2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Middlesex 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

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

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 a Theory of Change model to inform our access activity, and have adopted the Amosshe Value and Impact toolkit (http://www.amosshe.org.uk/valueand-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. Self-assessment of targets

The tables that follow provide a self-assessment by Middlesex 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 Middlesex 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 (Access)	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	2014-15	98.1%	98.9%	98.9%	Percentage	2019-20	98.9	Expected progress
T16a_02 (Access)	Improve participation of UK young first-time first degree students from low participation neighbourhoods (as adjusted by POLAR3) at current levels	2014-15	6.5%	7.6%	7.7%	Percentage	2019-20	0	Limited progress
T16a_03 (Access)	Maintain participation of UK young first-time degree students from age-adjusted NS-SEC classes 4 to 7 above the HESA benchmark, currently 38.4%	2014-15	56.3%	59%	60.2%	Percentage	2019-20	0	Limited progress
T16a_04 (Access)	Improve participation of UK first degree students with a declared disability	2015-16	7%	8.5%	9%	Percentage	2019-20	9.1	Expected progress
T16a_05 (Access)	Maintain proportion of UK first degree students new entrants from ethnic minorities	2015-16	62%	62%	62%	Percentage	2019-20	67.5	Expected progress
T16a_06 (Access)	Maintain proportion of UK FT UG students from low income households	2012/13	37.4%	39.5%	40%	Percentage	2019-20	31	No progress
T16a_07 (Student success)	Improve non-continuation following year of entry of UK FT young first degree students	2013-14	12.3%	10.5%	9%	Percentage	2018-19	10.8	Expected progress
T16a_08 (Student success)	Improve non-continuation following year of entry of UK FT mature first degree students	2013-14	17.8%	12%	11%	Percentage	2018-19	13.9	Limited progress

T16a_09 (Student success)	Improve non-continuation following year of entry of UK FT young first degree students from low participation neighbourhoods	2013-14	12.3%	10.5%	9%	Percentage	2018-19	11	Limited progress
T16a_10 (Student success)	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students with a disability	2014-15	66%	66%	66%	Percentage	2019-20	84.3	Expected progress
T16a_11 (Access)	Maintain proportion of UK BA and PGCE students (new entrants) from black and ethnic minorities above 20%	2015-16	28%	20%	20%	Percentage	2019-20	63	Expected progress
T16a_12 (Access)	Increase proportion of male UK BA Primary students (new entrants) from 7% to 15% in 5 years	2015-16	11%	13.3%	15%	Percentage	2019-20	7	No progress
T16a_13 (Access)	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	2015-16	20%	19.5%	20%	Percentage	2019-20	43	Expected progress
T16a_14 (Student success)	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students from an ethnic minority	2014-15	61%	63%	64%	Percentage	2019-20	81.3	Expected progress
T16a_15 (Student success)	Maintain achievement of good honours (1st & 2:1) amongst UK FT UG students from low income households	2011-12	56%	64%	66%	Percentage	2019-20	70	Expected progress
T16a_16 (Access)	Grow numbers of PT UG students to 1% of total intake	2015-16	0.02%	2%	2%	Percentage	2019-20	2	Expected progress
T16a_17 (Progression)	Increase proportion of BAME graduates in graduate level jobs to 66%	2013-14	63%	66%	66%	Percentage	2019-20	0	No progress
T16a_18 (Success)	Reduce the disparity in internal non-continuation between care leavers and the institutional average (London campus, October intake, UG, UK, FT new students)	2017-18	10.6%	8%	6%	Percentage	2019-20	-1.5	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)	Numbers of attendees at taster events, workshops, IAG sessions and HE fairs from target groups Years 11/12	2010/11	3500	5700	5700	Headcount	2019-20	5847	Expected progress
T16b_02 (Access)	Propensity to attend HE feedback within targetted groups	2013-14	80%	88%	90%	Percentage	2019-20	94	Expected progress
T16b_03 (Access)	Participation in HE by targeted schools on Outreach scheme(Hendon, Capital City&Oasis Academy.	2012/13	na	205	210	Headcount	2019-20	196	No progress
T16b_04 (Progression)	Awareness & understanding of financial support available to disadvantaged students	2012/13	58.5%	72.5%%	73%	Percentage	2019-20	82.1	Expected progress
T16b_05 (Access)	Number of participants from target groups in summer projects	2010/11	400	550	550	Headcount	2019-20	565	Expected progress
T16b_06 (Access)	Number of schools/colleges agreeing to formal strategic partnership to support access to HE	2012/13	n/a	30	30	N/A (see description / commentary)	2019-20	33	Expected progress
T16b_07 (Other/Multiple stages)	Feedback on value of information and support provided to students prior to and during their studies	2012/13	n/a	40%	40%	Percentage	2019-20	74	Expected progress
T16b_08 (Access)	Number of prospective mature learners participating in events	2012/13	n/a	1200	1250	Headcount	2019-20	1479	Expected progress
T16b_09 (Access)	Number of Year 7-9 pupils attending Aspirational Projects	2011/12	1100	1570	1640	Headcount	2019-20	1651	Expected progress
T16b_10 (Access)	Number of Schools participating in our Outreach Framework Scheme(previously Ladder of Learning)	2014-15	4	15	15	N/A (see description / commentary)	2019-20	15	Expected progress
T16b_11 (Access)	Number of Learners targetted through collaborative projects(Linking London,AccessHE, IntoUniversity)	2014-15	200	300	325	Headcount	2019-20	326	Expected progress

T16b_12 (Access)	Number of staff eg careers advisers/teachers targeted through collaborative projects(Linking London, AccessHE	2014-15	20	60	60	Headcount	2019-20	76	Expected progress
T16b_13 (Access)	Percentage of learners on Outreach Activity Framework that have demonstarted an increase in attainment above predicted attainment	2016-17	n/a	22%	24%	Percentage	2019-20	0	No progress
T16b_14 (Access)	Number of disabled students participating in Outreach projects	2017-18	20	25	25	Headcount	2019-20	32	Expected 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	£720,000.00	£735,000.00	2%
Financial Support	£558,000.00	£639,000.00	15%

4. Action plan

Where progress was less than expected Middlesex 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_02	N/A
T16a_03	N/A
T16a_06	We will continue with our plans.
T16a_08	As above, we are ensuring that continuation of mature learners is prioritised through our personal tutoring and EDI in the curriculum approach with emphasis placed on providing tutors with insights about mature learners and their needs. The Student Learning Assistants were tasked with taking on online IT support role to hep familiarise students and staff with online learning - mature students are often less comfortable with using digital technology.
T16a_09	As above, we are ensuring that continuation of learners from low participation areas is prioritised through our personal tutoring and EDI in the curriculum approach with emphasis placed on providing tutors with insights about learners from low-participation neighbourhoods and their needs. We introduced a laptop loan scheme and free internet dongles for students who don't have their own equipment to study with.
T16a_12	No
T16a_17	N/A

| T16b_03 | We will adapt our evaluation to look at percentage totals of those progressing versus headcount. |
| T16b_13 | We will continue to work with schools and data available to monitor attainment of students in our outreach work. |

5. Confirmation

Middlesex University confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes

Verification and sign off
Middlesex 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 Nic Beech
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

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

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
N/A (see commentary)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/A

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
N/A (see commentary)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/A

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?
No

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
We have seen considerable improvement on this measure since the baseline year, but are 1.9% below the 2018/19 target. We are 1.2% away from our HESA benchmark of 12.7%
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
As above, we are ensuring that continuation of mature learners is prioritised through our personal tutoring and EDI in the curriculum approach with emphasis placed on providing tutors with insights about mature learners and their needs. The Student Learning Assistants were

tasked with taking on online IT support role to hep familiarise students and staff with online learning - mature students are often less comfortable with using digital technology.

Target reference number: T16a_09

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

We have seen considerable improvement on this measure since the baseline year, and are just 0.5% away from the 2018/19 target. We are just 0.4% away from our HESA benchmark of 10.6%

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

As above, we are ensuring that continuation of learners from low participation areas is prioritised through our personal tutoring and EDI in the curriculum approach with emphasis placed on providing tutors with insights about learners from low-participation neighbourhoods and their needs. We introduced a laptop loan scheme and free internet dongles for students who don't have their own equipment to study with.

Target reference number: T16a_12

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

No. Cohort size is small. The difference between 11% in baseline year and 7% in current year is a fall of 2 male students (from 5 to 3)

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

No

Target reference number: T16a_17

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

N/A (see commentary)

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

N/A

Target reference number: T16b_03

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

No- Cohort size was smaller than previous years and therefore not comparable.

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

Target reference number: T16b_13
How have you met the commitments in your plan related to this target?
No-Due to changes of projects being delivered in the Covid landscape and issues around engagament with schools as exams were cancelled data collected is not comparable to previous years
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
NA

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	HESA methodology has changed from POLAR 3 to POLAR 4 so the 2019/20 result is incomparable to previously agreed milestones. The 3-year trend for this measure using POLAR 4 is: 4.8 (2017/18); 5.2 (2018/19); 4.0 (2019/20) so there has been a slight decline
T16a_03	As noted previously (see column P), HESA has stopped using/publishing NS-SEC, therefore this target should be discontinued
T16a_04	
T16a_05	
T16a_06	
T16a_07	Further work in progress on intersectionality and its impact on student success. This is also being taken forward via the PT and EDI in the curriculum projects.
T16a_08	
T16a_09	
T16a_10	Covid-19 "no detriment" policy is a contributory factor in the large increase in Good Honours in 2019/20 - the policy, including extensions, alternative assessments and deferrals, specifically assisted students who experienced additional difficulties in achieving at university. We are reviewing some of the impacts of the policy, with our Students' Union, to see what might be useful to extend into longer term learning and teaching, assessment and support practice.
T16a_11	
T16a_12	
T16a_13	Cohort size is small, hence the large difference in percentage between years
T16a_14	Covid-19 "no detriment" policy is a contributory factor in the large increase in Good Honours in 2019/20 - the policy, including extensions, alternative assessments and deferrals, specifically assisted students who experienced additional difficulties in achieving at university. We are reviewing some of the impacts of the policy, with our Students' Union, to see what might be useful to extend into longer term learning and teaching, assessment and support practice.
T16a_15	
T16a_16	
T16a_17	DLHE was discontinued so it is not possible to update this measure

T16a_18	
T16b_01	
T16b_02	
T16b_03	Cohort size for all 3 institutions for 2019/20 was only 196. The 158 number progressing to HE / L4 quals represents 81% of the cohort
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	
T16b_11	
T16b_12	
T16b_13	
T16b_14	