

## 2019-20 access and participation plan monitoring

### Provider impact report

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

'We are proud of the diversity of our student population as a truly representative widening participation community which is leading in the sector. Much work has been done to identify the Salford student demographic using Mosaic profiling and to identify their associated needs. We have seen a slight increase in our Black, Asian and Minority Ethnic student population at 32.7% in line with all English HEPs. There are no gaps in Black, Asian and Minority Ethnic entrants between 18 year olds and the wider population. We are pleased to report an increase in % of students with a disability rising from 15% in 2018 to 21.9%. Whilst we do not have the figures for the number of commuting students we do know that 47% of our students live in the Greater Manchester area and suspect a large proportion of those live with family and commute.

The University is committed to building upon its strength in improving access for underrepresented groups and improving their degree outcomes; our approach was to focus on utilising improved data to target and support individual students, taking into account their individual characteristics.

Our diversity is the strength of which we are most proud, though are aware that this presents significant challenges and opportunities, which at times is not fully representative in sector metrics and benchmarks.

With regards Access our aim was to remain committed to NCOP and our sponsorship of UTC@MediaCityUK, to ensure a fair admissions process and to continue to work with GMHigher network.

In terms of Student Success our aim was to provide an effective and holistic transition, induction and orientation package for students. The development of academic skills and collaborative working was a priority for 2019/20, along with transition through each level of study towards the achievement of a good degree. Through awareness raising, training and development and strategy and policy, our aim was to develop an inclusive campus during 2019/20 to ensure students from under-represented backgrounds have an equitable experience.

Progression of students linked directly with our Industry Collaboration Zones where we committed to the creation of a relevant, up to date curriculum based on real world research using the expertise of our industry partners. Employment and further study was to be enhanced through industry placements, live briefs and collaborative projects. Transferable skills were targeted through the access to learning opportunities outside courses, support in articulating achievement through mentoring opportunities. Our commitment to Positive Outcomes for all aimed to increase the proportion of BAME students obtaining graduate employment or further study and to provide bespoke opportunities for disabled students.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Salford, The 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 Salford, The'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_02 (Access)	The percentage of young full time undergraduate entrants whose home area (denoted by postcode) is known to have a low proportion of 18 and 19 year olds in higher education	2013-14	19.4%	20%	20%	Percentage	2019-20	15.6	No progress
T16a_03 (Access)	The percentage of mature full time, first degree undergraduates whose home area (denoted by postcode) is known to have a low proportion of higher education qualified adults and have no HE entry qualification (HESA T2a)	2013-14	20.4%	22%	22%	Percentage	2019-20	24	Expected progress
T16a_04 (Other/Multiple stages)	The percentage of all full time undergraduates in receipt of Disabled Students' Allowance (HESA T7)	2014-15	7.2%	6%	6%	Percentage	2019-20	5.7	Limited progress
T16a_05 (Other/Multiple stages)	The percentage of all part time undergraduates in receipt of Disabled Students' Allowance (HESA T7)	2014-15	5.1%	4%	4%	Percentage	2019-20	4.3	Expected progress
T16a_07 (Access)	Registrations from care leavers	2014-15	44	35	35	Headcount	2019-20	71	Expected progress
T16a_09 (Access)	Undergraduate registrations from mature students	2016-17	29.6%	32%	32%	Percentage	2019-20	27.6	No progress

T16a_10 (Student success)	The non-continuation rate for young full-time first degree undergraduate entrants whose home area (as denoted by their postcode) is known to have a low proportion of 18 and 19 year-olds in Higher Education T3b POLAR 3	2014-15	10.1%	9.5%	9%	Percentage	2019-20	11	Limited progress
T16a_11 (Student success)	Care Leaver student continuation - % of students that continue/ qualify at the Institution	2014-15	77.3%	90%	90%	Percentage	2019-20	82.5	Limited progress
T16a_12 (Progression)	% of BME graduates in professional employment 6 months after leaving the institution	2013-14	39%	48.5%	51%	Percentage	2019-20	67	Expected 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)	Greater Manchester Higher is a collaboration of universities and further education colleges from Greater Manchester working together to provide high quality outreach activities for local schools and colleges.	2014-15	87 Secondary Schools engaged with	114 Secondary Schools	122 Secondary Schools	Other	2019-20	104	Limited progress
T16b_02 (Access)	Campus Visits - Pre-16 Outreach (high schools) - with a minimum 50% of the attendees to be from low participation (based on POLAR 3) neighbourhoods	2015-16	12 events	200 participants over 10 events	200 participants over 10 events	Headcount	2019-20	370	Expected progress
T16b_03 (Access)	Off campus talks/ workshops - Pre-16 Outreach (high schools) - with a minimum 50% of the attendees to be from low participation (based on POLAR 3) neighbourhoods	2015-16	46 events	120 participants over 6 events	120 participants over 6 events	Headcount	2019-20	1540	Expected progress
T16b_04 (Access)	Campus visits associated with Greater Manchester Higher	2015-16	347 participants over 8 events	450 participants over 10 events	450 participants over 10 events	Headcount	2019-20	562	Expected progress
T16b_05 (Access)	Information, Advice and Guidance Sessions - Post 16 outreach (6th forms and FE colleges)	2015-16	189 events	900 participants over 100 events	900 participants over 100 events	Headcount	2019-20	158	No progress
T16b_06 (Access)	Parents/ carers IAG sessions - Post 16 outreach (6th forms and FE colleges)	2015-16	10 events	500 participants over 10 events	500 participants over 10 events	Headcount	2019-20	450	Limited progress
T16b_07 (Access)	Mature student IAG sessions - Post 16 outreach (6th forms and FE colleges)	2015-16	0	100 participants over 10 events	100 participants over 10 events	Headcount	2019-20	200	Expected progress
T16b_08 (Student success)	National Mentoring Consortium - Pilot initiative to provide mentors from local businesses for BME students	Other (please give details in Description column)	N/A - New measure	30 students	30 students	Headcount	2019-20	0	No progress

T16b_09 (Access)	STEM subjects - summer school in conjunction with local employers.	Other (please give details in Description column)	N/A - New measure	55 students	55 students	Headcount	2019-20	50	Expected progress
T16b_10 (Student success)	College and High School Mentoring project	Other (please give details in Description column)	N/A - New measure	30 school children mentored	35 school children mentored	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	£1,240,252.00	£1,474,000.00	19%
Financial Support	£2,004,862.00	£2,009,000.00	0%

### 4. Action plan

Where progress was less than expected University of Salford, The 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_02	We aim to continue monitoring this group and all our Outreach activities are targeted with this group in mind.
T16a_04	The Disability and Learner Support Manager and the Outreach and Widening Participation team leader are working together and playing a key role in the APP Operations Group advising Schools on how to attract and support disabled students
T16a_09	Once we have reviewed our current activities to identify the gap, we will develop a theory of change to help us focus our efforts appropriately.
T16a_10	The actions agreed in the Enabling Student Success project which is currently running, and which considers student support in transition from school / FE into HE and transition between levels, will be operational from September 2021 and will have a positive impact on continuation rates of this set of students.
T16a_11	The NNECL Quality mark and the Care Leaver covenant are initiatives underway with some actions already happening, but others such as mentoring and the staging of a three day graduation course are planned but not yet happening.

T16b_01	A blended approach of virtual and face to face activity will continue in future to ensure accessibility for learners in schools and colleges. Where there have been successes for virtual engagement, e.g. chat platform, mentoring and virtual campus visits, these will become a permanent element of the programme.
T16b_05	The level of post-16 virtual engagement has been very positive and therefore will continue to deliver a blended offer
T16b_06	The network is participating in Prent / carer research with Alternline to better understand challenges of engaging with this group, and to respond to IAG needs more intuitively in the future. The findings will provide us with an opportunity to adapt and grow this area of work.
T16b_08	We are looking at peer mentoring and Peer Assisted Learning across the University. There are currently a number of individual schemes running which are focusing on BAME students. The central team will take on the role of quality assurance, will provide training and handbooks for mentors and mentees. This way we are not wholly dependent on an external provider.
T16b_10	The Outreach team are planning a new mentoring initiative entitled 'Go Further' where year 10 students will be able to participate in mentoring to raise their aspiration to attend Higher Education.



## 5. Confirmation

University of Salford, The 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 Salford, The 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 Helen Marshall
Position	Vice-Chancellor

## Annex A: Commentary on progress against targets

University of Salford, The's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
Whilst not at target this measure has been on an upward trajectory since 2017/18. In line with our overall demographic, the majority of LPN students are from the local area and we have been lead institution for the collaborative partnership Greater Manchester Higher, the delivery consortium for NCOP since January 2017.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The 'Plug into Salford' project is designed to tackle challenges that this cohort often experience on entering HE, and to better prepare them for life as a student. We are also establishing a small collaborative project with Salford City College and Albion Academy to target white working class boys.

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
Yes. We are 0.3% behind our target and have achieved our target for part time students so need to analyse why the difference between full time and part time.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
More transition days are planned and a review of the Open Day content for disabled students is currently being carried out

<b>Target reference number: T16a_09</b>
How have you met the commitments in your plan related to this target?
We have achieved our target of carrying out information, advice and guidance sessions to mature undergraduate students.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Further analysis is needed to identify where the low numbers of undergraduate full-time students are so that we can better target those students. For example, it may well be nursing students who are no longer applying in such volumes since the abolition of NHS bursaries.

<b>Target reference number: T16a_10</b>
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<b>How have you met the commitments in your plan related to this target?</b>
Whilst we are not yet at target, we have made good progress year on year. This cohort is benefitting from the work undertaken by our PVC (Student Experience) Progression Improvement Plan which is tackling factors diagnosed to have an impact on continuation. The role of the School Progression Assistants is key in determining and contacting students who are at risk of non-continuation. Our Learning Analytics software 'Jigsaw' allows engagement metrics to be tracked.
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
We believe that the introduction of the Academic Progress Review will have a positive impact on this group of students. The scheme has started to be used this academic year at levels 3 and 4.

<b>Target reference number: T16a_11</b>
<b>How have you met the commitments in your plan related to this target?</b>
We have fallen back slightly in this measure having been above target in 3 of the 4 previous years. Specialist student advisors are available and have been working with this demographic to ensure they are aware of the counselling, wellbeing and financial support services available to them..
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
We are a founding member of NNECL and are involved in the pilot project of the NNECL Quality Mark. We have also signed the Care Leaver Covenant. Both these initiatives mean we commit to actions in line with all stages of the care experienced student lifecycle. Taking on these initiatives has caused us to review our current offering and ensure that care experienced students are given priority regarding mentoring and leadership schemes. We have also introduced Academic Progress Review which, in its evaluation and the completion of the Equality Impact Assessment, has caused us to include consideration of what different groups such as BAME and care experienced students need in one to one personal tutoring.

<b>Target reference number: T16b_01</b>
<b>How have you met the commitments in your plan related to this target?</b>
Due to the pandemic, a significant amount of activity was cancelled from March to July 2020. This is usually our busiest time of the academic year.
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
The programme has moved to be delivered entirely virtually, so as not to impact the overall targets for 2020/21. Uptake has significantly increased as schools and colleges have been more able to engage after a challenging period.

<b>Target reference number: T16b_05</b>
How have you met the commitments in your plan related to this target?
Due to the pandemic, a significant amount of activity was cancelled from March - July 2020. Usually our busiesn period of the academic year
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The uptake for virtual delivery for post-16 outreach has been highly successful due to fewer safeguarind restrictions for virtual platform use.

<b>Target reference number: T16b_06</b>
How have you met the commitments in your plan related to this target?
450 participants over 9 events. Had COVID not struck we could have staged the additional event and achieved our target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The parent / carer group has been difficult to engage during this year. However, we have taken steps to plan more projects and activity around engaging this group virtually.

<b>Target reference number: T16b_08</b>
How have you met the commitments in your plan related to this target?
The decision was made to stop working with the National Mentoring Consortium as we were getting neither value for money nor a positive student experience. We were in consultation with One Million Mentors but there were issues over the contract and GDPR which remained unresolved when the pandemic broke out.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have run the two Common Purpose Front Runner events for students who are from BAME backgrounds and/or who are disabled. We are currently in discussion with an alternative communications company who have engaged with us to undertake BAME mentoring initially, with a view to extending mentoring to other underrepresented groups

<b>Target reference number: T16b_10</b>
How have you met the commitments in your plan related to this target?
This project did not run due to the ultimate closure of the Salford Academy Trust. Up until this time we had found it hard to get engagement from the Schools concerned.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As we were unable to get a response with the Schools with whom we'd originally engaged, an alternative approach is considered necessary. With the pandemic it was impossible to get this off the ground during 2019/20.

## Annex B: Optional commentary on targets

University of Salford, The's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_07	
T16a_09	
T16a_10	
T16a_11	
T16a_12	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	