s intersectional analysis showed an attainment gap of 29.4% between black male and white female students. For Newcastle, using 2016-17 data, this gap is 41%, using the proportion of students achieving a first/2:1 to measure attainment.

**State School students** are less likely to continue than those from independent schools (with a non-continuation rate of 9.8% compared to 7.4%). The largest difference was in the Faculty of Science, Agriculture and Engineering (11.5% compared to 7.8%). In the Faculties of Humanities and Social Sciences and Medical Sciences these figures were 9.9% for state compared with 7.4%, and 6.3% compared to 6.7% respectively. The proportion of students achieving a first/2.1 overall is similar (86.5% state, 86.1% independent). However, although degree outcomes are similar, students from state schools are less likely to be in positive destinations than females (75.9% compared to 83.1%). The proportion in work or further study is similar for both groups (94% state, 94.9% independent). Again when looking at positive destination data by academic school, the biggest gaps are in the School of Psychology (67.2% of state school students are in positive destinations, compared with 85.7% of independent school students) and the School of Agriculture, Food and Rural Development (65.6% compared to 84.4%). Significant gaps are also evident in the Schools of Geography, Politics and Sociology; History, Classics and Archaeology (particularly History); Engineering (Chemical); and Mathematics, Statistics and Physics (Maths).

For Care leavers who entered the University in 2016 (40) a total of 35 successfully completed their first year. For those students graduating in 2016/17 from a care leaver background, 67% achieved a First/2:1 (this represents 14 students). Only two care-leavers have data in the 2016 DLHE, both of whom are in graduate level employment.

Looking at multiple indicators of under-representation in students:

Non-continuation rates vary considerably across ethnic groups. Numbers are small for some groups so percentages can become skewed, but it is apparent that retention is lower for Black or Black British–Caribbean and Black or Black British–African students (non-continuation rates of 16.7% and 21.9% respectively). The proportion of Black or Black British–African and Asian or Asian British–Bangladeshi students achieving a first/2:1 is also lower than for other groups at 62.5% in 2016-17. This same pattern is evident when looking at 2015-16 data.

When looking at the continuation of BME students from LPN backgrounds, the non-continuation rate is lower than for BME students from Quintile groups 2-5 (6.9% compared to 12.3%). The opposite is apparent when looking at non-continuation rates for white students from LPN Quintile 1 backgrounds. This is much higher at 14.9% compared to white students from Quintiles 2–5 (8.5%). No meaningful conclusions can be drawn when looking at degree classifications by ethnic group and LPN as the numbers are too small.

Non-continuation rates for White Working Class Males are substantially higher than the University average for 2016/17 at 14.6%. This has improved slightly from 2015-16 when the rate was 16.7%. The proportion of students

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from this group who achieved a first/2:1 is also much lower at 77% in 2016-17 (a gap of 9.2% compared to the average for all students) and has dropped from the previous year (78.4%). However, the proportion of students from this group in positive destinations is 80.9% and is in line with the University average. Full analysis can be found in the University’s **Equality and Diversity Report, March 2018.**

In summary therefore, and based on our assessment of our performance, Newcastle University has identified the following priority areas for improvement across the student lifecycle:

- **Access**: to increase our intake of students from Low Participation Neighbourhoods, State Schools, students from a BME background, White Working Class Males, females into STEM courses, and Mature Students
- **Success**: to improve the retention rate and degree classifications of students from under-represented groups
- **Progression**: to improve the proportion of students (prioritising Low Participation Neighbourhoods, and State School students) into graduate level employment/positive destinations.

Our current estimates of planned expenditure across the lifecycle for 2019-20 are set out under **Investment.**

### 2. Ambition and Strategy

The University takes a **strategic, whole-institution approach** to widening participation and equality of opportunity, and promoting, encouraging and supporting diversity across the University lifecycle is embedded in the University’s key strategies. For over 20 years, Access has been our key priority and we are proud of the significant progress we have made in encouraging and supporting more students from widening participation backgrounds into HE, and into Newcastle University. We lead successful national and regional WP partnerships, and have built outstanding relationships with schools and colleges and education partners, to ensure that we are pro-active and relevant in meeting the needs of schools and colleges and the region in which we are based. This approach will remain a key element of realising our ambition.

Our assessment of our performance highlights the work that is still to be done in supporting the progression and success of our widening participation students. We have made good progress, but if we are to close the gaps further we must create a framework for governance and evaluation that more closely aligns our strategies and action plans for widening participation, equality, diversity and inclusion, and education.

#### 2a. Target Groups

For the purposes of this Access and Participation Plan, the University targets and supports students from the following groups:

- Low Participation Neighbourhoods (using POLAR 3 data)
- Low income backgrounds
- Black and Minority Ethnic backgrounds, including Gypsy Roma travelling community
- Students with a disability
- Care-leavers and estranged students
- Young Carers
- White Working Class Males
- Female students into STEM
- Mature students
- State school students (from schools with below average attainment)
- Children from military families.

We also seek to support and engage: teachers and advisers; parents and carers; foster workers and other influencers; refugees and asylum seekers.

Based on an assessment of our performance and the needs of our region, Newcastle University has identified **five Strategic Objectives** for the 2019-20 Access and Participation Plan:

1. **Support attainment-raising and improved HE progression in North East schools and colleges**
2. Increase intake of students from under-represented groups: Low Participation Neighbourhoods; State Schools; students from a BME background; White Working Class Males; females into STEM courses and Mature Students

3. Improve retention rates for students from all under-represented groups

4. Improve degree classifications for students from all under-represented groups

5. Improve the proportion of Newcastle graduates in positive destinations, prioritising LPN and State Schools

The key priorities/initiatives to help us meet these objectives are set out below. More information about the priorities is included in the section: Access, Student Success and Progression Measures.

2b. Objectives

**Objective 1: Support attainment-raising and improved HE progression in North East schools and colleges**

- Deliver a University-wide programme of long-term sustained, intensive outreach for NE schools and colleges tailored to the specific needs of schools and colleges
- Lead and develop regional collaborative outreach programmes to increase progression to HE in the North East, including:
  - The North East Aspiration Raising Partnership (5 HEIs) targeting younger ages and ‘hard to reach’ under-represented groups, including care leavers and young carers.
  - The North East Collaborative Outreach Programme (5 HEIs, 18 FE colleges and 108 schools) targeting schools and students to raise aspirations, attainment and support progression to HE in all its forms.
- Work intensively with Westgate Hill Primary School, identified as ‘requiring improvement’ by Ofsted, to further develop a bespoke programme to improve literacy for year 6 students with English as a second language for their community of Roma pupils. Explore roll out of the model to other schools
- Develop the Further Maths Teaching Centre to expand the delivery of A/AS Level Maths and Further Maths teaching for pupils in identified WP schools in the North East
- Explore, with the Department for Education, whether the model of the Further Maths Teaching Centre could develop into a ‘flexed model’ Maths School, tailored to meet the needs of Maths provision in the region
- Support the delivery in school of the A/AS Level Physics curriculum by providing equipment, lab space and academic-led teaching
- Continue to provide intensive support for schools and colleges in the delivery of the Extended Project Qualification making use of the University’s expert library staff, resources and unique Special Collections.
- Engage strategically with Learning Trusts and Governing Bodies in schools to support effective governance, learning and teaching and attainment raising.

**Objective 2: Increase intake of students from under-represented groups**

- Review our strategic approach to school and college and pupil targeting, drawing on appropriate datasets to work with students/schools in most need; extending our geographical reach and targeting areas with high BME populations
- Deliver a sustained and progressive programme of outreach and engagement for young people from under-represented groups from primary to sixth form
- Collaborate with HEIs and third sector organisations to maximise the reach and impact of our outreach
- Work with senior leaders in schools and colleges to ensure that the outreach meets their needs, supporting changes to curriculum and individual school priorities and challenges
- Work with identified subject areas that have specific issues with diversity to develop tailored activity accordingly, for example:
  - deliver the ‘Access to Medicine Programme’ from Year 7 to Year 13 for students from under-represented groups to support access to medical professions
  - develop and target STEM-based outreach to female students from Year 7 upwards
  - develop a plan for the Business School to improve State School and BME intake
- Work with the Gatsby Foundation to support schools to meet the career-based benchmarks and encourage more students to aspire and progress to HE in order to realise their ambitions
- Work with Careers Service staff and relevant employers to develop content and embed careers information in all appropriate outreach, from early years upwards
• Deliver an outreach programme with students from military families based in Cyprus (Year 5 to Year 11)
• Invest in digital developments to support engagement and outreach, including the use of customer journey mapping focused on students from under-represented groups to ensure students are supported by appropriate information at key stages pre-entry
• Develop an applications microsite to support students who are likely to apply late in cycle (whom data shows are more likely to be students from under-represented groups and mature learners)
• Refine our approach to the use of contextual data in Admissions so that it is coherent and consistent across all subjects and makes use of multiple data sets
• Continue to make lower offers to students on our access programmes (PARTNERS and Realising Opportunities)
• Expand the PARTNERS Programme to all eligible students from the UK
• Engage in the National Flexible Learning Working Group to explore good practice and encourage applications from under-represented groups, particularly mature students
• Launch a Degree Apprenticeship in Power Engineering for 2018 Entry working with relevant employers, with a view to developing a suite of Degree Apprenticeships designed to attract mature students and address regional skills gaps
• Ensure an inclusive approach at Clearing, adapting processes to the needs of under-represented groups (particularly deaf and disabled students) in order to maximise intake of disabled students.

Objective 3: Improve retention rates for students from all under-represented groups
• Provide appropriate financial support for students from under-represented groups
• Use the Financial Support Toolkit to evaluate the impact of our support scheme and inform its development
• Purchase and implement a Wellbeing Services database to improve our ability to track the success and progression of vulnerable student groups, and enable effective and disaggregated reporting and evaluation
• Improve the collection, recording and evaluation of data on care-leavers and estranged students to better understand and support the needs of these students
• Work with the Equality, Diversity and Inclusion Forum, academic schools and students to identify and understand reasons behind poor continuation rates for identified under-represented groups in order to develop strategies to reduce the gaps
• Provide a peer mentoring programme for all new entrants offering support pre-arrival and during their transition period. Link mature student new entrants with current mature students to improve peer support
• Further develop tailored support for students with additional needs through their transition into University (e.g. tailoring Maths Aid support and resources for students with visual impairment)
• Further develop support for students with Autism Spectrum Disorder, including the purchase and implementation of ‘Brain in Hand’ assistive software, designed to support students with autism, brain injuries and mental health difficulties
• Roll out the support provision currently available to care leavers, to estranged students
• Enhance and improve the support we offer to vulnerable students through partnership working (e.g. a local Eating Distress Service and the NHS) to share good practice and tailor our support to meet individual’s needs
• Increase access to 1:1 therapy by:
  o increasing the number of evening therapy appointments available to support vulnerable students
  o roll out telephone counselling training to all University counsellors
  o offer year round counselling including over holiday periods
  o Use of digital technology to provide therapy online (e.g. via email or instant messenger)
• Purchase ‘Silvercloud’ online therapy – a resource designed to encourage vulnerable students to self-help
• Develop the provision for preventative and psycho-educational workshops, launching with specific workshops (such as the importance of sleep)

Objective 4: Improve degree classifications for students from all under-represented groups
• Undertake detailed data analysis to better understand why degree classifications are lower for the identified groups. Include analysis by subject area to identify potential areas of good practice
• Engage students from these groups to understand how the University can better support these students to improve retention and attainment levels
• **Agree appropriate governance and strategic oversight** to enable awareness raising of the issues and the development of Action Plans to address the issues
• **Provide coherent academic study skills support** for all students and improve awareness of the support available
• **Embed academic skills workshops and 1:1 support** in undergraduate programmes
• **Invest in the Technology Enhanced Learning (TEL) Roadmap** over the next five years to move from the current web-facilitated model to a greater emphasis on blended learning (combining face-to-face and online delivery) in order to significantly enhance the student learning experience and improve student outcomes
• **Ensure inclusive teaching strategies** across all disciplines including embedding the use of Technology Enhanced Learning
• **Invest in our physical and digital learning environment** (eg library space, learning resources, Virtual Learning Environments)

**Objective 5: Improve the proportion of Newcastle graduates in positive destinations**

• **Expand and considerably increase the number of places available on Career Insights** – a targeted WP programme designed to develop the employment skills of WP students. Enable students to gain recognition for the ‘Award’ as part of their Higher Education Achievement Report
• **Launch a Work Shadowing Scheme** targeted at LPN/state school students in their first year
• **Offer work placements to all students** across undergraduate degree programmes
• **Provide employability awards** specifically for WP students, to formally recognise engagement with extra-curricular and employability activity
• **Work with the North East Women’s Network to identify what can be done to improve graduate outcomes for female students**
• **Launch a Professional Networking Platform** to facilitate student-alumni contact and provide a source of careers advice. Launch with current students, with a view to expanding to prospective students in the future
• **Continue to actively promote the NcI+ offer** to WP students to ensure they benefit from experiential learning as part of their degree
• **Launch an Alumni-led Careers Management Module** to enable students to manage their transition from student to professional life.

**2c. Collaborative Working**

Newcastle University is committed to playing a leading role in national and regional collaborative partnerships. It is the lead institution for three partnerships:

1. **Realising Opportunities (RO):** an award-winning national fair access scheme working with 14 (15 from August) research intensive universities to promote access to selective institutions for students from under-represented groups. All participating universities have committed funding until July 2022.

2. **North East Raising Aspirations Partnership (NERAP):** a collaboration of five universities in the region, working to support HE progression for vulnerable young people and their influencers. Set up in 2015, the Partnership had a specific brief to work with Young Carers, Looked after Young People, parents, carers and teachers, in addition to providing schools with a ‘regional HE resource’ for those wanting HE representation at younger ages events in schools. Each partner has committed funding for this work until July 2020. The ambition of the Partnership is to develop a collaborative attainment-raising programme for BME and white working class young people in the North East.

3. **North East Collaborative Outreach Programme (NECOP):** a large and ambitious partnership of 18 FE colleges¹⁰ and five universities¹¹ in the region working together to create a step change in the HE progression

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¹⁰ Bishop Auckland College, Cleveland College of Art and Design, Darlington College, Derwentside College, East Durham College, Gateshead College, Hartlepool College of FE, Middlesbrough College, Newcastle College, New College Durham, Northumberland College, Prior Pursglove and Stockton Sixth Form College, Queen Elizabeth Sixth Form College, Redcar and Cleveland College, Tyne Coast College, Stockton Riverside College, Sunderland College.

¹¹ Durham University, Newcastle University, Northumbria University, University of Sunderland, Teesside University.
rate of high potential students from under-represented groups. The consortia deliver an intensive, progressive programme of HE interventions aligned to a newly developed Regional Progression Framework. This Regional Progression Framework has been specially designed to enable consortia members to plan activity that adds value to and complements existing outreach in the region. Through its FutureMe programme, NECOP is delivering a programme of activity specifically developed to meet the individual needs of schools/colleges (eg through mentoring, online tutoring, Higher Education ambassador workshops, masterclasses, specialist programmes for white working class males and BME students, and teacher CPD). The North East programme is underpinned by robust, research-informed evaluation.

In addition, we are developing collaborative partnerships that support the key objectives of this Plan: The University is one of 24 universities working together as part of the Russell Group Advancing Access Project to develop online CPD resources for teacher and advisers and support progression to high tariff universities. The project specifically targets geographical ‘cold spots’ and areas with low progression to university.

Newcastle University has recently engaged in a formal partnership with the Newcastle United Foundation. A Memorandum of Understanding sets out the priority themes of outreach and widening participation, supporting the student experience and research. As part of this Partnership, a programme of activity has been developed for primary pupils and their parents targeted at WP families (predominantly from LPN and WWCM backgrounds) with the aim of raising awareness and informing participants about higher education.

The University also works in partnership with the Brilliant Club, Social Mobility Foundation and Teach First to run collaborative activity for students and teachers. We have recently agreed with Teach First to develop careers-based outreach activity from Year 4 to Year 11, working with Head Teachers/Executive Heads to develop programme content.

2d. Ensuring Continuous Improvement through Evaluation

At a University level, we evaluate the overall impact of our widening participation work annually, as part of a progress report submitted to our Executive Board, Council and Senate. Our assessment is based on our progress against HESA Benchmarks and Access Agreement Targets, using data from UCAS, HEFCE, HESA, the Higher Education Action Tracker (HEAT) database, and our own student data. At a more granular level, our approach to ensuring continuous improvement has developed significantly, largely focused on our outreach and access work. Our ambition is to develop the approach to ensure we are effectively evaluating our priorities across the whole student lifecycle.

For all outreach and access activity, we have an overarching Evaluation Plan that sets out our key priorities under each Strategic Objective. The Plan includes:

- Key aims of each activity/programme
- What is involved
- Why it has been developed in this way (eg informed by national research/institutional evaluation)
- How success is/will be measured (including what data is needed).

New initiatives are built into the Evaluation Plan as they are developed/launched. The Evaluation Plan makes use of an agreed set of ‘common questions’ to enable us to compare short-term impact across year groups, as well as using a range of quantitative and qualitative measures to evaluate all aspects in the long term. The common questions for pre-entry activity include short-term goals that enable us to measure progress against confidence markers, improved subject knowledge and student motivation towards learning.

Newcastle University is a member of the Higher Education Access Tracker (HEAT) service. The HEAT database is used University-wide for monitoring access activity, and enables us to assess the impact of our outreach work. By inputting data on all outreach participants, it is possible to track individual student progression from Key Stage 2 through to entry to any HE provider, and into employment or further study (linking to DLHE data), as well as enabling the University to benchmark itself against WP sector research.
Outputs for our ‘raising attainment’ initiatives are currently measured by tracking improvements in students’ progress and performance at Key Stages. Using HEAT, the University can assess the relationship between outreach programmes, disadvantage, attainment and patterns of progression to HE. HEAT has been instrumental in enabling us to assess ‘what works’ in terms of our access work, and in benchmarking ourselves against other providers.

A combination of our annual assessment of performance, the conclusions of our annual Equality and Diversity report, and the rich outputs from our Evaluation Plan, enables the University to direct resource to activity that maximises impact, takes account of equality and diversity issues and ensures that evaluation directly informs the development of future activity.

The Evaluation Plan is formally reviewed annually. However, it is a working document and is continuously evolving, enabling the University to adopt a robust approach that is embedded into practice. In the coming year, we will develop the approach further to ensure coverage across all the Strategic Objectives set out in this Plan. As a result of our evaluation, we can robustly demonstrate a number of evidence-led developments across the student lifecycle:

**Access**: extension of PARTNERS Supported Entry Route nationally; residential events developed for younger ages (Year 8+); development of a study skills suite of activity and activity to support attainment raising

**Success**: the development of tailored support for students with mental health issues (eg ADSN); the reduction in funding for financial support; improvements in therapy and counselling services; disaggregation of student outcome data to inform future development

**Progression**: Development of targeted support for WP students through Career Insights; opportunity of a placement year on all undergraduate degree programmes; embedding an Employability and Academic Lead in each academic school.

Our approach to ensuring continuous improvement applies equally to our collaborative programmes: Realising Opportunities has a robust evaluation framework which incorporates contextual data, student aspirations and longitudinal tracking of students via the HEAT database and UCAS. This evaluation has demonstrated the clear and significant impact of the Programme (which is reported separately). All activity delivered as part of the North East Raising Aspiration Partnership has been evaluated in line with our current Evaluation Plan and will be reviewed and updated alongside this. A copy of the North East Collaborative Outreach Programme Evaluation Plans, including the logic model developed by our Research Associate, is available on request. More detail can be found in Section 3: Access, Success and Progression Measures.

**Future Considerations**

In direct response to the Guidance released by the Office for Students (OfS), our priorities for the future will be:

1. **Realigning the Evaluation Plan into a ‘logic model’**: adopting a theory-based approach to set out how we intend to achieve our Strategic Objectives, taking into account our institutional context. This will enable us to report directly to the OfS on how we intend to address the University’s issues in Access, Success and Progression identified in this Plan, as well as ensuring that we maintain sustained engagement with schools and employers. It is hoped that this approach will highlight other priority areas and gaps in provision, so that future resources (staffing, funding and facilities) can be aligned accordingly.

   The Logic Model for each Strategic Objective will set out short, medium and long term outputs, together with initiatives we have in place to achieve them. Colleagues across the University (representing each stage of the student lifecycle) will work with key academic researchers based at Newcastle University who are leading in this field12, to develop and implement the Model.

   The Model will incorporate robust evaluation for Contextual Admissions and our approach to Financial Support (using all aspects of the Toolkit) as part of this. Our approach to evaluating collaborative work will also be considered as part of the Logic Model, although the national and regional programmes are underpinned by their own robust evaluation frameworks.

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2. Set up appropriate governance structures for oversight of the Access and Participation Plan. As a result of the change in emphasis in the Guidance issued by the OfS, the University will be reviewing the governance structure to ensure that it is fit for purpose. It is likely that the University will establish an Access and Participation Working Group. The group is likely to be a sub-committee of the University Admissions Committee and the University Education Committee, reporting to each as appropriate. From 2018-19, the Access and Participation Working Group will meet regularly to monitor progress, review impact and identify and inform the development of new initiatives to support equality of opportunity across the lifecycle. Representation on this group will include academic researchers, colleagues with responsibility for supporting students across the lifecycle and students from diverse backgrounds.

Evaluation of Financial Support
To date our financial support schemes have been evaluated primarily though surveys, questionnaires and focus groups. The current approach was devised to ensure that the number of students eligible for support remained constant (as qualitative feedback from our evaluation showed that scholarships supported retention and success), but reduced the amount they received each year, thereby reducing the University’s overall spend on financial support. This was in direct response to the guidance issued by the Office for Fair Access. Our current approach will be reviewed again once we have full evaluation outcomes from the Toolkit.

Last year the OFFA Financial Support Evaluation Toolkit was launched and the University adopted the statistical tool to report on findings as part of the 2016-17 Monitoring Return. To improve our approach to evaluation of financial support, in 2018-19 the University intends to move forward with all three elements of the Toolkit, namely: the Statistical Tool, Survey Tool and Interview Tool for our main scholarship provision.

The Statistical Tool will be owned by academic colleagues in our School of Mathematics, Statistics and Physics, using their expertise to collate and analyse data, and will enable ongoing evaluation of the relationship between financial support and specific outcomes relating to continuation, completion, attainment and graduate outcomes. The Survey Tool will enable us to better understand the role and value of financial support and it is hoped that the Interview Tool will enable us to garner one-to-one feedback and a more in-depth understanding of the effectiveness of financial support. This mix of quantitative and qualitative data will be used to review our current support package and will provide the evidence base for the development of future financial support provision.

2e. Monitoring Delivery of the Plan
The Access and Participation Plan has been developed by a cross-University Working Group, supported by expert sub-groups, involving representatives from the University’s Finance and Planning teams, faculties, key student services and the Students’ Union, representing all stages of the student lifecycle. The Equality and Diversity Sabbatical Officer, or appropriate nominee, will represent students from all under-represented groups.

The approach to developing the Plan has been approved by University Executive Board and reported to University Senate and Council (the latter both include student representatives). Final sign off of the Access and Participation Plan is given by Professor Suzanne Cholerton, Pro-Vice-Chancellor, Learning and Teaching and Chair of both the University Admissions Committee and the University Education Committee.

The University’s overall performance against HESA benchmarks and Access Targets is monitored annually by University Admissions Committee and reported to Executive Board in April each year.

The University’s financial support schemes included in the Access Agreement are reviewed annually by Student Finance Committee and reported to Executive Board. Recommendations for revisions by the Access and Participation Working Group are considered and agreed by the University Admissions Committee (or its Chair) and by Executive Board.

In response to the guidance released by the OfS for Access and Participation Plans in February 2018, Executive Board has approved the following with regard to governance of the Access and Participation Plan:

- **Access and participation will be embedded in the new University Strategy** (within the supporting sub-strategies)
- **There will be an immediate review of governance relating to the Access and Participation Plan** to ensure that it is fit for purpose, incorporates diverse student representation and has appropriate links with the
University’s Equality and Diversity governance and the University Education Committee, both of which include student representation.

- A priority for the overseeing governance group will be to:
  - understand more about the issues relating to the Success and Progression of identified under-represented groups
  - develop Action Plans accordingly, and
  - ensure evaluation and continuous quality improvement are embedded in the Action Plans.

2f. Equality and Diversity

The University produces an annual Equality and Diversity Report which includes analysis across the student lifecycle of the University’s performance in this context. As a result of previous OFFA guidance, this year’s report included detailed analysis by school type as well as disaggregation by gender and ethnicity. A copy of the report is available upon request.

The Equality and Diversity report is formally considered by the University Admissions Committee and by the Access and Participation Working Group (which includes representation from our Equality, Diversity and Inclusion leads) and priority actions are identified. An Equality and Impact Assessment for the Access and Participation Plan 2019-20 has been undertaken this year, the results of which again have been included in this Plan as part of our performance analysis.

In addition this year, the University is developing its Equality, Diversity and Inclusion (EDI) Strategy and there is a commitment to ensure close alignment of Access and Participation and EDI, in both governance and strategy. A framework for delivery of the EDI Strategy is now in place with the appointment of a Dean of Diversity, and EDI representatives and leads in each of the three faculties. A key strand of the draft EDI Strategy is the requirement to undertake Equality Impact Assessments on key University strategies to ensure that the University has considered the impact of key strategies or policies on under-represented groups. The outcomes and recommendations of these assessments will feed into the University Admissions Committee and University Education Committee as appropriate.

Initiatives to support access, progression and success for specific target groups have already been developed as a direct response of the Equality and Diversity Report findings. Further disaggregation of data for the 2019-20 Plan has identified some additional institutional priority areas, in particular relating to student success, which will now be integrated into the EDI Strategy where appropriate.

In 2018-19 the University will apply to the ECU to become part of the Race Equality Charter (REC). A key aim of engaging with the process is to improve the representation, progression and success of BME staff and students in Higher Education. Institutions receiving an award must demonstrate a fully inclusive environment (including curriculum diversity) considering intersection of minority groups and an approach to equality that is evidence-based. One of the key strands embedded in the Charter is student recruitment, retention and attainment. Links with the Access and Participation Working Group will again play a crucial role in the University’s application.

2g. Student Consultation and Involvement

Student consultation and engagement are vital to our annual Access and Participation Plan, in terms of planning and delivery across the student lifecycle. Students act as ambassadors, mentors, as developers of outreach activity, tutors in schools, for market research and focus groups, as representatives and peer mentors post-entry, as well as fundraisers, placement providers and role models post-graduation. Student representation will be embedded in the new governance structures for access and participation. Full details are provided in Appendix 1: Statement of Partnership from Newcastle University Students’ Union.

2h. Targets

Milestones and Targets relating to our ambition are set out in the Resources Plan.

3. Access, Student Success and Progression Measures

The measures that Newcastle University have in place to support students across the lifecycle have been developed as a result of national research and our own evaluation. Activity has been prioritised according to both our own institutional challenges and areas in which the University can make a meaningful contribution to wider sector challenges.
3a. Access Measures
Newcastle University offers an extensive progressive programme of outreach delivered on-campus and in-schools, culminating in the PARTNERS Programme supported entry route. Activity is targeted at under-represented groups and is developed in conjunction with schools and colleges so that it meets their needs, as well as supporting raised aspiration and attainment in young people. The programme is one of the largest in the country, and, during 2016-17, c. 180,000 students in Years 5 to 13, their parents, carers and teachers, engaged in events and activities organised and delivered by the University.

The programme consists of a range of activity from one-hour downloadable resources for use in a classroom environment to support teaching in schools, to much more intensive activity for older age groups. This approach provides students with the opportunity to engage at a young age and then again numerous times over the course of several years, as both of these important elements are proven to be vital for impact on HE progression. For outreach participants who first engaged with us before they were 16 years old, the progression rate was 84% (compared to our average of 72%), rising to 93% for those who engaged with us more than once. In response to our own evaluation and national research (conducted by the Aimhigher Research Consultancy (ARC) Network and Hoare and Mann (2012)) and to maximise impact, the University invests heavily in residential events for four different age groups offering over 1,000 places a year.

Working closely with our award-winning Careers Service, employer engagement and a focus on future pathways has been incorporated into a number of on-campus events, from a Year 9 Investigate your Future to our new Year 12 Get Ahead event and residential Summer Schools for both Year 10 and Year 12 students. Many of these events include attendance from a range of local and national employers and University alumni.

Collaboration forms a crucial element of the University’s access work, particularly in work relating to younger ages and supporting hard-to-reach groups. Details of our approach is covered in the Ambition and Strategy section.

Evaluation results and tracking reports have been used to inform our outreach strategy, and we are confident that it will lead to further progress in narrowing the identified institutional gaps. For example, the three residential events attract a higher proportion of WP students from outside of the North East region. Unsurprisingly, there is a positive correlation between the proportion of attendees from outside the North East region, and the proportion of BME attendees. 34.7% of Bitesize Uni attendees for example define themselves as BME compared to an average of 19.4% for one-day campus-based events which are predominately attended by schools in the North East. This improved diversity at residential events is enhanced by outreach work delivered at Newcastle University’s London campus.

According to the HEAT HESA Track Report from April 2017, the average Young Participation Rate (YPR) of the 18 year olds in Newcastle University’s tracked outreach cohort (worked out in accordance with the HEFCE YPR) was 62% for 2011-12. This compares with a HEFCE national YPR of 38% for the same year. Over the eight years from 2007-08 to 2015-16, the average Young Participation Rate (YPR) of the 18 year olds in Newcastle University’s tracked outreach cohort was 72%. For 2013-14 and 2014-15, the two most recent years available, the YPR was 84% and 82% respectively, showing how much progress has been made. It is not possible however to compare this data to the HEFCE national YPR, as the latest data available is 2011-12.

Furthermore, over the eight years from 2007-08 to 2015-16, the average YPR of Newcastle University’s tracked outreach cohort from POLAR3 Quintiles 1 and 2 was 67%. For 2013-14 and 2014-15, the two most recent years available, the YPR of Newcastle University’s tracked outreach cohort from POLAR3 Quintiles 1 and 2 was 82% and 81% respectively. Again, it is not possible to compare this most recent data to the HEFCE national YPR. In 2011-12, when the likelihood of young people entering HE from POLAR3 quintiles 1 and 2 was less than 25% nationally and the average YPR among LAs in the North East of England was 19.75%, the YPR of Newcastle University’s tracked outreach cohort from POLAR3 Quintiles 1 and 2 was 53%.

Newcastle University has worked with 95 participants from HEAT Group 1 (low attainment/high disadvantaged students). Of this cohort, 40% have so far entered Higher Education as first-time entrants. This compares with a HEAT membership average of 18%. 

Newcastle University has worked with 965 participants from HEAT Group 2 (high attainment/high disadvantaged students). Of this cohort, 75% have so far entered Higher Education as first-time entrants. This compares with a HEAT membership average of 51%.

In terms of degree classification, looking at Newcastle outreach participants from POLAR 3 Quintiles 1 and 2 only, the students are significantly more likely to achieve a first or 2:1 (78%) compared to the national HEAT average of 61%.

Attainment is a key issue in the North East, in particular for secondary schools. In the last 12 months, teaching staff have asked the University for help to support attainment. As a result, supporting raised-attainment is a key Strategic Objective in this Plan, supported by significant investment. In addition to the priorities identified under this Objective (in Ambition and Strategy) the University has developed, in conjunction with sixth form teaching staff, a suite of study skills sessions to be delivered in schools, which include research skills, plagiarism, referencing, academic writing and finding resources, resilience, confidence-building and study skills to enable students to support linear A Levels.

In 2017, the University opened a Further Maths Study Centre specifically for students from North East schools where Further Maths is not available. A key driver for this was the requirement of some selective institutions for Further Maths A-Level as either essential or desirable in order to study Science, Technology, Engineering or Maths (STEM). As the provision of Further Maths A-Level becomes increasingly popular elsewhere in the country, North East Schools continue to lag behind, disadvantaging the region’s students in terms of HE progression to STEM subjects. This, together with a lack of qualified maths teachers and poor attainment in Maths in the North East, are key drivers in preparing a bid to the Department for Education mentioned in Objective 1 (page 6). Similarly, the University is investing in practical laboratory equipment to enable academics from the School of Mathematics, Statistics and Physics to teach A/AS-Level practical Physics at the University for WP schools who do not have the facilities, funding or expertise to teach this element of the reformed curriculum. This will support attainment in STEM subjects for students in the NE region.

Westgate Hill Primary School received an Ofsted result of ‘requiring improvement’ in the summer of 2017. The School has a large number of students who have English as an Additional Language, including those from Gypsy Roma families. Using RAISE data, the school identified that reading comprehension is a skill that is particularly poor in these students, in particular, understanding and explaining ‘the meaning of words in context’, with the school currently performing well below the national average (44% compared to 76%). A pilot programme was launched in October 2017, placing undergraduate student tutors with Year 6 students on a weekly 1:1 basis, over the course of the year. The academic performance and progression of these students will be tracked to assess the success of the programme. Anecdotal evidence to date from teachers and participants suggests that the students have already shown progress, which has positively impacted upon their wider learning and performance, as well as their engagement in class and confidence. We aim to roll out this model to other appropriate schools.

The University’s School of Education, in partnership with Arthur’s Hill Federation Primary Schools, Middlesex University, Helsinki University, Montpellier University and the People to People foundation in Romania, is undertaking research into the Gypsy Roma community to explore poor participation and persistently low achievement in education as well as the decline of home language use in primary classrooms. This will be used as a pedagogic tool to raise attainment of pupils whose home language differs from the official language of schools. The project will begin in the UK using high-quality dual language learning techniques, and the results from this will inform a future approach to working with this community.

The University places great importance in developing and maintaining strategic relationships with schools and other key stakeholders. Newcastle University is a key partner in the Ouseburn Learning Trust, a charitable company of eight primary schools and six partner organisations (including employers, the NHS and HE) in the East of Newcastle to support teaching and learning and raised attainment in Trust primary schools. The University is particularly involved in the evaluation strand, supporting the schools to implement Trust-wide interventions that impact upon learning and teaching and attainment.

Newcastle University has been a lead strategic partner in the North Tyneside Learning Trust since its inception over 10 years ago. The Trust is a collaboration of all schools in North Tyneside working in partnership with 22 employers and HE providers to improve education and life chances for young people in North Tyneside. A key focus of the Trust
is to support school improvement, and the University’s involvement has centred on increasing participation and attainment in STEM.

In February 2018, the University engaged with a consortium, led by Newcastle College, to submit a proposal to establish an Institute of Technology (IoT) in the North East, which aims to support the development of young STEM professionals in the future.

Newcastle University is committed to using contextual data in Admissions for all undergraduate home applicants, to set each student’s achievement in academic and social context. Students eligible for our access schemes receive an offer two grades lower than the typical offer for the programme and, from 2019 entry, any student who receives an offer and is defined as ‘WP’ at the point of application, will be given an offer one grade lower than the typical offer for the programme. We also use contextual data to inform our approach to targeting – both for schools and colleges and for individual students in the allocation of places on outreach events and activities. Data identifying educational disadvantage, low participation, household income, parental experience of HE and parental occupation, extenuating circumstances are all taken into account alongside the specific target groups identified on page 5.

Our PARTNERS Programme was established in 2000 as a regional access and in 2015 expanded to all schools and colleges in England. The Programme offers both pre-entry and post-entry support (face-to-face and online) involving academic teaching, ‘mock’ assessment, transition skills development and peer mentoring. Applications to PARTNERS have increased from 1,255 in 2015 to 2,130 in 2017 when PARTNERS students accounted for 61% of Newcastle University’s WP intake. 91% of PARTNERS students in 2016 successfully progressed from their first year of study. In 2017, 78% of PARTNERS students achieved a first or 2:1, and, of those graduating in 2015, 65.4% of PARTNERS students progressed into graduate-level employment. These figures mirror those of other WP groups in that they are lower than the University average.

3b. Success Measures
Overall, Newcastle University has an excellent retention record, with 90.8% of students in 2016-17 successfully completing their degree (compared to our benchmark of 87.3%). More granular progression and success data shows that the retention figures varies depending on WP group. As a result, a range of tailored support has been put in place to address the issues raised by the data.

The University will continue to provide targeted financial support to students from low income backgrounds (£35,000 or less) and under-represented groups. Opportunity and EU Scholarships provide a maximum cash bursary of £2000 for students with a household income of £25,000 or less, and a partial cash bursary paid to students with a household income between £25,001 and £35,000. In 2017-18, to date, 52% of recipients come from households with the lowest income where income is £15,000 or less and 53% of scholarship recipients are the first from their family to go to University.

Previous scholarship survey responses show that 97% of survey respondents in 2016 felt that the scholarship had helped them to avoid financial difficulties and respondents commented that without the scholarship they may have been unable to remain at university. 83.3% of Newcastle University recipients over the last five years said that receiving a scholarship impacted ‘a lot’ or ‘somewhat’ on their ability to remain on their course. It is also clear that students favour money that supports their living costs, rather than fee discounts: 92.4% of respondents stated that a cash bursary over any other kind of incentive (fee discount, accommodation discount, equipment or vouchers) would influence their decision the most to accept their offer from the University.

Additional provision is also made available to assist students who are care leavers or asylum seekers, for example, they are given a Freshers’ Week wristband and a graduation pack to cover the costs of robes and photography for the occasion. The University also provides discretionary hardship funding, provided to support retention and targeted at students with dependent children, students from lower income households and other under-represented groups. It has also become standard practice for care leavers, students with caring responsibilities and those known students who are unable to undertake paid work due to a disability, ongoing medical condition, mental health condition or specific learning difficulties, to be identified and contacted prior to the long vacation to make them aware of the availability of discretionary financial support during the summer period in acknowledgement of the additional needs and costs they may have.

Targeted bursaries are also currently provided to those students who have dependent children, are from lower household incomes and for students who are undertaking a placement year in a high-cost country. In 2016-17,
£19,000 worth of Targeted Bursaries were paid to 15 students and £57,000 was paid via the Student Parent Bursary to assist 61 undergraduate students with dependent children. Recipients of targeted bursaries were surveyed in both 2015-16 and 2016-17. Responses received indicated that without such support, students would have struggled to afford their childcare costs and remain at the University.

We have also reviewed and minimised ‘extra’ costs to students, for example we cover the fee for all undergraduate students requiring a Disclosure and Barring Service (DBS) check; provide support towards the costs of compulsory field trips; and give Participation Bursaries for low income/WP students wanting to join student Clubs and Societies.

Newcastle University is committed to improving our evaluation, particularly in assessing the impact of financial support across the student lifecycle. Our proposals for this have been included under the Evaluation Section. The University’s financial support schemes will continue to be reviewed annually, taking into account evaluation results. They may also be revised to reflect changes in circumstances, student need, numbers and/or government support arrangements.

The Student Wellbeing Service continues to provide a model of support and Inclusive Learning to meet a variety of learning needs, and collaborates with other key learning support services to deliver drop-in sessions and develop resources as part of the Academic Skills Kit. To evaluate our developments in Inclusive Learning, the University established an Inclusive Learning Working Group, with membership from academics, students and professional services. The Group reported to the Student Experience Committee in summer 2017 and the University Education Committee in December 2017, and as a result a mixture of both short-term actions and longer term aspirations have been identified. Examples include a workshop activity that is being developed to introduce inclusive learning, and an accessibility guide for creating accessible content.

Newcastle has networked a range of Assistive Technology (AT) for students and staff, as well as a hardware loan scheme. Our Student Wellbeing Service will support the promotion of this to students and help inform priorities in this area.

Satisfaction scores in 2016-17 were lower for students with disabilities nationally and at Newcastle University13 (87% for students with a specific learning disability, 89% with other disability and 90% for students with no disability for Newcastle). Focus Groups will be held to find out why this is the case and what we can do to close this gap and support retention. The University has also recently formed a Disability Interest Group with staff and student representation which aims to raise awareness and develop plans to tackle key disability-related issues.

The number of students declaring an Autistic Spectrum Disorder has continued to rise year on year. Between 2016 and 2017, for undergraduate students, this number increased from 57 to 68. Students are supported with transition via three schemes: the Autism/Asperger’s Support Network (AASN), social mentoring and a pre-registration transition event for new students. These schemes enable students to become collaborative partners in the development of their support provision during their studies, with the aim of enhancing their University experience and supporting retention.

The number of students (whole population) declaring mental health difficulties at the point of registration has increased considerably over the last three years from 134 in 2015-16 to 253 in 2017-18. The proportion of these students who go on to achieve a first/2:1 is also considerable lower at 73.7% and only 50% progress to positive destinations. The proportion of students from this group who progress into work or further study is also lower at 82.1% compared to the University average at 94.7%. In reality, the University believes that the figures are much higher than this. For example, in 2016-17, 531 students disclosed a mental health disability to the Student Wellbeing Service and in this academic year as of the 22nd February 2018, 600 students have already disclosed mental health issues.

The demand on the University’s therapy support has increased considerably, with the Mental Health Team seeing 1,281 UG home students in 2016-17 and, so far this year, 1,272 UG home students have taken up appointments. The Service constantly looks for ways to improve its therapy offering and make the available services more accessible to students. Students can access 1:1, time-focused therapy throughout the year and can attend as many assessment appointments as are required to meet their needs. Students can also choose to attend group sessions delivered by

13 National Student Survey 2016
Wellbeing staff. They also provide preventative workshops throughout the academic year, covering topics such as resilience, assertiveness and managing stress.

Over the last two years, significant changes have been made to the Counselling Service which include:

- Students only having to ask once for an assessment appointment
- An evening service (5pm-9pm) two nights per week during term time
- Offering telephone appointments as a more convenient way of getting support for some students. The take up has been particularly popular over the holiday periods, when students may be away from Newcastle.
- Forming a partnership with the clinical courses within the School of Psychology so that qualified staff and doctoral students can offer longer term support to students via the service rather than having to go through the (often lengthy) NHS referral route
- Forming a partnership with a local rape crisis service, enabling students who have been survivors of sexual violence to be prioritised and seen by specialists on campus, rather than having to travel to their premises.

The Mental Health Team are extremely proactive in supporting students with ongoing mental health difficulties. They contact applicants to the University with information about the support they can receive at Newcastle and keep in touch with them through the application and results process, ensuring they have appropriate support in place as soon as they arrive at Newcastle, meeting and working with the students and their academic schools to put reasonable adjustments to help support successful progression.

The Team also support students at off-campus activities (Year Abroad/Placements/Fieldtrips). Students with ongoing mental health difficulties or vulnerabilities often benefit from support and a plan being put in place in order to avoid interruptions or changes to their health care and support provisions. This Team also provide a consultancy service for anyone concerned about the wellbeing of Newcastle students. They guide and support the caller as well as making proactive contact with the student of concern as appropriate, liaising closely with specialist services and NHS providers.

3c. Progression Measures

With an emphasis on developing employability skills, our excellent reputation and sustained engagement with employers, and access to a multi-award winning Careers Service, our students are in a strong position in preparing for the world of work. Our students are offered a wide range of options to help them gain skills and experiences and we are always seeking to develop and expand the opportunities for them to undertake work experience. In order to embed current skills within our UG programmes we have worked with employers to develop a Graduate Skills Framework, identifying the skills and attributes employers are seeking from graduates, and have mapped each undergraduate module to this. This will be re-visited and revised in 2018-19.

In 2017, we have continued to focus our work around increasing the engagement of WP students with the Careers Service. In order to do this we have created a new section of our Virtual Learning Environment specifically targeted at WP students to signpost them to employability content, activities and support in a targeted way. We currently have 1089 students registered on this VLE. Student Recruitment, Careers and Alumni teams have collaborated to develop a new ‘employability strand’ delivered as part of the PARTNERS Programme Summer School. By focusing on goal setting and confidence building we hope to support the students to engage effectively with Careers from the outset, and also to feel more confident and focused about their first few months at University.

The Career Insights Programme has been developed into a Career Insights Award allowing students to gain recognition for their participation on their Higher Education Achievement Report (HEAR). The programme is heavily over-subscribed. In 2015-16, we received 151 applications for 37 spaces on Career Insights. Based on students’ appetite for the programme and following some targeted work with the Advancement team to raise additional funding for the programme, 57 places were made available in the 2016-17 academic year against 153 eligible applications. Our intention, detailed under Objective 5 (page 8), is to expand the number of places on Career Insights so that all eligible applicants secure a place on the programme.

Evaluation from last year’s Career Insight cohort showed that confidence had increased in two key employability activities – completing an application form and attending an interview had risen from 40% to 76% and 23% to 71% respectively. By the end of March, 80% of students felt that they had sufficient high-quality content to put on their
CV to make them more attractive to employers, compared with 46% in November. At the same time, confidence in accessing work experience rose from 25% to an impressive 75%. These increases were, in part, underpinned by a greater understanding of the graduate job market (up from 14% to 65%) and increased awareness of what employers are looking for (26% to 87%). At the beginning of the programme 57% said they had some ideas about their careers and were ready to start planning but by the end of the programme this had risen to 84%.

Students from the 2017-18 cohort will also be one of the first pilot groups for the launch of the new Professional Networking Platform allowing them to have direct and exclusive access to Alumni mentors and supporters. The Careers Service is working closely with the Newcastle University Student Union’s BAME Student Network to support BME students, with targeted messages and campaigns to support their employability.

The University has developed specific work-related opportunities including offering placements to all students, as well as a First Year Work Shadowing Scheme with 60 places available which has been primarily marketed at WP students. The University has grown its Ncl+ scheme through partnerships with employers to develop new advanced awards and we have excellent engagement across all courses. We recognise the award on the HEAR and we also provide students with an electronic badge to demonstrate their achievements. Over the last two years staff have worked closely with employers to offer students the option to undertake the assessment as an interview instead of a written submission.

In 2018, the Careers Service appointed Employability and Enterprise Academic Leads in each academic school. These are academics with a specific remit for employability, who work with the Careers Service to understand the schools’ progression and graduate outcomes data in order to create an employability and enterprise action plan for the school. This role, embedded in each academic school, will support initiatives to close the gaps for WP students identified in this Plan.

‘Careers Registration’ is a new initiative that helps track students’ career readiness throughout their university experience. At the start of every year, students answer two questions as part of the online registration process. The questions relate to their level of career readiness and to the extent of work experience they have gained to date. This allows targeting of students most at risk in terms of career planning, and supports them at an early stage. The information collected is used by schools and the Careers Service to: track learning gain and employability as students’ progress; inform strategic planning using data around students’ career thinking and preparedness; target communications to students that are most relevant to their needs.

Our efforts to support WP students to achieve successful graduate destinations are beginning to translate into outcomes. DLHE data showed a narrowing of the gap between the proportion of LPN students and University average in positive destinations: In 2014-15 this figure for LPN students was 75.1%, compared to the University average of 82.6% (gap of 7.5%) and in 2015-16 these figures were 78.5% and 80.5% respectively (a gap of just 2%). BME students also outperformed ‘white’ students in terms of positive destinations (86.7% BME, 79.9% white), although percentage figures may be skewed by the University’s small BME population overall, and the fact that a higher number of BME students graduate from the Faculty of Medical Sciences where progression into graduate-level employment is high.

Supporting WP students into postgraduate study continues to be a priority for the University in order to achieve real social mobility. We offer a programme of activities to raise awareness of PG study opportunities including campus-based events, student-led web content, enhanced digital information (through webinars, Q&A sessions, blogs, videos and student stories) and drop-in advice sessions on how to apply. We use Postgraduate Graduates and current Postgraduate Student Ambassadors to develop and deliver the programme of activities for current WP students. PG Opportunity Scholarships targeted at under-represented groups are available for UK taught and research masters’ students. Although these are not Access Agreement funded, we evaluate the impact of the scholarships through analysis of data and interviews with recipients.

4. Investment

Our estimated Access Agreement expenditure is based on our current assessment of the University’s overall performance across the student lifecycle and our proposed approach to address each of our key strategic objectives. Overall expenditure will remain at 32% of fee income above the basic fee.
The table below shows our financial commitments and current estimates of planned expenditure in broad categories over five years from 2017-18. An increase in resource (both in financial and staffing terms) for measures to support student success and progression, has been built into the Access and Participation Plan for future years. All planned expenditure is Access and Participation-countable:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>£4,113,133</td>
<td>£4,301,120</td>
<td>£4,534,047</td>
<td>£4,620,419</td>
<td>£4,629,083</td>
</tr>
<tr>
<td>Success</td>
<td>£1,415,060</td>
<td>£1,918,643</td>
<td>£2,339,518</td>
<td>£2,523,614</td>
<td>£2,524,124</td>
</tr>
<tr>
<td>Progression</td>
<td>£683,771</td>
<td>£884,793</td>
<td>£1,015,791</td>
<td>£1,031,698</td>
<td>£1,032,825</td>
</tr>
<tr>
<td>Financial Support</td>
<td>£8,750,151</td>
<td>£8,627,395</td>
<td>£8,619,115</td>
<td>£8,463,764</td>
<td>£8,457,463</td>
</tr>
<tr>
<td>Total estimated expenditure</td>
<td>£14,962,115</td>
<td>£15,731,951</td>
<td>£16,508,471</td>
<td>£16,639,495</td>
<td>£16,643,495</td>
</tr>
<tr>
<td>% of income above the basic fee</td>
<td>32.0%</td>
<td>32.0%</td>
<td>32.0%</td>
<td>32.0%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>

The University’s total contribution to WP and fair access includes outreach, disability support and student success activities funded by the Student Premium allocation and collaborative funding, which contributes to our overall strategy. The financial commitments in the table above do not include the additional indirect costs of employing additional staff to deliver activity (office space, infrastructure, utilities etc).

We review our level of investment on an annual basis, taking into account progress towards the targets set in this Access and Participation Plan, emerging priorities and the development of new ideas and initiatives.

5. Provision of Information to Students

The provision of clear, timely and accurate information about all aspects of Higher Education, including our fee level, and financial support, is a key part of our ambition and strategy to support students, parents, teachers and advisers to make informed decisions. We provide relevant information to UCAS, the Student Loans Company, UCAS Teacher Training and other relevant bodies as required. Full information about fees and financial support applicable for each year of entry is set out in the Access Agreement/Access and Participation Plan for that year.

Our printed Undergraduate Prospectus is supplemented by our Guide to Student Finance. The Guide is revised several times a year to reflect any mid-year changes.

For younger students, our On Course to Newcastle website, includes all appropriate information as well as contributions from a team of student bloggers. Our online Teachers’ Toolkit provides a rich source of downloadable resources, subject-specific taster events and activities for schools and colleges, in order to encourage HE progression, accessible through a single, searchable database.

Our website for schools and colleges, as well as prospective students and their parents, is fully mobile responsive, and includes a postcode ‘look up’ tool so that students can check their eligibility for identified access and financial support schemes. This is regularly reviewed to include resources or information about student finance and other relevant topics to advise students.

We continue to invest significantly in innovative digital developments to ensure that students are fully-informed about their HE choices, associated costs and the financial support available. Potential and current students contribute to user testing processes to ensure that digital information is clear and easy to understand. We run a range of marketing campaigns on social media, aimed at raising awareness and encouraging applications from prospective students. This includes engaging with students ‘from investigation to registration’ through a range of multi-media content, and the use of popular and developing channels (Snapchat and Instagram Stories) and industry developments (live video streaming, 360 videos) to ensure that campaigns remain cutting-edge and relevant to the audience.

Webinars have been held this year to support students’ pre-entry, including a specific webinars on the PARTNERS Supported Entry Route, to support them through their application year and at the summer school, and for support with the UCAS deadline day and Confirmation and Clearing. Our outreach teams offer presentations to teachers and pupils about all aspects of HE including student fees and finance, as well delivering this information at Open Days and post-application visit days.

All applicants who receive an offer of a place receive timely and relevant further information, with additional information on financial support for identified WP applicants.
We have a closed Facebook Offer-Holders Group for all applicants who are made an offer. The aim of this group is to enable prospective students to meet one another in an environment which they are accustomed to and for the University to share useful information and guidance to the group with a view to guiding students on their way to university.

New entrants and eligible continuing students are reminded through a variety of channels about the fees and financial support schemes relevant to them for each year of study at the University. We also provide one-to-one financial/budgeting support to WP students.

5a. Fee information (including levels for placement years) for UG home new entrants in 2019-20 to all degree programmes is included in the Resources Plan accompanying this Access and Participation Plan. Our approved plans for each year of entry are published on our own website at: http://www.ncl.ac.uk/undergraduate/finance/fees/access/. Asylum seekers with academic potential to succeed are offered fee reductions to ensure they pay the same rate of tuition fee as ‘home’ students. This applies to each year of their course.

5b. Financial Support

UG home students entering the University in 2019 will be eligible for financial assistance for the duration of their undergraduate study detailed below:

<table>
<thead>
<tr>
<th>Household Income</th>
<th>Amount of Award</th>
<th>Newcastle University Opportunity Scholarships for home students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to £25,000</td>
<td>£2,000 per year</td>
<td>Paid as a cash bursary to all eligible UK/EU domiciled entrants in 2019</td>
</tr>
<tr>
<td>£25,001-£35,000</td>
<td>£1,000 per year</td>
<td>Paid as a cash bursary to all eligible UK/EU domiciled entrants in 2019</td>
</tr>
</tbody>
</table>

Additional provision is also made available to assist students who are care leavers. They are guaranteed to receive a cash bursary of £2,000 per year payable in each year of their course (except for placement years). This provision will be extended to support estranged students and young carers for 2019 entry.

A budget of £350,000 has also been made available to provide discretionary hardship funding, which helps to support the progression and retention of students with dependent children and students from low income households and from other under-represented groups. Targeted bursaries are also currently provided to those students who have dependent children and a household income of below £35,000, and for students who are undertaking a placement year in a high-cost country, who come from households with income below £35,000.

We also offer a range of bursaries, scholarships and prizes to recognise outstanding achievement (on entry or during the course). Some of these are targeted at students from low income backgrounds or other under-represented groups. Further information is available on our Subject Scholarships website. We include payments to relevant students in our annual Monitoring Return.

All students will be informed of available scholarships at various stages in the UCAS application cycle: on application; on receipt of an offer; and during the conversion stage.

Application information:

Students eligible for a Newcastle University Opportunity Scholarship will be identified on the basis of their UCAS application and household income information, provided by the Student Loans Company. Students do not have to apply separately but must submit financial information to Student Finance England (or equivalent in Scotland, Wales or Northern Ireland) for assessment and agree to share their financial information with us.

Exceptions:

Students on the graduate entry Accelerated Medicine degree are not eligible for funding for the entirety of their degree and students funded by the NHS for any part of their course are not eligible for financial support in the year they receive NHS funding. This applies to the fifth year of the five-year Medicine and Dentistry degree programmes.

Students undertaking a placement year with a reduced tuition fee attached for that year are not eligible for a scholarship during the placement year.
Students who choose to defer entry will be considered for financial support under the financial support provision yet to be agreed for 2019 entrants. For students who are offered deferred places, the University will provide full details of the financial support package that will apply to their year of entry as soon as this has been finalised.

Continuing students who entered the University prior to September 2019 will continue to receive the financial support that was advertised to them in the Access Agreement relating to their year of entry. This will not be subject to inflation.

Newcastle University is committed to improving evaluation of financial support across the student lifecycle. Our proposals for this have been included in the Evaluation section. Future financial support schemes will be reviewed annually taking into account evaluation results. They may also be revised to reflect a change in circumstance, student need, numbers and/or government support arrangements.
* course type not listed.

### Full-time course type:

<table>
<thead>
<tr>
<th>Additional information</th>
<th>Course fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First degree Students who started in 2016-17 or later</td>
<td>£9,250</td>
</tr>
<tr>
<td>First degree Business Accounting Finance (placements across three years)</td>
<td>£8,628</td>
</tr>
<tr>
<td>Foundation degree</td>
<td></td>
</tr>
<tr>
<td>Foundation year / Year 0</td>
<td></td>
</tr>
<tr>
<td>HNC / HND</td>
<td></td>
</tr>
<tr>
<td>CertHE / DipHE</td>
<td></td>
</tr>
<tr>
<td>Postgraduate ITT PGCE</td>
<td>£9,250</td>
</tr>
<tr>
<td>Accelerated degree</td>
<td></td>
</tr>
<tr>
<td>Sandwich year Certificates in Architectural/Planning Practice</td>
<td>£1,000</td>
</tr>
<tr>
<td>Sandwich year SAgE Industrial Training</td>
<td>£1,850</td>
</tr>
<tr>
<td>Sandwich year Placement Year fee</td>
<td>£1,385</td>
</tr>
<tr>
<td>Erasmus and overseas study years SAgE Study Abroad</td>
<td>£1,385</td>
</tr>
<tr>
<td>Erasmus and overseas study years Placement Year fee</td>
<td>£1,385</td>
</tr>
<tr>
<td>Other March</td>
<td>£9,250</td>
</tr>
</tbody>
</table>

### Franchise full-time course type:

<table>
<thead>
<tr>
<th>Additional information</th>
<th>Course fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First degree</td>
<td></td>
</tr>
<tr>
<td>Foundation degree</td>
<td></td>
</tr>
<tr>
<td>Foundation year / Year 0</td>
<td></td>
</tr>
<tr>
<td>HNC / HND</td>
<td></td>
</tr>
<tr>
<td>CertHE / DipHE</td>
<td></td>
</tr>
<tr>
<td>Postgraduate ITT</td>
<td></td>
</tr>
<tr>
<td>Accelerated degree</td>
<td></td>
</tr>
<tr>
<td>Sandwich year</td>
<td></td>
</tr>
<tr>
<td>Erasmus and overseas study years</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

### Part-time course type:

<table>
<thead>
<tr>
<th>Additional information</th>
<th>Course fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>First degree</td>
<td></td>
</tr>
<tr>
<td>Foundation degree</td>
<td></td>
</tr>
<tr>
<td>Foundation year / Year 0</td>
<td></td>
</tr>
<tr>
<td>HNC / HND</td>
<td></td>
</tr>
<tr>
<td>CertHE / DipHE</td>
<td></td>
</tr>
<tr>
<td>Postgraduate ITT</td>
<td></td>
</tr>
<tr>
<td>Accelerated degree</td>
<td></td>
</tr>
<tr>
<td>Sandwich year</td>
<td></td>
</tr>
<tr>
<td>Erasmus and overseas study years</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Please enter inflationary statement in the free text box below.

Tuition fees may increase, subject to government regulations on fee increases and in line with inflation, such as RPI-X.
**Table 8e - Statistical targets and milestones relating to your applicants, entrants or student body**

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (please give details in the next column)</th>
<th>Baseline target (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_01</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>Overall intake of LPN students (%)</td>
<td>No</td>
<td>2012-13</td>
<td>7.4%</td>
<td>5.0%</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>Intake of LPN students from the North-East (%)</td>
<td>No</td>
<td>2012-13</td>
<td>10.0%</td>
<td>3.9%</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>Intake of LPN students from North-East, North West, Yorkshire and Humber-ide (%)</td>
<td>No</td>
<td>2012-13</td>
<td>11.1%</td>
<td>3.8%</td>
</tr>
<tr>
<td>T16a_04</td>
<td>Access</td>
<td>Socio-economic</td>
<td>HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)</td>
<td>Overall intake of students from NS-SEC 4 - 7 (%)</td>
<td>No</td>
<td>2012-13</td>
<td>10.3%</td>
<td>3.5%</td>
</tr>
<tr>
<td>T16a_05</td>
<td>Access</td>
<td>Ethnicity</td>
<td>Other statistic - Ethnicity (please give details in the next column)</td>
<td>Overall intake of students from BME backgrounds at 17 ages (%)</td>
<td>No</td>
<td>2012-13</td>
<td>7.8%</td>
<td>3.0%</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Access</td>
<td>Disability</td>
<td>Other statistic - Disabled (please give details in the next column)</td>
<td>Overall intake of students who declare a disability (%)</td>
<td>No</td>
<td>2012-13</td>
<td>7.3%</td>
<td>5.0%</td>
</tr>
<tr>
<td>T16a_07</td>
<td>Access</td>
<td>Ethnicity</td>
<td>Other statistic - Postgraduate (please give details in the next column)</td>
<td>PGCE Cohort - % intake of students from BME groups</td>
<td>No</td>
<td>2012-13</td>
<td>4.2%</td>
<td>3.0%</td>
</tr>
<tr>
<td>T16a_08</td>
<td>Access</td>
<td>Gender</td>
<td>Other statistic - Postgraduate (please give details in the next column)</td>
<td>PGCE Cohort - % intake of males into PGCE programmes</td>
<td>No</td>
<td>2012-13</td>
<td>38.0%</td>
<td>26.5%</td>
</tr>
<tr>
<td>T16a_09</td>
<td>Student success</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1b - No longer in HE after 1 year &amp; in the participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)</td>
<td>Non-continuation rate of young entrants from LPN backgrounds</td>
<td>No</td>
<td>2012-13</td>
<td>3.8%</td>
<td>3.0%</td>
</tr>
<tr>
<td>T16a_10</td>
<td>Student success</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1b - To achieve a non-continuation rate of no more than 5% overall across the Primary and Secondary PGCE cohort</td>
<td>PGCE Cohort - To achieve a non-continuation rate of no more than 5% overall across the Primary and Secondary PGCE cohort</td>
<td>No</td>
<td>2012-13</td>
<td>3.8%</td>
<td>3.0%</td>
</tr>
<tr>
<td>T16a_11</td>
<td>Access</td>
<td>White economically disadvantaged males</td>
<td>Other statistic - Gender (please give details in the next column)</td>
<td>Intake of White Working Class males (%) - based on POLAR3 Quintile 1</td>
<td>No</td>
<td>2015-16</td>
<td>4.88%</td>
<td>3.0%</td>
</tr>
<tr>
<td>Reference Number</td>
<td>Select stage of the lifecycle</td>
<td>Most target type (drop-down menu)</td>
<td>Target type (drop-down menu)</td>
<td>Description (500 characters maximum)</td>
<td>To this a collaborative target?</td>
<td>Baseline year</td>
<td>Baseline data</td>
<td>Yearly milestones (numeric or percentage where possible, however you may use text)</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------</td>
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<td>--------------------------------------</td>
<td>-------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>T16b_01</td>
<td>Access</td>
<td>Gender</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Entrants through the PARTNERS Programme and Realising Opportunities (eligibility is based on a basket of contextual WP factors)</td>
<td>No</td>
<td>2012-13</td>
<td>320</td>
<td>550 - 600 (as per agreement with the Office for Students)</td>
</tr>
<tr>
<td>T16b_02</td>
<td>Access</td>
<td>State school</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Number of schools and colleges targeted by the University to receive long term, sustained outreach (including the expanded PARTNERS Programme)</td>
<td>No</td>
<td>2012-13</td>
<td>320</td>
<td>550 - 600 (as per agreement with the Office for Students)</td>
</tr>
<tr>
<td>T16b_03</td>
<td>Access</td>
<td>State school</td>
<td>Operational targets</td>
<td>Number of schools and colleges visited in current and new geographical target regions</td>
<td>No</td>
<td>2012-13</td>
<td>343</td>
<td>680 - 1000 (as per agreement with the Office for Students)</td>
</tr>
<tr>
<td>T16b_04</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (summer schools)</td>
<td>Number of residential summer school beneficiaries from a WP background</td>
<td>No</td>
<td>2012-13</td>
<td>716</td>
<td>1600 - 1800 (as per agreement with the Office for Students)</td>
</tr>
<tr>
<td>T16b_05</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Successfully lead and manage the national Realising Opportunities Scheme and the North East Raising Aspiration Partnership</td>
<td>Yes</td>
<td>2012-13</td>
<td>See Commentary</td>
<td>See Commentary</td>
</tr>
<tr>
<td>T16b_06</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Progression of Realising Opportunities participants to a research intensive university</td>
<td>Yes</td>
<td>2012-13</td>
<td>77%</td>
<td>50% (target 60%)</td>
</tr>
<tr>
<td>T16b_07</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Number of beneficiaries reached by the work of the North East Raising Aspiration Partnership</td>
<td>Yes</td>
<td>2012-13</td>
<td>823</td>
<td>1000 - TBC</td>
</tr>
<tr>
<td>T16b_08</td>
<td>Access</td>
<td>Multiple</td>
<td>Outreach / WP activity (collaborative - please give details in the next column)</td>
<td>Provision of information to prospective students and their influencers (print and digital)</td>
<td>No</td>
<td>2012-13</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>T16b_09</td>
<td>Access</td>
<td>Multiple</td>
<td>Student support services</td>
<td>Targeted support for students with additional support needs (relates to transition, induction, engagement, financial advice, mental health support and disabled participation in sport)</td>
<td>No</td>
<td>2012-13</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>
A review of the Newcastle University’s use of contextual data has taken place for 2019 entry onwards, all students applying to the University who are care leavers, are from LPNs or from low performing state schools will be eligible to receive a conditional offer one grade lower than our typical offer for all undergraduate programmes. This is in addition to the use of contextual data in both of our Access Programmes (PARTNERS and Realising Opportunities).

This Programme is delivered by our regional partnership the Raising Aspiration Partnership. Funding is not secured past July 2020 so targets beyond this date have not been set. This target relates to the number of beneficiaries on the programme, but students’ progression will be tracked as part of the programme. This target will be reviewed next year as part of our evaluation review.

The Teaching Centre opened in 2017-18 with the teaching of A Level Further Mathematics to students who couldn’t otherwise access it. We expect student numbers to grow as this opportunity is promoted more widely to appropriate WP schools. This target will be superseded by an output target following the first year of full A Level teaching (2018-19) and will be reflected as a percentage of students (who attended the Centre) achieving A*-B in Further Maths.