2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of Greenwich 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 Greenwich's ambition and strategy as detailed in the 2019-20 access and participation plan:

As outlined in our 2019-20 access and participation plan, we remain committed to social mobility, increasing access to higher education and maximising student achievement, enabling students to fulfil their potential and their ambitions in employment and further study. Our success in this area is acknowledged through the THE Impact rankings, where we are ranked 68th in the world for reducing inequalities.

Our access and participation plans are closely aligned to our Equality, Diversity and Inclusion (EDI) Strategy, ensuring both have common principles and key drivers to improve graduate outcomes, retention and progression. The focus on equality and inclusion is also integrated into our teaching, learning and progression practices and embedded in the policies that support it. This ensures staff have an increased awareness and engagement with our cultural diversity and how integrating this understanding positively impacts on the learning environment, attainment and the cohesion of the wider University community. Our commitment to equality, diversity and inclusion can be seen in the university's refreshed 2021-2030 Strategy, where we have clearly set out our ambitions in the vision and purpose section.

The University has a clear ambition to eliminate access, success and progression gaps that exist between under-represented groups and their peers, where they exist across our institution, and where possible continue to exceed sector averages. We increasingly recognise that many of our students have multiple intersectional factors that impinge on their attainment, such as being from areas of disadvantage, being of BAME ethnicity, having caring responsibilities and commuting to university. To achieve this ambition, we have been using the strategic themes of personalisation, partnership, monitoring and evaluating impact, enabling us to place the student at the heart of everything we deliver.

Our broader institutional approach also been to enhance quality standards and to embed multiple layers of student support into our academic and support services provision that benefit all students while also targeting specific student populations and their needs. This has continued to improve outcomes for widening participation students in underrepresented groups who study with us. However, we are not complacent and continue to consider how to support students who have multiple factors that collectively affect their educational outcomes.

Our 2019-20 strategy outlined three main strategic priorities at that time:

1) To widen access for target groups of BAME, mature, disabled and care leaver students through a number of targeted interventions, with particular focus on the recruitment of disabled students, where we were below our HESA benchmark; and to improve the monitoring and evaluation of widening access, success and progression work

2) To enhance student success by improving access to high quality student analytics and to deliver sustained institutional change by ensuring teaching staff take an evidence led approach to all aspects of their work, including evaluation of student success and progression, with a common approach to more personalised progress tracking for all students.

3) To enhance student progression through data-driven targeted employability interventions and curriculum development, and to enable Personal Tutors to see immediately how far their tutees are engaging in extra-curricular employability offerings;. and to incorporate key employability skills into the curriculum, and increase engagement with employment fayres, summer schools etc.

These three strategic aims were underpinned by the University's long-standing values and commitments to equality, diversity and inclusion. In consultation with students, note that in 2020-21 we have refreshed our University Strategic Plan for 2021-2030 to reflect the outcomes in our 2020-21 to 2024-25 Access and Participation Plan. Our long-standing strategic commitment to delivering equality of opportunity for underrepresented groups continues and we have foregrounded these strategic aims in our refreshed Strategy by committing to the elimination of any BAME attainment gap by 2030. Our commitment to enhance social mobility is further reinforced by signing up to be part of Social Mobility Pledge led by Justine Greening MP, where we are delivering the University of Greenwich Bridging the Gap plan to enhance opportunities for local people, and play our part in creating a fairer society.

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Greenwich 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 Greenwich'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 (Student success)	Decrease the non-continuation of students following year of entry (Not in HE)	2013-14	8.6%	7.4%	7%	Percentage	2019-20	9	Limited progress
T16a_02 (Student success)	Sustain the number of students awarded a degree (Exceed HESA benchmark)	2013-14	79.7%	81.5%	82%	Percentage	2019-20	75.3	Limited progress
T16a_03 (Access)	Ensure that students from low participation neighbourhoods achieve the same retention rates compared to the whole population, aligned to our Strategic Plan 2012-17	2014-15	8.5%	7.8%	7.4	Percentage	2019-20	4.7	Expected progress
T16a_04 (Access)	Exceed the HESA recruitment benchmark for LPN students (Location adjusted)	2013-14	7.7%	8.%	8.3%	Percentage	2019-20	7.2	Limited progress
T16a_05 (Access)	Improve the recruitment of disabled students to exceed the HESA benchmark	2013-14	4.6%	5.8%	6%	Percentage	2019-20	5.8	Limited progress
T16a_06 (Student success)	Improve student retention (aligned to the University's Strategic Plan 2012-17)	2013-14	89%	93%	93%	Percentage	2019-20	86.8	Limited progress
T16a_07 (Progression)	Reduce the number of students from black backgrounds(all black categories-average)who are unsuccessful at the end of session and therefore unable to progress to their next year of studies.	Other (please give details in Description column)	15.2%	9%	7%	Percentage	2019-20	16	Limited progress

T16a_08 (Progression)	Reduce the number of students from Bangladeshi backgrounds who are unsuccessful at the end of session and therefore unable to progress to their next year of studies.	Other (please give details in Description column)	13.8%	8%	7%	Percentage	2019-20	19	Limited progress
T16a_09 (Student success)	Increase the success (1st and 2:1) of students from all black backgrounds (average -PAS 292)	Other (please give details in Description column)	36%	60%	65%	Percentage	2019-20	69	Expected progress
T16a_10 (Progression)	Improve the employability of graduates (DLHE) to exceed HESA benchmark (Employment 1a)	Other (please give details in Description column)	85.9%	89%	90%	Percentage	2016-17	89.9	Expected progress
T16a_11 (Progression)	Reduce the number of students from black african backgrounds who are unsuccessful at the end of session and therefore unable to progress to their next year of studies.	2014-15	15%	12%	11%	Percentage	2019-20	16	Limited progress
T16a_12 (Progression)	Reduce the number of students from black caribbean backgrounds who are unsuccessful at the end of session and therefore unable to progress to their next year of studies.	2014-15	17.2	13%	12%	Percentage	2019-20	17	Limited progress
T16a_13 (Progression)	Improve the number of students that enter the University with a BTEC qualification, who are able to continue their studies following year of entry.	2015-16	63.7	70%	73%	Percentage	2019-20	77	Expected progress
T16a_14 (Progression)	Improve the number of male students who are able to continue their studies following year of entry.	2015-16	13.9	11%	10%	Percentage	2019-20	20	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)	Increase the number of pre-entry students engaging with the University's career planning course	2014-15	200	280	300	Headcount	2019-20	102	Limited progress
T16b_02 (Access)	Increase the number of mature students engaging with the University's work based learning programmes	2014-15	150	190	200	Headcount	2019-20	125	Limited progress
T16b_03 (Access)	Increase the number of students receiving progression to HE support	2013-14	800	1,150	1,200	Headcount	2019-20	3796	Expected progress
T16b_04 (Access)	Increase the number of care experienced young people engaging with outreach activities	2013-14	90	130	140	Headcount	2019-20	85	Limited progress
T16b_05 (Access)	Increase the number of students engaging with the University's pre-entry study skills awareness programme	2014-15	250	330	350	Headcount	2019-20	754	Expected progress
T16b_06 (Access)	Increase the number of disadvantaged students receiving intensive GCSE support in the subjects of both English and mathematics, across the RGTS and Medway UTC.	2017-18	20	30	35	Headcount	2019-20	0	No 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	£1,500,000.00	£1,647,000.00	10%
Financial Support	£1,035,000.00	£1,194,000.00	15%

4. Action plan

Where progress was less than expected University of Greenwich 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	Our Retention project will continue in future academic sessions.
T16a_02	Yes, through the following projects: Addressing Student Attainment; Personal Tutoring and Learning Analytics project.
T16a_04	The University has commited to creating a new target to recruit more POLAR4 Q1 students from Kent and Medway in 2022-23.
T16a_05	Expand the amount of outreach that we deliver in this area.
T16a_06	Our Retention project will continue in future academic sessions.
T16a_07	Continue to review and refine the new projects listed in the previous column.
T16a_08	Continue to review and refine the new projects listed in the previous column.
T16a_11	Continue to review and refine the new projects listed in the previous column.
T16a_12	Continue to review and refine the new projects listed in the previous column.
T16a_14	Our Retention project will continue in future academic sessions.

T16b_01	Once physical engagement with schools is possible, staff will be better positioned to support school staff to deliver this project in person, which may be the barrier to engagement.
T16b_02	Expand our portfolio of degree and higher apprenticeships.
T16b_04	Continue to review and enhance our offer for this target group.
T16b_06	Deliver GCSE support online.

5. Confirmation

University of Greenwich 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 Greenwich 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	Jane Harrington
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

University of Greenwich'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?
Yes, the University has delivered the interventions listed in our 2019-20 Access and Participation Plan: Personal Tutoring which includes the JISC Learning Analytics project and enhanced the demographic data that Programme Leaders receive.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, our Retention project was initiated, where our student ambassadors contacted each student to check on wellbeing and progress.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
Yes, our interventions to achieve this target are: Personal Tutoring, includes the Learning Analytics project; decolonising the curriculum.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, supporting students to adapt to online learning and through the exam period post March 2020.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
By delivering: GREat Skills; UCAS information workshops; financial support; twilight lectures, taster days and a range of online curriculum interventions.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, we are working to enhance our widening access profile across Kent and Medway, which will result in more targeted work to recruit students from POLAR4 Q1 backgrounds across this area.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
By delivering our STAART project, workshops that engage disabled students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, we have initiated automated communications for disabled students, enabling early communications to happen with disabled applicants, building better relationships from an early part in the application cycle.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Yes, the University has delivered the interventions listed in our 2019-20 Access and Participation Plan: Personal Tutoring which includes the JISC Learning Analytics project and enhanced the data that Programme Leaders receive.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, our Retention project was initiated, where our student ambassadors contacted each student to check on wellbeing and progress.

Target reference number: T16a_07
How have you met the commitments in your plan related to this target?
Yes, through the following projects: Addressing Student Attainment; Personal Tutoring; Learning Analytics project.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, implemented Inclusivity Champions; GSU Advice Service; Academic Communities project and enhanced BAME data in the module review process.

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
Yes, through the following projects: Addressing Student Attainment; Personal Tutoring; Learning Analytics project.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, implemented Inclusivity Champions; GSU Advice Service; Academic Communities project and enhanced BAME data in the module review process.

Target reference number: T16a_11
How have you met the commitments in your plan related to this target?

Yes, through the following projects: Addressing Student Attainment; Personal Tutoring and Learning Analytics project.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, implemented Inclusivity Champions; GSU Advice Service; Academic Communities project and enhanced BAME data in the module review process.

Target reference number: T16a_12
How have you met the commitments in your plan related to this target?
Yes, through the following projects: Addressing Student Attainment; Personal Tutoring; Learning Analytics project.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, implemented Inclusivity Champions; GSU Advice Service; Academic Communities project and enhanced BAME data in the module review process.

Target reference number: T16a_14
How have you met the commitments in your plan related to this target?
Yes, the University has delivered the interventions listed in our 2019-20 Access and Participation Plan: Personal Tutoring which includes the JISC Learning Analytics project and enhanced the data that Programme Leaders receive.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, our Retention project was initiated, where our student ambassadors contacted each student to check on wellbeing and progress.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
Yes, this project is still promoted to schools and colleges and is available on our website.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Continual promotional activity, but demand remains low.

Target reference number: T16b_02

How have you met the commitments in your plan related to this target?
Yes, the University is currently delivering 16 degree and higher apprenticeships, and we are continually working to increase our portfolio in this area.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes, four new degree apprenticeships were launched in 2019-20

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
Yes, we continue to support children in care (CIC), through engagement at local authority Homework Clubs, bespoke taster days, Care Leaver Summer School and supporting the transition of individual care leavers when requested.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Developed webinars to engage CIC, increased our Care Leaver Bursary to £1.5k per year, enhanced our website for care leavers, and introduced automated communications for care leaver applicants which will enhance relationships, resulting in improved recruitment of this group.

Target reference number: T16b_06
How have you met the commitments in your plan related to this target?
No, as a spring and summer term intervention delivered in the classroom, we were unable to deliver this project because of Covid-19
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our Education Support Unit are working on the delivery of GCSE support.

Annex B: Optional commentary on targets

University of Greenwich's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16a_08	
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16a_13	
T16a_14	
T16b_01	
T16b_02	
T16b_03	
T16b_04	Please note that the performance number of 85 is an estimate. A delay to collecting sensitive information occurred due to GDPR requirements, meaning we did not collect data in this area.
T16b_05	
T16b_06	