Middlesex University

2019-20 Access and Participation Plan

1 Assessment of current performance

Middlesex University has over 19,000 students studying at its main campus in North London. Of these, over 12,000 are UK undergraduate students. In terms of the composition of our UK undergraduate intake, 73.8% come from London and 66% are from black and minority ethnic groups (source: HEIDI+). A large majority of our young first degree students (98.3%) come from state schools or colleges (source: HESA T1a). Mature students account for 48% of our UK undergraduate student body. Over half of our students join us with either comparatively low or non-tariff entry qualifications and over a quarter come from non-standard entry routes (source: internal data). Ensuring these students continue to have the opportunity to come to Middlesex and succeed once here and after they leave is a cornerstone of our mission of transforming potential into success, as set out in our Strategic Plan 2017-2022.

Our new Strategy aims to work with the diversity of our students as a positive resource in learning and co-curricular activities and places specific emphasis on reducing disparities in student outcomes. Our internal Disparity Index tracks trends in student outcomes across key socio-demographic groups and is reported to the University's Board of Governors three times a year. Its strategic importance at Middlesex is reflected in the measure being one of our eight organisational KPIs. All student-centred KPIs are mapped to future planning trajectories that provide a roadmap for improving performance over the course of our Strategy.

Since our last Access Agreement, dedicated resource has been put in place to improve the analysis of our student data. This is designed to deepen our understanding of the areas and causes of success and underperformance. A specific focus is investigating the relationships between intersecting student characteristics and disparities of outcome, exploring issues that affect distinctive features of our student body (e.g. commuter students) and enhancing our approach to evaluation and learning. As well as a rolling programme of work, detailed analysis is scheduled on an annual basis to inform reviewing the strategic priorities of the University each year.

1.1 Access

In the HESA indicators for 2016/17 we continue to perform well in the participation of students from state schools or colleges (HESA table T1a 16/17 showing 98.3% against a location adjusted benchmark of 95.9%). We have also improved in the participation of first degree students from Low Participation Neighbourhoods. HESA table T1a shows a 0.3% narrowing of the gap to benchmark, with 5.3% of students coming from Low Participation Neighbourhoods compared to a location adjusted benchmark of 5.8%. In London, many students who are not from areas categorised as 'low participation' are from low income

families and often commute to study, so the LPN measure fails to capture the extent of socio-economic disadvantage experienced by our students.

Our mature 'first degree' student intake remains strong at 27.6% (based on HESA table T2a 2016/17), although with a small 1% decrease on the preceding year.

Internal data shows that we continue to attract high numbers of ethnically diverse students, with the percentage of UK undergraduate students from black and ethnic minority groups rising from 70% in 2016/17 to 71% in 2017/18. In terms of gender, the University has a 61% female to 39% male split for both new and returning UK undergraduate students. Our new student intake is split 59% female to 41% male (source: internal data). The gender balance varies significantly across discipline areas. To address the underrepresentation of female students in STEM subjects, we hold a number of large-scale events annually for younger learners and their families.

In terms of disability, 9.6% of our 2016/17 UK undergraduate students have a declared disability, which marks a 0.3% increase on the previous year (source: HEIDI+). This is still below the sector average and the 4.5% of our students in receipt of Disabled Students Allowance also sits below our benchmark (HESA Table T7). This has been acknowledged as an area for improvement across the University, with a programme of work already in place to address it, including an improved process for proactively monitoring students in receipt of DSA that went live in the 2018/19 academic year. Another area that is being explored is possible underreporting of numbers of students with a reported disability due to the timings of updates between our casework software and student records system.

Since our last Access Agreement, we have been improving our data on care leavers and its integration into reporting. For 2017/18, care leavers represent 1% of our student population (120 students), based on internal live data. This has increased from 0.4% (45 students) in 2014/15 and demonstrates our commitment to increasing access for this cohort.

1.2 Success

A significant majority of our UK undergraduate students fall into at least one widening participation category. We monitor outcomes for key groups and explore intersections of characteristics. This work will also combine student demographic characteristics with analysis of the student experience such as travel time to university (e.g. commuter student analysis).

Disparities in outcome through the student life cycle and across key demographic characteristics are tracked using tools such as the University's Disparity Index. Our analysis shows improvement in some key areas such as the percentage of mature students and students from black and minority ethnic groups receiving 'good awards' and continued good performance for some cohorts where they exceed the University average (for example, the internal continuation rate of students with a declared disability). However, our analysis also shows areas for further improvement. In particular, the continuation and achievement of our black students and the success of our care leavers need to be improved in order to narrow the gap with our institutional average. Although analysis of external HESA trends shows that Middlesex's disparity in achievement for students from ethnic minority groups reflects that of the wider sector, we have put in place targets and actions to narrow the gaps, and this will contribute to sector-wide progress. In recognition of the distinct variations within

cohort groups, our analysis now specifically explores outcomes for black students as a subset of our larger BME cohort.

We have made progress in reducing the disparity in achievement for mature students and will continue to prioritise this, particularly as it is the only area where mature students still underperform against the institutional average. The data also reveals some discrepancies in the outcomes of part-time students. This is a complicated area for Middlesex, as the largest proportion of part-time students in our cohort are those who have taken part-time status at Level 5 or 6 to allow them to successfully complete their studies. We therefore have specific measures to improve outcomes for this student group.

Our most recent external continuation data from HESA shows that for 2015/16 entrants, total non-continuation was 16.8% against a benchmark of 10.5%. Closing this gap is one of the University's most important priorities. We attribute most of the gap to how we extended access in 2015/16 with the introduction of an expanded Level 0 foundation programme. Our internal data show that non-continuation for foundation level students was significantly higher than for Level 4 undergraduates. We have since addressed this by investing in additional personal learning support and improving assessment methods.

In terms of the breakdown of our targets for non-continuation, the rate for mature students starting in 2015/16 worsened by 1.1% to 17.7% against a benchmark of 12.1%. However, linked to the increase in our foundation year intake, young non-continuation increased most significantly to 16.4% against a benchmark of 9.9%, although we have continued to perform better than our benchmark for non-continuation of young students from low participation neighbourhoods (POLAR3) – 9.9% of this cohort not-continuing compared to our benchmark of 10.8%.

Our internal tracking indicates that we are succeeding with improving continuation in the current 2017/18 academic year, with measures to improve continuation having an impact. Year-to-date data, which is reviewed monthly by the Vice-Chancellor's Executive, show a significant improvement on the previous year, which we expect to be reflected in our official HESA non-continuation data.

The matrix below is shared with departments to inform and evaluate annual action planning.

Student lifecycle outcomes (* indicates less than 25 students) Colours indicate over/under performance for individual tariff group against entire cohort.							
Cohort	Tariff breakdown	Retention / Continuation		Achievement / Good honours (1st + 2:1)		Graduate employment or study	
		2015/16 starters that continued into 2016/17	2016/17 starters that continued into 2017/18	Awarded in 2015/16	Awarded in 2016/17	2014/15 Graduates, reported in 2015/16	2015/16 Graduates, reported in 2016/17
All students	All	80%	80%	66%	69%	71%	58%
	High	86%	84%	73%	73%	66%	55%
	Medium	80%	83%	68%	71%	53%	39%
	Low	66%	69%	62%	63%	72%	59%
BME	All	80%	78%	58%	65%	65%	51%
	High	86%	81%	65%	67%	65%	42%
	Medium	80%	82%	61%	69%	50%	38%
	Low	66%	68%	56%	64%	64%	53%
White	All	82%	86%	80%	76%	78%	68%
	High	85%	88%	82%	80%	72%	71%
	Medium	81%	86%	80%	75%	56%	42%
	Low	67%	73%	77%	63%	81%	70%
With known disability	All	84%	83%	67%	64%	74%	63%
	High	84%	82%	72%	68%	*67%	*67%
	Medium	89%	81%	73%	74%	*62%	*50%
	Low	72%	78%	57%	76%	71%	63%
Mature (21 and over)	All	80%	82%	63%	67%	80%	63%
	High	78%	77%	66%	74%	77%	*64%
	Medium	77%	79%	61%	71%	*72%	*30%
	Low	69%	77%	59%	65%	85%	61%
White Males from low part. neighbourhoods (POLAR 1 and 2)	All	88%	82%	79%	69%	74%	56%
	High	91%	*82%	*86%	*85%	*60%	*43%
	Medium	*83%	91%	*67%	*56%	*33%	*50%
	Low	*100%	*54%	*86%	*60%	*79%	*56%
White Males from low income households (under £25k)	All	84%	82%	83%	73%	71%	70%
	High	95%	85%	*88%	*88%	*25%	*100%
	Medium	81%	79%	86%	62%	*50%	*33%
	Low	*62%	*78%	*75%	*63%	*83%	70%
PT	All	Data not available (methodology only works for full-time students)		45%	35%	76%	77%
	High			*55%	*13%	*67%	*100%
	Medium			30%	*17%	*25%	*40%
	Low			*17%	*17%	*67%	*74%
Black ethnic students	All	77%	77%	52%	57%	64%	50%
	High	85%	79%	63%	57%	48%	45%
	Medium	78%	79%	53%	61%	45%	39%
	Low	58%	66%	47%	55%	70%	49%
Care leavers	All	75%	70%	Data not available (report is a snapshot and does not have the recently added dimension of care leaver)		Data not available (report is a snapshot and does not have the recently added dimension of care leaver)	
	High	*80%	*64%				
	Medium	*82%	*75%				
	Low	*56%	*80%				

1.3 Progression

Progression into graduate employment is a strength identified in our TEF Statement of Findings which noted that both full-time (majority mode) and part-time students progressed to highly skilled employment or further study at levels substantially above our benchmark. The panel commended the University's employability support for our diverse student body and the embedding of employability within and alongside programmes of study. However, DLHE outcomes for our 2016 graduates showed a sharp and anomalous drop in graduate employment from 71% to 58%. This was largely due to technical and sampling issues, in particular the omission of a cohort of Nursing students. We fully expect to return to an improving trend this year as we continue to strengthen employability support and have put particular emphasis on developing work-based opportunities suitable for the diverse backgrounds and circumstances of our students, including with employers who see the diversity of our graduates as an opportunity. We are also developing lead indicators to measure engagement with employability activities to ensure effective evaluation of our interventions.

Progress with delivering our strategic aims across all activity is measured, reported and developed through our committee structure. We have refreshed targets and trajectories to reflect the new University Strategy's focus on student experience and graduate outcomes and have enhanced monitoring and reporting both to the Vice-Chancellor's Executive and the Board of Governors.

As noted, a key addition to our internal datasets is the Disparity Index which measures disparities across a number of demographic characteristics (disability, ethnicity, age and gender) into a single measure. This gives an overall indication of gaps in outcomes which can also be broken down to understand underlying drivers. This is reported to the Vice Chancellor's Executive and the Board of Governors three times a year and is also considered and acted on internally by individual Faculties and the Academic Board.

Target-setting for all our KPIs takes place at programme level through the annual monitoring process. Balanced scorecards have been introduced at Faculty level, with programme-level reports produced quarterly. Throughout the year, up-to-date information on in-year performance is available to programme teams and management through our Tableau server for management information. This embedding of data, development and oversight within the University's quality calendar ensures adherence to clear timelines and processes for receipt of information, identification of actions to be taken, assurance that actions have been completed, and the reporting of impact.

2   Ambition and strategy

The Middlesex University Strategy 2017-2022 commits us to a mission of 'transforming potential into success', empowering all our students with the tools, attributes and opportunities to succeed in their studies and progress into graduate level employment. Our strategic aims focus on widening participation through a diversity of access pathways and improving student outcomes through the right choice of course and courses that are designed to meet future skills needs. A signature feature of our approach to learning and teaching is practice-based pedagogy, which informs all our activities from professional development to building design. How we use our students' diversity is central to this, from the extent to which we use peer-to-peer learning to co-curricular initiatives such as our Language and Culture exchange that engages hundreds of our students in teaching each other languages, leveraging the potential of our multi-lingual student community. A key objective in developing innovative pedagogic practice and student support is to reduce differences in outcomes related to students' backgrounds and prior attainment.

We are committed to an evidence-based approach to our practice, drawing on internal and external data, the evaluation of interventions and engagement with the external evidence base. Our Strategy is linked to a series of Enabling Plans, and we are basing these on a 'Theory of Change' approach to model the anticipated impact of our interventions and test our assumptions about how change will occur. Placing emphasis on student and staff perspectives and experiences, our 'Theory of Change' framework aims to build a shared understanding within the University community about the focus and purpose of activity. It looks to increase shared ownership and enhance communication amongst stakeholders to ensure early and constant evaluation of impact.

We are aware of the particular challenges faced by students living in London, many of whom live at home with their families and commute to university. Enhancing the experience of commuter students, and responding to the specific challenges posed by intersecting background characteristics within this group, will be a key area of research and intervention over the next three years. We are working together with our London institutions on this agenda, and are members of the HEA's London Retention Group and London Higher's Commuter Students in London Task Group.

Across our activity we have strengthened our approach to evaluation. In addition to the traditional processes of review of performance embedded within our governance committee structure, we are using Kirkpatrick's evaluation model to inform our access activity, and have adopted the Amosshe Value and Impact toolkit (http://www.amosshe.org.uk/value-and-impact-toolkit) to evaluate student support activity. We have also invested in internal research projects to determine the efficacy of pedagogic interventions against our strategic objectives across disciplines.

2.1 Access

Middlesex University is committed to widening access and participation in higher education. We are passionate about raising aspirations and creating 'ladders of opportunity' to ensure that students can find pathways suited to their individual circumstances and aspirations, whether that is direct routes through colleges, university, or work-based learning, or a combination of some or all of these paths. We fully support the Government's agenda of improving productivity through skills development and using this as an opportunity to drive social mobility. We are working as members on the West London Alliance, and also the Mayor of London's Skills for Londoners strategic task force.

We continue to strengthen collaboration with our network of partner schools in Barnet and beyond. Our strategic partnerships include being the University partner of the new Capital City College Group, the largest further education group in London, and one of the largest in the UK. We are working with CCCG to map FE programmes onto degree programmes at Levels 5 or 6 and to deliver progression pathways through all higher apprenticeship levels. In collaboration with CCCG, we are looking to develop new programmes and alternative pathways, including those arising from the forthcoming T Levels. We have submitted a joint bid for an Institute of Technology for London based around biosciences and technology which hopefully will fast track this ambition.

We work with a range of partners in Greater London to help us engage with 'hard-to-reach' communities. An expanding collaboration is our work with the London Borough of Barnet, London's largest borough with a population of nearly 400,000. We have created a post to accelerate this aspect of our strategy which includes access, success and progression activity. We also work in partnership with AccessHE, Linking London and IntoUniversity. Working with IntoUniversity, for instance, has allowed us to involve parents as key influencers. We will continue to work with Linking London to address in particular the underrepresentation of disadvantaged white males, utilising NCOP funding to expand and enhance already existing provision.

A number of new partnerships have been created as a result of our involvement in the London NCOP network which has targeted 13 wards identified by HEFCE as areas with high levels of social deprivation and low participation in higher education. In addition, we

will continue our work with AccessHE, remaining active members of the Art & Design, Disability, BAME and Evidence and Evaluation forums. Continued development of our 'Theory of Change' approach is taking place within the AccessHE Impact London project, providing access to specific evaluation expertise across institutions.

Our most important partnership is with our current and former students who deliver a significant number of our workshops and sessions. We have continued to increase the number of student ambassadors, many of whom have been trained as employability ambassadors to ensure that our whole lifecycle approach to raising aspirations and skills in this area is shared with our partner schools and colleges.

Improving social mobility through the development of transferrable skills and employability

A key strategic commitment is the promotion of social mobility across the student lifecycle, specifically through building early the transferable skills, attainment and aspiration that will lead to graduate-level employment. Our Outreach team, Faculties, Employability Service and Students' Union are working together to design resources and interventions which span the student journey from secondary level through to apprenticeships, degree study and graduate employment.

We are engaged in significant research with teachers and careers advisers to identify where we, and the sector as a whole, are falling short in terms of information, advice and guidance. Our comprehensive 'Make Your Mark' outreach activity framework and campaign is an expanding and high-profile initiative in this area. A further strategic strand of enhancing social mobility is the development of leadership and teamwork abilities through entrepreneurship competitions and initiatives such as MDX Debate, an inclusive learning experience which blends classroom-based learning with competition, developed by the School of Law for Year 8-10 students from local schools and co-delivered with the Students' Union's Law Society. Extending the University's strategic commitment to developing diversity as a strength in students, the scheme promotes thinking about, and from, alternative viewpoints. We will continue MDX Debate for 2019/20 with an increased number of hard to reach students.

Mature Students

Access work targeted at students aged over 21 through close links with partner colleges has seen our mature students figure remain relatively stable in a changing national landscape. We continue to target mature students on Access programmes as the most impactful area of activity. For 2019-20 we will continue to offer drop-in information sessions for mature students covering aspects such as childcare and finance, and information they need around the Advanced Learner Loan.

We use our extensive expertise in work-based learning and a comprehensive approach to recognising prior learning to facilitate access to higher education programmes for mature students at all levels of study. Our broad range of professional and work-based programmes includes research routes at FHEQ Levels 7 and 8.

The changing landscape in terms of funding for health-related programmes such as Nursing and Midwifery is posing a particular challenge to the high proportion of mature students choosing to study programmes in these areas. We therefore view this as an area of priority intervention.

Access to Nursing, Midwifery and Allied Healthcare, including apprenticeship routes

This is an area of partnership work with the NHS, Barnet Council, further education, professional bodies and employers. The DipHE Nursing Associate programme is a good example of how we promote access, success and progression of Nursing, Midwifery and Allied Healthcare students. The first cohort are in year 2 of their programme and were all the first within their families to attend university. This cohort is funded by Health Education England, which means they retain their employment status in local Trusts/Healthcare organisations whilst achieving their Diploma and Nursing Associate award, which will enable NMC registration. The next and subsequent cohorts will be funded as an apprenticeship, which will also mean the students retain their employed status whilst studying. On completion of their programme, and following a period of consolidation, they will be able to apply to the BSc (Hons) Nursing programme and undertake this via an RPL route in view of their Nursing Associate role and qualification. This will also be available as an apprenticeship.

The BSc (Hons) Nursing programme is now a considerable financial undertaking for students with family commitments. We have therefore developed this as a four-year apprenticeship (validation in June 2018), with an RPL route for staff with relevant Diploma qualifications (Dip HE AP, Dip HE NA). Similar salary-supported routes are available in Midwifery and for graduate mental health workers, with higher level apprenticeship routes planned across the suite of programmes.

Apprenticeship routes

Middlesex University is working with employers across sectors to develop routes for their employees to upskill whilst remaining in the workforce, opening higher education to those who have not previously had the opportunity to go to university or did not think this was a suitable route for them. We already offer a Chartered Managers Degree Apprenticeship in B2B Sales and in Construction Management. From September 2018, we are launching degree apprenticeships in Registered Nurse, Police Constable, Social Worker, Healthcare scientist, Digital Technology Solutions, Construction Site Management, Construction Design management, Construction quantity surveyor, and Civil Engineering Site management. We are also launching Level 7 (Masters) apprenticeships in Accountancy Professional and Senior Leader (MBA).

In our outreach work, we have increased the number of activities promoting degree apprenticeships. Our annual Apprenticeship event, offered in collaboration with Barnet Council, attracted over 300 students and their parents.

Students with disabilities

This is an area of particular focus for 2019/20. We participate in a specialist disability forum that aims collaboratively to support access to HE for students with disabilities. In addition to providing information and guidance around DSA funding changes, we will further increase peer support for applicants to advise on the range of support facilities available during their studies. In 2019/20 we will increase IAG for students with disabilities in collaboration with the Barnet Onside Youth Zone, which will launch in early 2019. We believe that providing support and advice through the community is an effective way to engage students in a more informal environment.

Care Leavers, Looked After Children & Estranged Students

We are supporting care leavers as a significantly under-represented group collaborating with our network of schools, Barnet Virtual School and a number of charities working with Looked After Children, as well as care leavers currently studying at Middlesex University. Our 'Stand Alone' charity pledge', made formally in 2017, includes the commitment to develop further specific support for students who come into higher education without the support and encouragement of their families. Alongside our pre-entry support commitment our pledge also commits to support for wellbeing, accommodation, finance, employment and the facilitation of peer support.

2.2 Success

Strategic strands of intervention and sustained investment have been developed with the specific needs of our diverse student cohorts in mind and a recognition of intersecting factors which may impact our students' experience of higher education. Our approach has been informed by recent research on success, progression and disparities in student outcomes. We work closely with our Students' Union to continually enhance academic and professional support and build a sense of belonging and engagement. From evaluation and student feedback we are aware that peer support inside and outside the classroom offers particular benefits to our students whose educational histories and learning styles vary significantly. Our signature practice-based teaching and assessment practices aim to support students who join us with BTEC and Access qualifications.

Our approach of implementing universal support measures, with more targeted support being provided where evaluation shows insufficient evidence of impact, has been endorsed by our 'Silver' award in the Teaching Excellence Framework. The Statement of Findings noted that we appropriately addressed underperformance in non-continuation and commented on high levels of student satisfaction with teaching, academic support, and assessment and feedback. Key areas of strategic investment were commended by the panel, such as our peer-led Student Learning Advisor scheme and the provision of an excellent range of physical and digital resources including an e-textbook scheme.

In addressing non-continuation and attainment we have strengthened the following priority areas of intervention:

- Pre-enrolment access to resources and support to ensure students have realistic expectations of their programme and the skills/resilience to deal with university study;

- Personalised academic support and tracking of engagement through personal tutors to ensure timely and targeted support for students who are not engaging with their studies;

- Access to online learning support for each module to offer individual pathways for students who may have to cover additional ground and provide an online community which facilitates engagement of part-time, mature and commuting students;

- Peer support through our Student Learning Advisor (SLA) scheme to support students who feel more comfortable seeking advice from their peers;

- Practice-based pedagogy to ensure students with different educational backgrounds and strengths benefit from a range of learning interactions and assessment types;

- Proactive wellbeing initiatives and access to expert support to encourage students to proactively tackle stress and seek help for mental health issues.

Using the diversity of our students as a resource is a distinctive feature of their learning and personal development. We have prioritised the development of this strand of our strategy through the appointment of a Diversity Lead who has developed resources and workshops to support academic colleagues with methods and approaches that use the diverse backgrounds and perspectives of our students as a resource in teaching and learning.

The focus of our strategy for student success and employability is on improving the outcomes of black and minority ethnic students. Our Enabling Plan initiatives have been developed with sector research on differences in student outcomes in mind and focus on key determinants of successful outcomes for black and minority ethnic groups. They are designed to create a sense of belonging in an academic community of staff and peers and address the social, cultural and economic capital differences in how students experience higher education and access student support. From pre-entry to post-graduation support, our interventions promote a personalised approach, both in learning and teaching and in the daily interactions between students and students and staff. With this focus on personal tutoring, peer support and additional, flexible learning support we also seek to address the attainment gap identified for Care Leavers.

Our internal Disparity Index has shown that continuation and achievement of our black students sit below the institutional average. In addition to the universal measures outlined above, we are therefore piloting targeted projects for this cohort group which include alumni mentoring and collaboration with charities and networks. We work with our Students' Union in developing these targeted interventions and also benefit from a wide range of projects for black students offered by the Students' Union. We are evaluating the impact of these initiatives alongside our universal interventions and also exploring the influence of intersecting characteristics in determining the most effective measures.

Our monitoring and evaluation plan is focused on identifying and addressing differences in student outcomes. The newly developed University Disparity Index tracks trends across cohort groups to the level of individual programmes. We have also introduced a Value Added measure which tracks student outcomes against their expected level of achievement. We are further refining this KPI to capture differences in attainment between key groups. The Value Added measure also directs attention to the quality of the student learning journey and is broken down to Faculty and departmental level.

We track and analyse student engagement and make this data available to personal tutors for discussion with their tutees but also to involve academics in the ongoing evaluation of interventions. Engagement metrics can be adapted to the context of each discipline. We have created two data support posts in our Centre for Academic Practice Enhancement to assist departments and students in understanding patterns of engagement.

We use data to trigger and inform enhancement activity at University, Faculty and programme level. Our Board of Governors receives updates on student-centred KPIs and analyses of interventions and impact at regular intervals. To ensure we include all stakeholders, we have adopted a 'Theory of Change' approach to model the anticipated impact of interventions on individual cohorts and test our assumptions about how change will occur. Our recently established Diversity Advisory Board includes external members who provide additional expertise in reviewing data and activity.

All Strategy initiatives have been developed with a plan and timeline for evaluation. Thus our personal tutoring scheme has been reviewed after a pilot phase in 2017/18. Feedback from students was consistently positive. Staff feedback has highlighted a need for further training and guidance, in particular around promoting a sense of belonging in an academic community. These guidelines will be developed by our Diversity Lead working with students from a range of subject areas.

Involving students in evaluation activity is central to our approach to measuring impact and ensuring continuous improvement. Our peer-led Student Learning Advisor (SLA) scheme actively seeks SLAs' feedback on learning, teaching and student support both in their roles as learners and as members of a teaching team. We are currently exploring how we can optimise this approach by linking it to other Strategy monitoring and evaluation activity.

We are also developing further the role of staff-student programme boards in evaluating strategic initiatives. In collaboration with the Students' Union, we have recently reviewed and consequently replaced traditional Boards of Study with Programme Voice Groups which adopt a fully collaborative approach to considering student feedback and co-developing programmes. We will further formalise and promote the co-creation of interventions by including on the agenda of Programme Voice Groups the evaluation of university-wide initiatives from 2019/20. This project will draw on the findings of a pilot research project into student engagement practices which are inclusive and accessible to students of colour. The research is funded by The Student Engagement Partnership (TSEP) and will be carried out in partnership between the Students' Union and the University in 2018/19.

All Strategy initiatives are reviewed at University level through Learning and Teaching Committee and its subcommittees to ensure institution-wide, embedded enhancement, with subject-specific action plans developed and prioritised by Faculty Learning and Teaching Committees. We provide funding for each department to conduct research into student achievement and satisfaction, with findings disseminated at our Annual Learning and Teaching Conference and good practice promoted by our HEA Fellowship Group. To ensure we address any barriers which impact the outcomes of students from black and minority ethnic backgrounds, we will offer training to key academic managers of Learning & Teaching in 2018/19 with a view to achieving sustainable change for 2019/20 and beyond.

2.3 Progression

Raising awareness of, access to and ambition for graduate employment across the student lifecycle is a key strategic objective. The challenge is two-fold: Our students face inequalities outside higher education because of their backgrounds and educational histories, as evidenced by recent LEO data and many other studies. Secondly, their own planning and ambition for graduate employment may be influenced by societal expectations and perceptions. Research commissioned by the Office for Students to explore student perceptions of value for money has shown that many students do not primarily focus on employment outcomes while at university. Research by our Students' Union has shown that this is particularly so for Middlesex students who are often the first in their families to enter higher education and tend to focus only on completing their degree studies. We are therefore focusing our support on awareness raising and early engagement of all students in the many opportunities offered by our Employability Service in collaboration with our Faculties. Development of employability is linked to the University's personal tutoring

scheme to ensure early and sustained engagement with work-related opportunities. We will also increase further the number of employability ambassadors based on the outcome of a 2017/18 pilot which has demonstrated that peer role models boost engagement and confidence.

A further aim of our strategy is to build external support for the University's mission through corporate, policy and community engagement. Working with large employers such as the Ministry of Justice and KPMG to improve social mobility and the diversification of workforces, we are leveraging our expertise in working as a diverse community to create work-related opportunities and networks for our students.

Our interventions are designed to engage students who commute, have caring responsibilities or work commitments, and lack family or community networks which aid them in progressing into graduate employment. They include:

- Flexible work-related opportunities suited to the circumstances of students who may not be in a position to take up extended placements and would benefit from alternative forms of engaging with the world of work;

- Support for the development of business ideas and start-ups in collaboration with employers, alumni and the local community;

- Co-curricular provision focusing on peer-led activities in multidisciplinary teams which enable students to recognise their own expertise and allow them to work with role models of a similar age and experience;

- Wellbeing support linked to resilience at work in order to prepare students for the transition into work and the challenges ahead.

In addition to these universal interventions we are piloting a range of support measures which address differences in employment outcomes for black and minority ethnic students. These initiatives have been developed with employers and charities and focus on positive role modelling as well as leadership and confidence building. Peer support is central to these initiatives and we have included a 'train the trainer' programme so we can roll out successful initiatives in future cohorts. In our employability support, too, we view the diversity of our students as a resource and are using peer groups to support the articulation of their diversity, culture, lived experiences and aspirations.

We have identified the transition into employment for students with disabilities as a further area of increased support and offer workshops for final year students that focus on applying for jobs, interview practice, disclosing disability, and rights relating to reasonable adjustments at work.

To enable us to offer personalised and targeted support to students, we have substantially increased the number of on-campus employability advisors and also strengthened placement support for our Faculties. Engagement with alumni and employers is coordinated across our professional services and includes teaching, research and corporate links. The overarching commitment is to extending peer support in this area based on student feedback on the value of peer role models in building engagement, confidence and a sense of identity and belonging in an academic community. In addition to the evaluation mechanisms described in the 'Success' section above, we are in the process of setting up employability focused evaluation activity and lead indicators which will be in place from 2018/19 and inform interventions for 2019/20.

2.4 Equality and diversity

The targets and objectives set out in this document are shared across our internal policies and processes, including the University's Equality Objectives and responsibilities under the Equality Act 2010. The delivery and implementation of equality and diversity policies and schemes is overseen by the Equality, Diversity and Inclusivity Committee, which considers relevant changes in legislation and the outcomes from equality monitoring and evaluation, and recommends actions and policy developments accordingly.

To strengthen existing governance and processes, we have recently established a Diversity Advisory Board whose membership includes external experts, University and Students' Union representatives and a member of the governing body. The Board reviews and shapes the University's approach to ensuring equality and developing diversity as a signature Middlesex strength.

Middlesex University has become the first UK university to be awarded the UK Investor in Equality and Diversity (UKIED) Corporate Gold/Embedded Charter Mark in recognition of its robust and extensive equality and diversity framework which the assessors found to be meaningfully embedded across the University's practices and processes. The final report highlighted that there was "overwhelming and compelling evidence, particularly in relation to students, that Middlesex University is genuinely committed to embedding equality, diversity and inclusion (EDI) within all elements of the learner experience."

2.5 Student consultation and involvement

This Access and Participation Plan has been co-developed with Students' Union representatives who have been part of the steering group developing the document. In this they have been part of the process of production, discussed the developing draft, and agreed final versions of the document both as members of the steering group and through their engagement with the governance structures of the University. The activity and developments identified in this document have also been shaped through the significant involvement of the Students' Union in the development of the 2017-2022 strategy.

Working in partnership with the Students' Union, we have strengthened in the past year student representation and active participation in evaluating and enhancing learning and teaching. Students have shaped and co-developed the strategic interventions set out in this submission. The President of the Students' Union chairs the Student Experience Sub-committee of the University Learning and Teaching Committee and in this capacity initiates and shapes recommendations for key academic developments to the Academic Board. We have reviewed jointly with the Students' Union our Board of Studies mechanism, replacing traditional boards with Programme Voice Groups which are now co-chaired by student representatives from all subject areas. The Students' Union leads on a number of initiatives seeking feedback from students about their learning and campus experience, such as carrying out a series of themed 'student conversations'.

We have created the post of a Student Engagement Officer who spends 50% of her time in the Students' Union and works with officers to engage student representatives across the University in developing learning and teaching at Middlesex University.

3 Access, student success and progression measures

3.1 Access measures

As in all areas of activity, we have adopted a 'Theory of Change' approach to model the anticipated impact of our access interventions and developed a set of interim outcomes which enable us to evaluate the success of our work incrementally and adopt proxy measures for objectives that may not be fully realised for a number of years, for instance in the case of work we currently undertake with younger learners.

We will continue to use the Higher Education Access Tracker to understand the long-term impact of our interventions, making use of HEAT's various datasets and tools including the postcode profiler and survey tool.

Transferable skills and careers planning

Our 'Make your Mark' framework with its key strands for the development of transferable skills and careers awareness remains our central outreach initiative and will be developed and evaluated further. In the recent development of the programme we have reduced the number of one-off interactions that are difficult to evaluate in terms of impact on individual learners and moved towards more continuous support where the most vulnerable and disadvantaged students have the opportunity to engage with higher education repeatedly and over a longer period of time.

Evaluation of our on and off campus events in 2017/18 suggests that whilst most students are seeing positive interim outcomes from attending our events, there remain some who do not engage with either attainment or aspiration raising activities. To address this, in 2019/20 we will make the interventions less didactic and introduce more group-led, exploratory elements. We will also extend our pathway tool that helps students navigate potential routes into higher level learning, including vocational pathways such as apprenticeships. The development of 'Make your Mark' is linked to growth industry areas set out in the Government's Industrial Strategy.

We will develop our digital provision and Microsite further in 2019/20 to include information for even younger students, their teachers and advisers.

Attainment Projects

Attainment remains one of the key barriers to entry into higher education and we will continue to invest in initiatives like the 'Maths for Life' programme which supports students, particularly in further education colleges, studying for Level 3 qualifications whilst continuing to work on completing the GCSE qualifications required to progress into higher education. These programmes are delivered by current Middlesex students trained as learning mentors. We measure progress through tracking improvements in subject knowledge and increased confidence in the subject area, teacher testimony and systematic recording of progress by mentors, but also use measures such as the *maths resilience scale* developed by Kooken et al. (2013).

CPD for teachers and joint peer observation

We will extend the offer of CPD sessions for teachers in our partner schools and across the Borough of Barnet to a wider range of subject areas. These sessions provide input from

Middlesex lecturers to enhance teachers' subject knowledge but also serve as an opportunity for secondary and HE teachers to share expertise and understanding across sectors to ensure better transitions for students and more aligned curricula. The network also offers the opportunity to take part in peer observations in schools or at the University to enhance the understanding of learning interactions in both settings.

Public engagement events

We offer over 400 events each year, ranging from concerts to conferences and festivals. A specific focus is to increase diversity and widen participation in STEM through the Arts. The numbers attending these events is rising year on year. Over 5000 visitors attended SMASHfestUK, an interactive festival based on Science, Technology, Engineering and Arts. Each year the focus is on a different natural disaster, exploring how to survive and rebuild society after the events. In addition, over 6000 school children were involved in completing specific tasks prior to the main event in February 2018.

The annual STEM Festival offers an opportunity to schools and families to take part in various interactive activities and demonstrations exploring research in science, technology, engineering and mathematics carried out at Middlesex University. Our students are involved in planning and delivering these large-scale events which attract over 1000 visitors. We are also involved in national events such as New Scientist Live in London and the Skills Show in Birmingham where around 100 Middlesex staff and students offered workshops and competitions on Robotics, Automation and Mechatronics in November 2017.

3.2 Success measures

Activity planned for 2019/20 will focus on the enhancement and embedding of initiatives we have piloted and evaluated in 2017/18 and 2018/19. In line with research on addressing differential outcomes, we have developed and embedded universal interventions arising from innovative practice identified across subject areas. Where our evaluation measures indicate that outcomes for specific groups do not improve at the expected rate, we will further pilot targeted interventions for specific cohorts. Ongoing pilot projects to improve employment outcomes of BME students include alumni mentoring and workshops to improve confidence and articulate aspirations. These initiatives are promoted at all levels of study and expected to impact retention and achievement through increased engagement.

Through a dedicated Student Engagement Officer in our Academic Quality Service, we also draw on research and evaluation carried out by the Students' Union who offers a range of initiatives highlighting the experience of black and minority ethnic students. These include a Black History Month programme of activities, networking support for students and support for a mental health week focused on the issue of mental health amongst black students.

Extension of inclusive curriculum project

The inclusive curriculum project, informed by consultancy from Professor Liz Thomas, is now embedded across programmes with clear threshold standards set and developed annually. The project ensures the availability of online materials across all modules to support learning both before and after timetabled learning sessions. Student feedback indicates that students value in particular the opportunity to learn at their own pace outside the classroom and ask questions in an anonymous forum. We are extending online

provision and interactions accordingly and investigating whether this benefits in particular students from ethnic minority backgrounds.

In 2017/18 we mapped against our curricula a set of Graduate Attributes which includes the development of cultural competency as a feature of all programmes. This aspect of the inclusive curriculum includes recognising, valuing and using different experiences and perspectives in our teaching and learning interactions. We will work with the Students' Union in 2018/19 to promote these attributes and involve students in the further development of diversity as a signature strength of the Middlesex learning experience.

Personal Tutoring

In 2017/18 we piloted a personal tutoring scheme which is linked to tracking of student engagement. We created two new posts to develop with each department meaningful engagement metrics relevant to the patterns of engagement in a discipline area. The pilot is undergoing evaluation with a view to further developments over the next two years, including the introduction of comprehensive learning analytics and the training of academic advisors in mental health issues and employability support.

Further expansion of the Student Learning Advisor (SLA) scheme

Successful students (2:1 and above equivalent in module grades) are trained to provide coordinated peer learning support across programmes. Feedback from students and staff demonstrates that this now established initiative continues to be valued and the SLAs themselves report that being employed in this way provides them with valuable skills which bring advantages when they start their careers. The original evaluation of the scheme demonstrated a significant lift in module outcomes for those modules with Student Learning Advisors embedded, and this year's evaluation similarly demonstrated positive student response to the intervention. 84% replied that SLA support had had a positive impact on their assessment grades and 80% replied either "definitely" or "most likely" that SLA support had contributed to the student embracing new ways of learning.

Noting the positive impact on student progression and achievement from this support, the University will continue to increase funding for the scheme to ensure that each first-year programme has access to SLA support in 2019/20.

Diversity workshops and activities

Developed by the University's Diversity Lead, cross-cultural communication activities will be rolled out to all students starting in 2018/19 as part of their introduction programme. Following evaluation of this initiative, a Diversity Toolkit and additional workshops and co-curricular modules will be developed and piloted during 2019/20.

International experiences and Internationalisation at Home

We believe that international experiences and placements will build our students' confidence, networks and employment opportunities. As part of our pledge under the UUKi 'Go International: Stand Out' Charter, we have committed to increasing the number of students from disadvantaged backgrounds who study, work or volunteer abroad. Specifically, we will work over the next three years to develop flexible, shorter placements and improve data capture and reporting.

For students who are not able to go abroad, we intend to develop co-curricular opportunities which draw on the diversity of our London and international campuses. We will further resource and extend our Language and Culture Exchange scheme which has seen over 500 students enrol in language and culture tandem learning partnerships during its pilot phase in 2017/18.

Free eTextbooks

In addition to free printing for all students, our free eTextbooks scheme continues to receive highly positive feedback from students. Usage information for each book is part of a set of engagement data which is used by Faculties and student support teams to identify students/cohorts in need of additional support. Following an extension to the project with a range of interactive materials we are piloting and evaluating further functionalities, also with a view to developing digital literacy.

Raising awareness of student support services

Feedback from students in their final year indicates that they are often not aware of the full range of support which is available to them. This can impact negatively on their success, especially if they do not come from a background where experience of higher education is common. To address this issue and foreground to students the wide range of academic and wellbeing support available, we piloted a Student Success Festival during 2016/17, with staff from a wide range of support services and the Students' Union presenting their services in an engaging manner. Feedback was very positive and students reported that they felt more confident in approaching staff. In light of this feedback and research that indicates that BME students are less likely to engage with support services, we have increased the number of events and are planning to offer a range of themed student support fairs.

We review ethnicity data in relation to access to all types of Student Support services, including wellbeing interventions and activities. We use focus groups and webinars to explore the experiences and needs of those students whose ethnic groups are under-represented in accessing services and collaborate with the Students' Union to promote support opportunities where patterns of low access are identified.

Care leavers and estranged students

Our commitment to care leavers and estranged students is set out in our pledge to the 'Stand Alone' charity. This includes a welfare advice guide and specific finance and funding advice for care leavers and estranged students, the provision of priority accommodation and dedicated pre-entry support. Care leavers and people estranged from their families receive priority funding through the Student Support Fund. Peer to peer support has been identified as the intervention most valued by students and will be further extended and supported by specialist University staff. For 2019/20 we will identify alumni role models and link these to individual students and peer-to-peer support groups.

Disabled students and students with mental health conditions

Supporting students with a disability remains a priority for all student support services and their Faculty business partners. Faculty disability advisors provide expertise for academics and disabled students in particular fields of study. Support measures range from early contact with applicants disclosing a disability to encourage registration and application for

DSA, to a Library Induction and Library Buddy scheme available to students with disabilities. We have made substantial and sustained investments into our Counselling & Mental Health service and offer a range of support modalities, with specialist support now including a Counselling Psychologist and a range of honorary practitioners.

We have invested in an online self-guided resource to support students with depression, anxiety and eating issues. As part of our emerging wellbeing strategy, we plan to introduce therapeutic and wellbeing groups over the next few years.

Activity supporting Wellbeing Strategy

An area of substantial financial investment and strategic intervention is a proactive approach to student mental health and wellbeing. Researchers in our Psychology Department are involved in the development and evaluation of interventions, as are student representatives who sit on recruitment panels for student-facing posts in this area. The strategy will see the implementation of a comprehensive, mainstreamed wellbeing programme with targeted events, initiatives, online self-guided materials and information for students with psycho educational needs, mental health conditions and a range of disabilities. A post has been created specifically to support Faculties and students in developing proactive peer-led initiatives over the next two years.

3.3 Progression measures

To engage students who are not in a position to undertake longer placements, we are developing further the 'menu' of work-related opportunities ranging from alumni mentoring to one-week and one-year paid placements. We are also investing further in work and placement opportunities on campus and in the community, which allow students living at home to combine study and work without having to move away from their families.

Key initiatives to be fully implemented and embedded in 2019/20 are:

- Substantial investment in our Community Placement scheme which is run by our Students' Union and provides paid opportunities for our commuting students to work close to campus on projects supporting local improvements. Each placement is tailored to match the skills taught on academic programmes, student feedback about the skills and interests they want to develop and the needs of local partner organisations. Projects in the current year have included working with refugees in Barnet and developing a mental health app for local school children.

- The MDXcel initiative which links students from different discipline areas with London businesses that are looking for solutions across digital marketing, software development, product design and business modelling. This collaborative, experiential learning opportunity is offered as a co-curricular and curriculum embedded option. The pilot has met with considerable interest and offers of collaboration from employers and community groups.

- The MDXcelerator which offers support from conceptualisation to market for Middlesex students and graduates who are looking to start their own business. Students receive staged interventions from start-up support specialists and mentors. The programme is linked to the University's Enterprise Development Hub and Crowdfunding platforms.

We are offering alumni mentoring to our undergraduate students and have placed particular focus on providing role models and support for BME students. Interventions focused on improving graduate employment for BME students include:

- A pilot Leadership Programme in collaboration with Elevation Networks, an Afro-Caribbean alumni network. This project will run in 2019 with 30 to 40 students and focus on positive role modelling, leadership and confidence building.

- We will offer 'Diversity Leadership' internships with employers seeking to diversify their workforce and are developing 'Application Bootcamps' working with these industry partners.

- We will run a series of workshops exploring 'Confidence in Aspirations' in partnership with a diversity engagement consultancy run by a Middlesex alumna.

The focus of activity scheduled for 2019/20 will be on rolling out pilot schemes developed and evaluated in 2017/18 and 2018/19 to students at all levels of study. Support from the Employability Service is available to Middlesex graduates for life. We will therefore make the most effective initiatives available to recent graduates.

4 Investment

As stated, a significant majority of students fall into at least one of the widening participation categories. This would indicate, from the current OfS guidance, that we should continue to be spending around 15% of higher fee income on access and participation measures. Our total investment in access, success and progression activities and financial support is set out in the 2019/20 Resource Plan accompanying this submission.

In 2019/20, we will invest 18.1% of higher fee income in access and participation (£6,008,000). Our focus will continue to be investment in student success measures (12.8% of HFI – £4,250,000), with access spend constituting 2.2% of HFI (£720,000), progression investment 1.4% (£480,000) and investment in financial support 1.7% of HFI (£558,000).

We remain committed to sustained investment in identified priority areas. Investment decisions are reviewed annually and guided by evidence of impact. This includes our approach to providing financial support to students.

Financial support and impact

The University offers a range of financial support to students, with a particular focus on those from under-represented groups.

The **Student Support Fund** makes annual payments of £438K, financing up to 50% of the discrepancy between income and expenditure for eligible students in each year of study in which the student makes an application. The fund prioritises particular groups of students, including mature students, those with caring responsibilities, students with disabilities, care leavers and estranged students and those who are or have been homeless. Other target groups include those at risk of dropping out of higher education and those experiencing

particular financial difficulties. Assessment of applicants' financial deficit is made using an assumed income of £1,869 per annum against evidenced expenditure.[1]

A total of 20 **Community Scholarships** of £6,000 each (£2,000 in each year of study) are delivered in collaboration with four London boroughs - Barnet, Brent, Waltham Forest and Enfield – in order to reach the most financially disadvantaged groups in schools and colleges. The scholarships are awarded to new undergraduate students who have succeeded in overcoming challenging personal circumstances and who can demonstrate that they have been role models within their school, college or community. Five of these scholarships are reserved for mature students looking to progress to higher education.

A number of smaller awards are additionally available totalling a commitment of £8,500 per academic year.

Free printing is provided to all students for the duration of their programme of studies. No individual financial cap is placed on this beyond an expectation of reasonable usage. Students also receive one **free e-textbook** per module throughout their studies.

The full range of the university's scholarships and bursaries for undergraduate and postgraduate students can be found on https://www.mdx.ac.uk/study-with-us/fees-and-funding/scholarships-and-bursaries

Analysis of the impact of Middlesex's approach to financial support shows that there is a statistically significant relationship between the receipt of support and improved continuation rates for new first year undergraduate students, and that this is true regardless of ethnicity, age, disability status, residency and area of study. The data also shows that receipt of financial support was a statistically significant factor in the attainment of a good honours degree for final year students. In particular, those in receipt of payments of £3,000 and more performed well above expectations given their demographic and circumstantial data. Students who did not receive support performed more poorly compared to expectations.

Building on analysis undertaken to date, the University is undertaking an in-depth review of the financial support provided to students in 2018/19, with a view to introducing a cohesive financial support package for 2019/20. The review will draw on quantitative and qualitative data to design a financial package that will deliver maximum impact to students. The University will work with students to co-create the new model, and will look across current organisational structures to consider a further consolidation of resource to support this work.

5   Provision of information to students

Information on fees and financial support is provided on every course page for prospective and current students, so that it is transparent from the earliest point in the applicant journey. It is also included in the printed prospectus.

Information is also available as part of the University's applicant and student portals, through the University Student App, and on promotional material for student support

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[1] Full guidance can be found at https://unihub.mdx.ac.uk/__data/assets/pdf_file/0019/246115/SFS-guidance-2017.pdf

services. Formal offer literature includes information on fees and financial support. There is a consolidated financial support and scholarships section with FAQs.

Additionally, we provide a regular e-newsletters to influencers in local schools and colleges who receive updates on tuition fee costs and our scholarship offer. We also have a parents' area on our website and use this to ensure parents have access to the most accurate and up-to-date information from us and wider higher education sources.

In addition to all of the above we produce and distribute a Fees and Funding printed booklet annually for enquirers and applicants that outlines our Fees and Scholarship offer.

Applications to all university funds are made via an online application form. The university does not rely on students agreeing to share information from their student loan form in order to obtain financial support.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Middlesex University is committed to maintaining the real terms value of the experience of our students. If the government permits an inflationary increase in tuition fees the University therefore intends to apply it.		
Full-time course type:	**Additional information:**	**Course fee:**
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		£9,250
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree	10025435 CTC AVIATION TRAINING UK LIMITED	£9,250
First degree	10048850 HELICENTRE AVIATION LIMITED	£9,250
First degree	10006512 TAYSIDE AVIATION	£9,250
First degree	10001539 COLLEGE OF ANIMAL WELFARE	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		£6,935
Foundation degree		*
Foundation year / Year 0		£6,935
HNC / HND		*
CertHE / DipHE		£6,935
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

					Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body								
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Maintain participation of UK young first-time first degree students from state school or colleges above the HESA benchmark, which currently is 96.7% for 15/16 entrants	No	2014-15	98.1%	98.9%	98.9%	98.9%	98.9%	98.9%	
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Improve participation of UK young first-time first degree students from low participation neighbourhoods (as adjusted by POLAR3) at current levels	No	2014-15	6.5%	7.6%	7.7%	7.8%	7.9%	8.0%	Low participation neighbourhoods are likely to remain outside of the main catchment areas of the university and hence continued improvement above benchmark would be unexpected.
T16a_03	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Maintain participation of UK young first-time first degree students from age-adjusted NS-SEC classes 4 to 7 above the HESA benchmark, currently 38.4%	No	2014-15	56.3%	59%	60.2%	60.2	60.2%	60.2%	NS-SEC indicators not published from 2017 onwards. Recommendation therefore to discontinue this target. Targets are already included on low participation neighbourhoods and low income households.
T16a_04	Access	Disabled	**Other statistic** - Disabled (please give details in the next column)	Improve participation of UK first degree students with a declared disability	No	2015-16	7%	8.5%	9%	9.5%	10%	10.5%	
T16a_05	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Maintain proportion of UK first degree students new entrants from ethnic minorities	No	2015-16	62%	62%	62%	62%	62%	62%	
T16a_06	Access	Low income background	**Other statistic** - Low-income backgrounds (please give details in the next column)	Maintain proportion of UK FT UG students from low income households	No	2012/13	37.4%	39.5%	40%	40.5%	41%	42%	
T16a_07	Student success	Other (please give details in Description column)	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Improve non-continuation following year of entry of UK FT young first degree students	No	2013-14	12.3%	10.5%	9%	8%	7%	6.5%	Rate is expected to worsen for the 15/16 and 16/17 intakes as a result of increasing access through the Foundation Year entry route with significant improvement predicted after this as interventions prioritised in the new Middlesex Strategy take effect. Improvement in latter years of the targets likely to be more challenging as targets represent significant performance better than expected HESA benchmark.
T16a_08	Student success	Mature	**HESA T3a** - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Improve non-continuation following year of entry of UK FT mature first degree students	No	2013-14	17.8%	12%	11%	10%	9%	8.5%	Improvement in latter years of the targets likely to be more challenging as targets represent significant performance better than expected HESA benchmark.
T16a_09	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Improve non-continuation following year of entry of UK FT young first degree students from low participation neighbourhoods	No	2013-14	12.3%	10.5%	9%	8%	7%	6.5%	Rate is expected to worsen for the 15/16 and 16/17 intakes as a result of increasing access through the Foundation Year entry route with significant improvement predicted after this as interventions prioritised in the new Middlesex Strategy take effect. Improvement in latter years of the targets likely to be more challenging as targets represent significant performance better than expected HESA benchmark.
T16a_10	Student success	Disabled	**Other statistic** - Disabled (please give details in the next column)	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students with a disability	No	2014-15	66%	66%	66%	66%	66%	67%	
T16a_11	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Maintain proportion of UK BA and PGCE students (new entrants) from black and ethnic minorities above 20%	No	2015-16	28%	20%	20%	20%	21%	22%	
T16a_12	Access	Other (please give details in Description column)	**Other statistic** - Gender (please give details in the next column)	Increase proportion of male UK BA Primary students (new entrants) from 7% to 15% in 5 years	No	2015-16	11%	13.3%	15%	15%	16%	17%	
T16a_13	Access	Other (please give details in Description column)	**Other statistic** - Other (please give details in the next column)	Increase proportion of UK BA Primary students (new entrants) coming from non-standard entry routes, including Access routes, from 15% to 20% in 5 years	No	2015-16	20%	19.5%	20%	20%	21%	21%	

T16a_14	Student success	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students from an ethnic minority	No	2014-15	61%	63%	64%	65%	66%	67%	
T16a_15	Student success	Low income background	**Other statistic** - Low-income backgrounds (please give details in the next column)	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students from low income households	No	2011-12	56%	64%	66%	68%	68%	69%	
T16a_16	Access	Part-time	**Other statistic** - Part-time (please give details in the next column)	Grow numbers of PT UG students to 1% of total intake	No	2015-16	0.02%	2%	2%	2%	2%	2%	
T16a_17	Progression	Ethnicity	**Other statistic** - Progression to employment or further study (please give details in the next column)	Increase proportion of BAME graduates in graduate level jobs to 66%	No	2013-14	63%	66%	66%	68%	70%	72%	
T16a_18	Success	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Reduce the disparity in internal non-continuation between care leavers and the institutional average (London campus, October intake, UG, UK, FT new students)	No	2017-18	10.6%	8%	6%	4%	2%	0%	2017-18 baseline year relates to those students starting in 2016-17. Measure is internal non-continuation which differs from the HESA non-continuation metric and most notably does not include transfers. Targets relate to relative disparity rather than absolute non-continuation rates. UK uses domicile as its data definition.

								Yearly milestones (numeric where possible, however you may use text)					

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Numbers of attendees at taster events, workshops, IAG sessions and HE fairs from target groups Years 11/12	No	2010/11	3500	5700	5700	5800	5850	5900	
T16b_02	Access	Other (please give details in Description column)	Management targets	Propensity to attend HE feedback within targetted groups	No	2013-14	80%	88%	90%	90%	90.5%	90.5%	Will be measured through surveys/questionaires for all attendees at all events.This target is already high and unlikely to improve further.
T16b_03	Access	Other (please give details in Description column)	Operational targets	Participation in HE by targeted schools on Outreach scheme(Hendon, Capital City&Oasis Academy.	Yes	2012/13	na	205	210	215	220	225	Baseline data based on overall acceptances these schools had through UCAS applications.
T16b_04	Progression	Other (please give details in Description column)	Management targets	Awareness & understanding of financial support available to disadvantaged students	No	2012/13	58.5%	72.5%%	73%	73.5%	74%	74%	Ensure awareness, application process and eligbility criteria is clear enough to ensure those we are eligible apply for and are awarded scholarships/grants.Due to changes of the way we communicate with students this target needs to be revised.
T16b_05	Access	Other (please give details in Description column)	Outreach / WP activity (summer schools)	Number of participants from target groups in summer projects	No	2010/11	400	550	550	560	570	580	
T16b_06	Access	School sponsorship	Outreach / WP activity (collaborative - please give details in the next column)	Number of schools/colleges agreeing to formal strategic partnership to support access to HE	No	2012/13	n/a	30	30	30	30	30	Numbers of schools indicated. We do not anticipate growing this number further due to increased focus on attainment.
T16b_07	Other/Multiple stages	Other (please give details in Description column)	Management targets	Feedback on value of information and support provided to students prior to and during their studies	No	2012/13	n/a	40%	40%	41%	42%	42%	% of students completing survey indicated.Due to changes in the way we communicate with students, this target needs to be revised.
T16b_08	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Number of prospective mature learners participating in events	No	2012/13	n/a	1200	1250	1300	1350	1350	Due to the national decline in mature students accessing HE we do not aniticipate a further increase in 2022/23
T16b_09	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Number of Year 7-9 pupils attending Aspirational Projects	No	2011/12	1100	1570	1640	1640	1700	1700	Number of projects have now merged/changed format thus the change in description
T16b_10	Access	Other (please give details in Description column)	Management targets	Number of Schools participating in our Outreach Framework Scheme(previously Ladder of Learning)	No	2014-15	4	15	15	15	15	15	In order to focus on attainment we must keep the numbe rof schools small and therefore do not anticipate growign this target
T16b_11	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Number of Learners targetted through collaborative projects(Linking London,AccessHE, IntoUniversity)	Yes	2014-15	200	300	325	350	350	375	
T16b_12	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Number of staff eg careers advisers/teachers targeted through collaborative projects(Linking London, AccessHE	Yes	2014-15	20	60	60	65	70	70	
T16b_13	Access	Attainment raising	Operational targets	Percentage of learners on Outreach Activity Framework that have demonstrated an increase in attainment above predicted attainment	No	2016-17	n/a	22%	24%	24%	25%	25%	This will be measured on progress 8 data. Data on attainment will be collected annually and compared to demonstrate whether attainment has been raised above expectation(had there been no interventions)
T16b_14	Access	Disabled	Operational targets	Number of disabled students participating in Outreach projects	No	2017-18	20	25	25	30	30	35	