



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of Newcastle upon Tyne against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

University of Newcastle upon Tyne's ambition and strategy as detailed in the 2019-20 access and participation plan:

Newcastle University set out 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

For our five-year Plan, these remain largely unchanged. Based on our largest performance gaps, we also identified that specific measures should be considered to support the access, retention and degree attainment of LPN students, and the degree attainment of BAME students. We committed in our 19-20 Plan to work towards all new targets, and start planning for long-term strategic change, including significant changes to governance and our evaluation practice.

Our long-term ambition was to achieve and maintain a strategic, whole-institution approach to widening participation and equality of opportunity - promoting, encouraging and supporting diversity and success across the University lifecycle by embedding this throughout all the University's key strategies.

We set out to review governance for the APP involving diverse student representation. Our aim was to develop a strategic oversight body for the APP (The Inclusive Newcastle Steering Group), chaired by the Vice Chancellor and President of the University; and a Management Operations Group, chaired by the Executive Director of Academic Affairs.

Prior to the five-year Plan, and for over 20 years, Fair Access has been a key priority at Newcastle and we are proud of the significant progress we have made in encouraging and supporting more students from widening participation backgrounds into Higher Education, and into Newcastle University. Leading successful national and regional collaborative partnerships remains a key element of our Strategy, maintaining outstanding relationships with schools, colleges and education partners, to ensure that we continue to meet both student and teacher needs. This has been paramount during the global pandemic, when support requirements from all our stakeholders changed overnight.

Regionally, the North East continues to perform less well in terms of HE Progression and attainment levels at Key Stages 4 and 5. Geography continues to challenge many schools and colleges, in particular for those in more remote and rural areas of our region. The region suffers from teacher shortages and to some extent, a lack of experienced teachers, particularly in facilitating subjects at KS4 and 5.

Low attainment and progression in the North East have been exacerbated by COVID and lockdown. Our strategic civic approach to regional engagement and supporting COVID recovery, aligning the NE UniConnect Partnership with this, will play an increasing part in our ambition to address these issues.

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Newcastle upon Tyne of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of Newcastle upon Tyne's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Overall intake of LPN students (%)	2012-13	7.6%	9.2%	9.4%	Percentage	2019-20	8.1	Limited progress
T16a_02 (Access)	Intake of LPN students from the North East (%)	2012-13	19.0%	22.0%	22.5%	Percentage	2019-20	16.8	Limited progress
T16a_03 (Access)	Intake of LPN students from North East, North West, Yorkshire and Humberside (%)	2012-13	11.1%	13.8%	14.0%	Percentage	2019-20	10.4	Limited progress
T16a_04 (Access)	Overall intake of students from NS SEC 4 - 7 (%)	2012-13	19.3%	22.5%	23.0%	Percentage	2019-20	21.6	Limited progress
T16a_05 (Access)	Overall intake of students from BME backgrounds - all ages (%)	2012-13	7.82%	9.0%	9.5%	Percentage	2019-20	14.2	Expected progress
T16a_06 (Access)	Overall intake of students who declare a disability (%)	2012-13	7.36%	8.9%	9.2%	Percentage	2019-20	11.4	Expected progress
T16a_07 (Access)	PGCE Cohort - % intake of students from BME groups:	2012-13	4.2%	6.5%	7.0%	Percentage	2019-20	5	Limited progress
T16a_08 (Access)	PGCE Cohort - % intake of males into PGCE programmes	2012-13	38.6%	40.5%	41.0%	Percentage	2019-20	29	No progress
T16a_09 (Student success)	Non-continuation rate of young entrants from LPN backgrounds	2012-13	4.8%	3.6%	3.3%	Percentage	2018-19	6.9	Expected progress
T16a_10 (Student success)	PGCE Cohort - To achieve a non-continuation rate of no more than 6% overall across the Primary and Secondary PGCE cohort	2012-13	8.0%	6.5%	6.0%	Percentage	2019-20	8	Limited progress
T16a_11 (Access)	Intake of White Working Class males (%) - based on POLAR 3, Quintile 1	2015-16	2.88%	3.5%	3.8%	Percentage	2019-20	2.7	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Entrants through the PARTNERS Programme and Realising Opportunities (eligibility is based on a basket of contextual WP factors)	2012-13	209	520	550	Headcount	2019-20	608	Expected progress
T16b_02 (Access)	Number of schools and colleges targeted by the University to receive long-term, sustained outreach (including the expanded PARTNERS Programme)	2012-13	200	950	950	Other	2019-20	959	Expected progress
T16b_03 (Access)	Number of schools and colleges visited in current and new geographical target regions	2012-13	343	970	980	Other	2019-20	819	Limited progress
T16b_04 (Access)	Number of residential summer school beneficiaries from a WP background	2012-13	716	600	600	Headcount	2019-20	1450	Expected progress
T16b_05 (Access)	Successfully lead and manage the national Realising Opportunities Scheme and the North East Raising Aspiration Partnership	Other (please give details in Description column)	See Commentary	Lead and manage RO & RAP	Lead and manage RO & RAP	Other	2019-20		Expected progress
T16b_06 (Access)	Progression of Realising Opportunities participants to a research-intensive university	2012-13	27%	38% (cohort 8)	39% (cohort 9)	Percentage	2019-20	52	Expected progress
T16b_07 (Access)	Number of beneficiaries reached by the work of the North East Raising Aspiration Partnership	2013-14	8623	21000	TBC	Headcount	2019-20	21273	Expected progress
T16b_08 (Multiple)	Provision of information to prospective students and influencers (print and digital)	Other (please give details in Description column)	N/A	High quality and timely information delivered through a range of print, online and digital resources	High quality and timely information delivered through a range of print, online and digital resources	Other	2019-20		Expected progress

T16b_09 (Multiple)	Targeted support for students with additional support needs (relates to transition, induction, engagement, financial advice, mental health support and disabled participation in sport)	Other (please give details in Description column)	N/A	Appropriate programmes of support developed and in place	Appropriate programmes of support developed and in place	Other	2019-20		Expected progress
T16b_10 (Access)	To review annually the way in which contextual data in admissions is used to enable selectors to assess student's academic achievements in context	Other (please give details in Description column)	N/A	Universal use of contextual data	Universal use of contextual data	Other	2019-20		Expected progress
T16b_11 (Progression)	Paid placements for WP students	2012-13	80	100	105	Headcount	2019-20	184	Expected progress
T16b_12 (Student success)	% of entrants receiving financial support from the University (scholarships and bursaries)	2012-13	30%	28%	26.5%	Percentage	2019-20	25.5	Expected progress
T16b_13 (Student success)	Retention rate of students with an autistic spectrum disorder who attend one of the three strands of support (%)	2014-15	75%	85%	88%	Percentage	2019-20	96.9	Expected progress
T16b_14 (Access)	Beneficiaries attending 'Choices Together' - a progressive programme from Year 9 - 13 for looked-after students	2014-15	35	40	45	Headcount	2019-20	30	Limited progress
T16b_15 (Progression)	Progression of Career Insights students into graduate level destinations (DLHE data)	Other (please give details in Description column)	N/A	82%	82%	Percentage	2019-20		Limited progress
T16b_16 (Access)	Beneficiaries attending the Further Mathematics Teaching Centre, sitting either AS or A'level Further Mathematics from WP schools	2017-18	10 students	20 students	25 students	Headcount	2019-20	17	Limited progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£4,458,673.00	£4,401,000.00	-1%
Financial Support	£8,463,686.00	£9,120,000.00	8%

4. Action plan

Where progress was less than expected University of Newcastle upon Tyne has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	Detailed in Appendix 1 of Provider Submission
T16a_02	Detailed in Appendix 1 of Provider Submission
T16a_03	Not applicable
T16a_04	Not applicable
T16a_07	To support diversity and good quality in the teaching profession, however, we have a Service Level Agreement in place with Teach First NE to promote and recruit to the profession.
T16a_08	As above
T16a_10	See Row 25
T16a_11	Detailed in Appendix 1 of Provider Submission
T16b_03	Detailed in Appendix 1 of Provider Submission
T16b_14	Detailed in Appendix 1 of Provider Submission
T16b_15	Detailed in Appendix 1 of Provider Submission
T16b_16	Detailed in Appendix 1 of Provider Submission

5. Confirmation

University of Newcastle upon Tyne confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of Newcastle upon Tyne has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Chris Day
Position	Vice-Chancellor and President

Annex A: Commentary on progress against targets

University of Newcastle upon Tyne's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
<p>We are unable to report against POLAR 3 targets. This target has been reframed for 20/21 Plan using POLAR 4 data, with a baseline figure of 8% in 17-18. Our performance since then has been limited given our first annual milestone target for 20/21 is 8.5% We have met all the commitments in this plan and the five year plan to improve progression to Newcastle University from LPN Q1 students.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Universal approach to contextual admissions for students from LPN Quintiles 1 and 2. Internal data indicates that we are on track to meet the 20/21 milestone.</p>

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
<p>This target is obsolete. However supporting attainment and progression to HE and to Newcastle University for students in the NE remains a priority for us, as detailed in our Provider Submission. We have increased our level of ambition in response to COVID and are confident we have met all our commitments set out in this Plan relating to this. Using POLAR 4, 16.8% of our intake from the NE was from LPN Q1.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>Approval (with funding secured) to open the first NE IntoUniversity Centre in a deprived area of Newcastle (working in collaboration with Northumbria University)</p> <p>Proposal to align strategic governance of regional collaborative partnerships with ONE and NELEP, the Child Poverty Commission etc to maximise impact</p>

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
<p>This target is obsolete. We are now working towards LPN statistical milestones for overall intake. Using POLAR 4 data, 10.4% of our intake from these areas in 19-20 were from LPN Q1 areas</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Not applicable

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
This target was removed in-line with the discontinuation of NS-SEC data
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Not applicable

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
This target was removed four years ago, and agreed we would focus on supporting access for these under-represented groups (as well as others) across all disciplines. We are confident that we meeting all the commitments set out in future plans to support access for ALL under-represented groups, and have recently improved measures post-entry to support success.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Not applicable

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
As above
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As above

Target reference number: T16a_10
How have you met the commitments in your plan related to this target?
See Row 25
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

See Row 25

Target reference number: T16a_11
How have you met the commitments in your plan related to this target?
This target is obsolete and we are unable to report on POLAR 3 data. White working class remains a priority target group for us, especially given our geographical context. We are confident we met all commitments set out in the Plan to support access from this group.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The FutureMe Enterprise Challenge was adapted for online delivery and was extended to include all young people in the region as a self-selected activity. The programme is targeted specifically at Year 9 males in the region, for 380 students across 31 schools.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
Yes, however the number of visits was limited this year by the national lockdown from March 2020.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
From March 2020, we acted quickly to move outreach content online in the form of student and teacher resources, as well as online events. 90 virtual outreach events were held April - end of August 2020, with combined audience of 8110 attendees from 246 schools and colleges.

Target reference number: T16b_14
How have you met the commitments in your plan related to this target?
Yes, however our numbers this year were much lower than in previous years largely owing to local authority contacts being unable to support recruitment.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In 2020 NERAP engaged with 30 Looked After Young People and their carers/parents/social workers through two Foster Family Fun Days and the six-week Choices Together programme. We have created a new Regional Steering Group for Care Experienced students to increase the depth of engagement with local authority staff and virtual head teachers.

Target reference number: T16b_15

How have you met the commitments in your plan related to this target?
Yes. We have continued to invest and develop the programme given its initial success. 2020/21 saw our largest ever intake with 150 participants, up from 89 in 2019/20, an increase of 68.5%
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The programme has been expanded for 20/21 to include a new sector stream of activity called 'Entrepreneurial Development' making use of the expert knowledge and skills within our Start Up Team. Activity includes insight sessions with Start Ups that have been supported by the team previously to provide examples of graduate success in this area and to ensure that the potential to set up their own company is perceived as an achievable graduate outcome for WP students.

Target reference number: T16b_16
How have you met the commitments in your plan related to this target?
Yes. 24 students began their studies with the Further Maths Teaching Centre in 2019. 7 students left the course during the year. A number of students were withdrawn by their school as they were unable to support their students throughout the programme, as a result of the pandemic.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
More robust preparation planned for schools and colleges at information sessions to ensure that they are fully aware of the challenges of A Level Further Maths and the requirements schools and colleges will be expected to fulfil in order to support their students throughout the programme.

Annex B: Optional commentary on targets

University of Newcastle upon Tyne's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Colum T reflects our performance in 19-20 for POLAR 4 Q1 intake, so cannot be directly compared to these yearly milestones or the baseline.
T16a_02	Colum T reflects our performance in 19-20 for POLAR 4 Q1 intake, so cannot be directly compared to these yearly milestones or the baseline.
T16a_03	Colum T reflects our performance in 19-20 for POLAR 4 Q1 intake, so cannot be directly compared to these yearly milestones or the baseline.
T16a_04	Not applicable
T16a_05	Not applicable
T16a_06	Not applicable
T16a_07	Not applicable
T16a_08	As above
T16a_09	Non continuation rates remain low, but we are unable to report on this measure for POLAR 3 as this is no longer published by HESA. The most recent year of data we have for POLAR 4 is: 7.1% for 2017/18 and 6.9% for 2018/19.
T16a_10	P28 is inaccurate but we are unable to change this. Please see Row 22 for description
T16a_11	Colum T reflects our performance in 19-20 for POLAR 4 Q1 intake, so cannot be directly compared to these yearly milestones or the baseline. The FutureMe Enterprise Challenge is an innovative project created in partnership with the three local football club education teams, including Newcastle United Foundation. It is an intensive 12-week programme which aims to inspire young men aged 13-14 and increase their aspirations and skills and to support informed decisions about higher education.
T16b_01	Participants on PARTNERS continues to grow year on year. Please see detail in our Provider submission demonstrating our impact to date
T16b_02	Not applicable
T16b_03	This is a real achievement this year, and is testament to the investment in session delivery, pro-actively responding to the changing needs of WP students, and schools and colleges during the pandemic.
T16b_04	Not applicable
T16b_05	Lead HEI, managing both partnerships, moving delivery online and reducing partner contributions to secure buy-in throughout and post the pandemic

T16b_06	The RO collaborative target is reframed within 2020 – 2025 APPs to ensure a robust reporting of the impact RO is having on access to research-intensive universities (RIUs). For 2020 – 2025 APPs RO will demonstrate maximum ambition for RO students and track two years of access to RIUs using HEAT data, rather than UCAS end of cycle data. UCAS data has been used for all RO collaborative targets prior to 2020 – 2021. UCAS data reported here is for the 2020 UCAS cycle. Data used for reporting against the first milestone in 2020 – 2025 APPs will include those who accessed HE in the 2020 UCAS cycle but will include students from the 2021 UCAS cycle and will be confirmed entrants via HESA
T16b_07	This target is obsolete. Our focus for regional engagement post pandemic is collaboration with all regional stakeholders to maximise impact and support recovery programmes. Level of outreach engagement will remain high, but will not longer focus on numbers of beneficiaries. See Provider Submission for more detail.
T16b_08	Not applicable
T16b_09	Not applicable
T16b_10	Universal approach to contextual admissions has been implemented for all UG degree programmes from 19/20 for 2020 entry
T16b_11	Not applicable
T16b_12	Not applicable
T16b_13	Not applicable
T16b_14	Not applicable

<p>T16b_15</p>	<p>DLHE data is no longer used and has been replaced with Graduate Outcomes survey which has a census date of 15 months after graduation.</p> <p>An internal survey of Career Insights 2020 graduates resulted in only 16 responses which showed all respondents were in employment or further study.</p> <p>The most recent cohort of graduates that we have outcomes data for are those graduating in 2017/18.</p> <p>Of those respondents whose main activity 15 months after graduating is work, (whether part-time or full-time, and including freelancing, self-employment and voluntary work), the following are in occupations classified in SOC 1-3 representing technical and managerial professions and are therefore deemed to be in highly skilled employment:</p> <ul style="list-style-type: none"> - 80% (1315 of 1650) of all relevant graduates from Newcastle University (including those with WP characteristics) compared to 74% nationally. - 83% (125 of 150) of all relevant BAME graduates from Newcastle University compared to 72% nationally. - 81% (120 of 145) of all relevant graduates with known disabilities from Newcastle University compared to 71% nationally. - 78% (255 of 325) of all relevant LPN (POLAR4 Q1-2) graduates from Newcastle University compared to 70% nationally.
<p>T16b_16</p>	<p>Not applicable</p>