2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Nottingham Trent University 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

Nottingham Trent University's ambition and strategy as detailed in the 2019-20 access and participation plan:

Nottingham Trent University (NTU) is committed to enabling our students to transform their life chances. Our top institutional priority is to ensure that we create opportunities for all of our students to succeed in developing the knowledge, skills, character and resilience to play the positive role in society that they choose for themselves.

We perform strongly across all areas of the student lifecycle. We are looking to continuously improve in the areas in which we already do well and increase our performance where challenges remain.

At the 'access' stage our strengths are in the recruitment of young people from disadvantaged, low-participation and low-income backgrounds. We also perform strongly in the recruitment of BME and male students. We intend to accelerate our recent good performance in the number of mature and disabled students at NTU. To achieve this, we will develop new provision around apprenticeships and we will review how inclusive our outreach and recruitment practices are.

At the 'student success' stage we have made excellent progress in reducing the gender and ethnicity attainment gaps and aim to continue this. We intend to focus on the non-continuation rates for young and mature students and those from low-participation neighbourhoods. We will also be further examining measures to address retention and attainment rates in students from different socio-economic backgrounds and pre-entry routes. Despite recent advances in gender and age we will be looking to consolidate progress here.

We are particularly proud of the success we have had at the 'progression' to postgraduate or professional employment life stage with the ethnicity and socio-economic gaps closing considerably. The primary action to ensure this situation continues is the introduction of assessed work-like experience into all our courses from 2018-19 and additional, specific provision for those from target backgrounds.

Our APP is based on the University's expertise in data analysis, our research and evaluation capability and our pedagogical expertise.

2. Self-assessment of targets

The tables that follow provide a self-assessment by Nottingham Trent University 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 Nottingham Trent University'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)	Gender gap in progression to year 2 of UG study. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	Other (please give details in Description column)	7.4 %points	6.6 %points	6.4 %points	Percentage	2019-20	3.5	Expected progress
T16a_02 (Student success)	Gender gap in undergraduate achievement (First Class or 2:1 degree classification). NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	Other (please give details in Description column)	7.4 %points	7.0 %points	6.9 %points	Percentage	2019-20	5.3	Expected progress
T16a_03 (Student success)	Ethnicity gap in progression to year 2 of UG study. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	Other (please give details in Description column)	8.7 %points	7.9 %points	7.7 %points	Percentage	2019-20	5.3	Expected progress

T16a_04 (Student success)	Ethnicity gap in undergraduate achievement (First Class or 2:1 degree classification). NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	Other (please give details in Description column)	19.6 %points	17.6 %points	17.1 %points	Percentage	2019-20	16.8	Expected progress
T16a_05 (Student success)	Socio-economic gap in progression to year 2 of UG study. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a five year average between 2010/11 to 2014/15 to reduce the effect of short-term 'spikes'. The target has changed because we have recently acquired ACORN data which we now use as our WP proxy.	Other (please give details in Description column)	6.5 %points	6.1 %points	6.0 %points	Percentage	2019-20	4.2	Expected progress
T16a_06 (Student success)	Socio-economic gap in undergraduate achievement (First Class or 2:1 degree classification). NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a five year average between 2010/11 to 2014/15 to reduce the effect of short-term 'spikes'. The target has changed because we have recently acquired ACORN data which we now use as our WP proxy.	Other (please give details in Description column)	10.1 %points	9.3 %points	9.1 %points	Percentage	2019-20	10.6	No progress
T16a_07 (Progression)	One year transition rate of NTU's WP students to NTU postgraduate taught courses.	2011-12	5.3%	5.7%	5.8%	Percentage	2018-19	10	Expected progress
T16a_08 (Access)	Participation of under represented groups: percentage young full-time first degree entrants from state schools	2013-14	93.4%	94.2%	94.4%	Percentage	2019-20	91.9	No progress
T16a_09 (Access)	Participation of under represented groups: percentage young full-time first degree entrants from low participation neighbourhoods	2013-14	12.3%	13.1%	13.3%	Percentage	2019-20	13.8	Expected progress

T16a_10 (Access)	Participation of under represented groups: percentage mature full-time first degree entrants with no previous HE from low participation neighbourhoods	2013-14	17.9%	18.3%	18.4%	Percentage	2019-20	19	Expected progress
T16a_11 (Student success)	% non continuation following year of entry: young full-time first degree entrants	2012-13	5.4%	5.0%	4.9%	Percentage	2018-19	6.4	No progress
T16a_12 (Student success)	% non continuation following year of entry: mature full-time first degree entrants	2012-13	11.3%	10.9%	10.8%	Percentage	2018-19	10	Expected progress
T16a_13 (Student success)	% non continuation following year of entry: young full-time first degree entrants from low participation neighbourhoods	2014-15	6.7%	6.7%	6.7%	Percentage	2018-19	10.3	No progress
T16a_14 (Access)	% full-time first degree students in receipt of DSA	2013-14	4.6%	6.8%	7.0%	Percentage	2018-19	7	Expected progress
T16a_15 (Progression)	Socio-economic gap in UG graduate progression to further study or professional / managerial occupations. NB OFFA guidance notes that progress should be based on long-term trends rather than sinlge data points. Therefore, our benchmark is based on a four year average between 2010/11 to 2013/14 to reduce the effect of short-term 'spikes'.	Other (please give details in Description column)	8.5 %points	7.0%pooints	6.0%points	Percentage	2016-17	3	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)	Number of generic and subject-specific outreach activities	2013-14	550	670	710	Headcount	2019-20	272	Limited progress
T16b_02 (Access)	Number of participants in generic and subject-specific outreach activities	2013-14	26,963	29,400	30,000	Headcount	2019-20	9316	Limited progress
T16b_03 (Student success)	Number of students on the Students in Classrooms schemes. Delivered in conjunction with the University of Nottingham	2014-15	214	290	300	Headcount	2019-20	191	Limited progress
T16b_04 (Student success)	Number of students volunteering in schools and community groups	2014-15	563	612	625	Headcount	2019-20	602	Limited progress
T16b_05 (Access)	Disability outreach: number of mental health agencies maintining support links	2014-15	17	18	18	Headcount	2019-20	20	Expected progress
T16b_06 (Other/Multiple stages)	Number of students with mental health support requirements accessing NTU service	2014-15	260	280	285	Headcount	2019-20	1361	Expected progress
T16b_07 (Other/Multiple stages)	Individuals with autistic spectrum conditions accessing NTU service	2014-15	48	63	66	Headcount	2019-20	194	Expected progress
T16b_08 (Access)	Disabled students engaged in NTU pre-entry activities	2014-15	120	160	170	Headcount	2019-20	621	Expected progress
T16b_09 (Access)	Care leavers in contact with NTU service	2014-15	58	65	65	Headcount	2019-20	73	Expected progress
T16b_10 (Student success)	"Back on course" interventions: number of student beneficiaries	2014-15	62	69	72	Headcount	2019-20	752	Expected progress
T16b_11 (Access)	Number of students on the NTU Progression Scheme University Phase	2016-17	20	40	50	Headcount	2019-20	0	Limited progress
T16b_12 (Access)	Progression of Children's University participants to HE by the age of 19	2013-14*	36%	Cohort 12 (yr 11 2018/19) 42%	Cohort 13 (yr 11 2019/20) 43%	Percentage	2019-20		Expected progress

T16b_13 (Access)	Number of participants on NTU's Raising the Grade attainment raising programme	2016-17	673	675	695	Headcount	2019-20	0	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	£2,531,638.80	£1,066,000.00	-58%
Financial Support	£7,121,633.51	£8,043,000.00	13%

4. Action plan

Where progress was less than expected Nottingham Trent University 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_06	Our 'curriculum refresh' programme aims to ensure that no groups of students are disadvantaged due the design of the curriculum in every course. The revised courses enrolled students in 2018/19, and therefore the first degree qualifying cohort will be 2020/21. Students' in-year attainment trends suggest this programme has been successful in narrowing the attainment gap, which we expect to see reflected in final degree attainment. We have also increased the adoption of the Scale-Up pedagogic approach, which is linked with improved attainment rates amognst target groups.
T16a_08	We have a new programme of contextual admissions called 'Fairness First', which seeks to ensure we recruit and retain more students from disadvantaged backgrounds
T16a_11	We have implemented a series of programmes targeted specfically at our BTEC cohort as well as increasing the adoption of the Scale-Up pedagogic approach, which is linked with improved retention. We have also introduced an engagement and retention scheme to help address this - see below.

T16a_13	We have increased the adoption of the Scale-Up pedagogic approach, which is linked with improved progression rates amongst target groups.The new Collaborative Engagement and Retention (CERT) scheme has the specific aim of improving retention rates from Year 1 to Year 2. Evaluation of the scheme has been positive and gives confidence that it will improve the non-continuation measure. Furthermore, our new 'Fairness First' admissions policy will identify and allow the tracking of these target students enabling additional support to be provided.
T16b_01	As a result of the ongoing COVID-19 impact, provision has been redesigned to offer physical, digital and blended options to ensure maximum reach.
T16b_02	As above.
T16b_03	The revised programme focuses more on attainment-raising and has been popular with local schools. Furthermore it is part of our strategic Universities for Nottingham civic engagement initative. We do not envisage future problems with this.
T16b_04	We continue to work closely with our community stakeholders to identify suitable and safe volunteering opportunities.
T16b_11	The CERT scheme has proven to be very popular and effective and all first year Progression students are supported by a 2nd or 3rd year mentor.
T16b_13	We will revise the model to reduce reliance on outstanding teachers in local schools.

5. Confirmation

Nottingham Trent University 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	
Nottingham Trent University 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 Edward Peck
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

Nottingham Trent University's commentary where progress against targets was less than expected.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes

Target reference number: T16a_11
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_13
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes

Target reference number: T16b_01

How have you met the commitments in your plan related to this target?

No. COVID-19 resulted in school closures, resulting in the cancellation of all summer outreach activity both on and off campus.

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

We consulted with schools to establish the most appropriate response. They strongly advised time and space to deal with the crisis and asked us to respond with alternative digital summer provision. We digitised resources, increased the number of online events for students on our schemes and deployed our staff with expertise in 'character education' to support school/college leaders plan strategies for September 2020, through participatory action learning sets. Furthermore staff resources were redeployed to support other critical stages of the student lifecycle.

Target reference number: T16b_02

How have you met the commitments in your plan related to this target?

No. 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: T16b_03

How have you met the commitments in your plan related to this target?

No.

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

In 2017-18 the scheme was paused for a review of its effectiveness and sustainability. A revised programme was launched in 2018-19 which aims to deliver the same level of provision by the third year of delivery (2020-21). The 191 students this year is on track for the revised provision., Additional compensatory activity was planned for delivery elsewhere. See T16b-01, column Y

Target reference number: T16b_04

How have you met the commitments in your plan related to this target?

No. The national lockdown meant that our regular provision of voluntary activity ceased. The volunteering planned for Easter and the Summer term could not go ahead.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
A sizeable number of students 'volunteered' in supporting the national effort to address the coronavirus pandemic. This was largely coordinated through the Local Resilience Forum and included producing PPE, supporting foodbanks and digital volunteering. Due to the timescales involved and other issues such as furlough, it was impossible to capture this data exactly.

Target reference number: T16b_11
How have you met the commitments in your plan related to this target?
Yes, in effect: A new Collaborative Engagement and Retention (CERT) support scheme for first year students was introduced rendering this scheme redundant,
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This scheme is now being revised to determine if students who have progressed to NTU from our outreach programmes need additional support.

Target reference number: T16b_13
How have you met the commitments in your plan related to this target?
No. Raising the Grade was paused for review in 19/20. Challenges with the operational management and concerns about sustainability of the programme resulted in a review period.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
The success of the programme is partly attributed to the use of 'outstanding' teachers to deliver the academic content, and identifying, recruiting and managing that aspect was challenging due to teacher commitments (for example, being able to take time out of school to deliver the sessions). We are in discussion with our Nottingham Institute of Education to devise a different model for this initiative.

Annex B: Optional commentary on targets

Nottingham Trent University'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	
T16a_15	
T16b_01	The team were on track to exceed the target prior to COVID 19 lockdown.
T16b_02	As above.
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	
T16b_11	

T16b_12	We do not have the relevant data from HESA yet
T16b_13	