



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by The University of Cumbria 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

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

Our 2019-20 access and participation plan sets out the following: "Since its inception, UoC has been committed to the provision of higher education to 'first in family' students and those from underrepresented groups. The UoC Strategic Plan 2017-2020 confirms the University's commitment to accessible higher education through outreach activity, distributed learning and a course portfolio which raises and broadens students' career aspirations.

...

For the vast majority of our students, financial hardship is a barrier to continuation and attainment. To attend to this, we adopt financial support as one of our approaches to access and participation.

...

The University promotes strong, sustainable and collaborative working, as outlined in its Corporate Strategy 2017-2020. The University is the lead institution for the Cumbria National Collaborative Outreach Programme (NCOP) consortium and is a member of the Lancashire NCOP. The institution is committed to working closely with other HE providers within Lancashire and Cumbria to share best practice and aspirations around engagement with schools.

...

The University remains committed to improving equality and diversity as part of giving all students the opportunity to fulfil their potential in HE."

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Cumbria 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 The University of Cumbria'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)	Young, full time UG entrants from NS-SEC 4-7	2011-12	41.3%	N/A	N/A	Percentage	2019-20		Expected progress
T16a_02 (Access)	Young, full time UG entrants from LPN	2013-14	20.5%	22%	22.5%	Percentage	2019-20	18.6	Limited progress
T16a_03 (Student success)	Young full-time First degree entrants from LPN no longer in HE	2013-14	10%	8.4%	8%	Percentage	2018-19	12.1	Limited progress
T16a_04 (Access)	Mature, full-time UG entrants from LPN	2013-14	14.6%	15.4%	15.6%	Percentage	2019-20	10.9	No progress
T16a_05 (Access)	Full -time students (PG and UG) from BME groups (known)	2013-14	9.02%	9.6%	9.6%	Percentage	2019-20	20.4	Expected progress
T16a_06 (Access)	FT undergraduate applications from BME groups (known)	2013-14	10.7%	10.8%	10.8%	Percentage	2019-20	25.5	Expected progress
T16a_07 (Other/Multiple stages)	FT undergraduates who have been looked after	2013-14	0.0054%	0.008%	0.009%	Percentage	2019-20	1.1	Expected progress
T16a_08 (Other/Multiple stages)	Young male FT UG students from LPN POLAR quintiles 1 & 2	2013-14	32.25%	34.5%	35%	Percentage	2019-20	37.4	Expected progress
T16a_09 (Student success)	Retention target: PT first degree entrants under aged 30 no longer in HE	2013-14	13.9%	12.8%	12.5%	Percentage	2017-18	25.3	Limited progress
T16a_10 (Other/Multiple stages)	FT undergraduate students with a known disability	2013-14	11.66%	12%	12%	Percentage	2019-20	20.8	Expected progress
T16a_11 (Access)	Young full time UG entrants from State Schools or Colleges	2013-14	98.10%	98.10%	98.10%	Percentage	2019-20	98.1	Expected progress

T16a_12 (Multiple)	FT undergraduate students with a known disability (in receipt of DSA)	2017-18	8.0%	8.1%	8.2%	Percentage	2019-20	8.3	Expected progress
T16a_13 (Progression)	% of FT BME students who are employed/in further study as per DELHE data (HEIDI)	2014-15	88.7%	92%	92.5%	Percentage	2016-17	95.8	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)	Primary school activities	2012-13	220 participants	520 participants	540 participants	Headcount	2019-20	1329	Expected progress
T16b_02 (Access)	Targeted secondary school and college visits	2012-13	42 visits	320 visits	340 visits	Other	2019-20	360	Expected progress
T16b_03 (Access)	Generic campus visits	2012-13	930 participants	2000 participants	2050 participants	Headcount	2019-20	2197	Expected progress
T16b_04 (Access)	Student mentoring scheme. Access: Year 9	2013-14	140 participants	200 participants	200 participants	Headcount	2019-20	983	Expected progress
T16b_05 (Access)	Summer schools. Access: Year 10	2012-13	84 participants	150 participants	160 participants	Headcount	2019-20	1141	Expected progress
T16b_06 (Access)	Summer schools. Access: Year 12	2014-15	0	90 participants	90 participants	Other	2019-20	240	Expected progress
T16b_07 (Access)	Subject taster days. Access: Year 10 and Post-16	2012-13	20 visits days	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_08 (Access)	Schools taking part in sustained package of activity	2014-15	0	N/A	N/A	N/A (see description / commentary)	2019-20		Expected progress
T16b_09 (Access)	Futures' Programmes - access to professions	2014-15	0	220 participants	240 participants	Headcount	2019-20	258	Expected progress
T16b_10 (Access)	Collaborative aspiration raising activities	2012-13	2 interventions per year	4 interventions	4 interventions	Other	2019-20	6	Expected progress
T16b_11 (Access)	Interventions with part time/ mature learners	2014-15	0	2 interventions	3 interventions	Other	2019-20	4	Expected progress
T16b_12 (Access)	Interventions with young people in care/ care leavers	2014-15	0	3 interventions	3 interventions	Other	2019-20	3	Expected progress
T16b_13 (Access)	Interventions with young carers	2014-15	0	2 interventions	2 interventions	Other	2019-20	2	Expected progress
T16b_14 (Access)	Interventions with disabled students involving outreach and student support teams	2014-15	0	1 intervention	1 intervention	Other	2019-20	4	Expected progress
T16b_15 (Other/Multiple stages)	Faculty based subject interventions for access, retention and progression	2012-13	9 events	8 events	8 events	Other	2019-20	8	Expected progress

T16b_16 (Other/Multiple stages)	Deliver the Career Ahead award both as a stand-alone award and as part of some curriculum programmes	2012/13	40 completions	250 completions	250 completions	Other	2019-20	325	Expected progress
T16b_17 (Other/Multiple stages)	Engage effectively with employers and increase students social capital to enable them to secure graduate level employment	2012/13	25 employers / 5 events	50 employers / 10 events	60 employers / 10 events	Other	2019-20	12	Expected progress
T16b_18 (Other/Multiple stages)	Work with the Student enterprise coordinator to support student businesses and promote a culture of entrepreneurship	2012/13	3 events	10 events	10 events	Other	2019-20	11	Expected progress
T16b_19 (Student success)	Aspiration raising and retention activities	2013/14	4 events	10 events	12 events	Other	2019-20	2	Limited progress
T16b_20 (Other/Multiple stages)	Pre entry interventions - Head Start/Head Start Plus/Preparing for M Level Study and Career Ahead summer events	2012/13	640 Participants	1200 participants	1200 participants	Headcount	2019-20	1550	Expected progress
T16b_21 (Other/Multiple stages)	Transition into HE interventions - Peer mentoring schemes	2012/14	0	750 participants	800 participants	Headcount	2019-20	805	Limited progress
T16b_22 (Student success)	On-programme retention interventions - Help is at Hand events, support for intercalation, students in reassessment and Stay Ahead activities	2012/13	600 participants	850 participants	900 participants	Headcount	2019-20	1060	Expected progress
T16b_23 (Student success)	Targeted transition and retention activities - Care Leavers/ Young Carers/Estranged students and Mature Students	2012/14	0	30 participants	35 participants	Headcount	2019-20	40	Expected progress
T16b_24 (Access)	Targeted activities for young white disadvantaged males	2017-18	1 intervention	2 interventions	2 interventions	Other	2019-20	3	Expected progress
T16b_25 (Access)	Raising attainment in our partner schools	2017-18	0 interventions	1 intervention	2 interventions	Headcount	2019-20	2	Expected progress
T16b_26 (Student success)	Workshops on managing study for Level 4 students (ASD and MH)	2017-18	0	12 participants	15 participants	Headcount	2019-20	15	Expected progress
T16b_27 (Student success)	1 to 1 sessions to promote retention and higher achievement levels in SpLD students	2017-18	0	10 participants	20 participants	Headcount	2019-20	182	Expected progress
T16b_28 (Student success)	Mental health myth busting events delivered with external stakeholders	2017-18	4 events	6 events	10 events	Other	2019-20	10	Expected progress

T16b_29 (Success)	Enhanced Personal Tutor Support - students from LPNs, with mental health disability and/or care leavers	2018-19	0	Assess baseline - student feedback and retention rates	Increase retention by 0.5%	Percentage points	2019-20	0.5	Expected progress
T16b_30 (Multiple)	Peer Mentoring Scheme - students from LPNs, with a declared disability and from a BME background	2017-18	0	50 participants	75 participants	Headcount	2019-20	271	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	£491,821.28	£496,000.00	1%
Financial Support	£418,048.00	£422,000.00	1%

### 4. Action plan

Where progress was less than expected The University of Cumbria has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	We have a target in APP 2020-25 to increase access for Young Male students from POLAR4 Q1 homes. This is a very important, and stretching, target for us, requiring innovative approaches as well as more traditional outreach to schools and colleges. Our campus development in Barrow, and the development of degree-level apprenticeships, are two examples of the transformative work we are undertaking to engage those from LPNs in Lancashire and Cumbria with HE.
T16a_03	We have targets in APP 2020-25 to improve the rate of continuation for students from IMD Q1 homes and for ABMO students, who are statistically more likely than White students to be from IMD Q1 or POLAR4 Q1 homes. We are creating new roles to support student engagement, working in close liaison with academic Institutes and professional services, and investing in our processes and infrastructure for proactive support of retention.
T16a_04	We will continue to develop and actively promote routes into Higher Education for mature returners without formal qualifications or prior experience of HE. These routes include employer-sponsored cohorts and Level 3 entry to many of our Bachelors degrees. Development of provision in Barrow and through apprenticeship routes will be of benefit to this very specific student population. Our recruitment of Mature students is strong overall and we have not identified any significant performance gaps in these populations.

T16a_09	<p>This target was set before the Practice Development programmes started. We do not believe there is a genuine issue for this demographic group, despite the appearance of a very significant gap. We are committed to reviewing our Part Time students' outcomes more generally to consider whether there is any persistent differential to address. We are monitoring outcomes for the wider PT student population, at all lifecycle stages, to identify possible new targets.</p>
T16b_19	<p>We have a target in APP 2020-25 to improve the rate of continuation for students from IMD Q1 homes; and a target to raise the rate of continuation for ABMO students, who are statistically more likely than White students to be from IMD Q1 or POLAR4 Q1 homes. These targets will be pursued through the activity in that plan, adjusted as required for the conditions of the Coronavirus pandemic. A significant new resource is our creation of new roles to support student engagement, working in close liaison with academic Institutes and professional services.</p>
T16b_21	<p>Alternative activity to replace peer mentoring continues with a focus on staff facilitation during the pandemic. We intend to resume a full peer mentoring scheme following a review of the existing model and when we have the option of more on-campus engagement. While the full peer mentoring scheme is paused, students in the target groups are mentored by relevant staff, and offered engagement with online and virtual peer group sessions.</p>



## 5. Confirmation

The University of Cumbria confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The University of Cumbria 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 Julie Mennell
Position	Vice Chancellor

## Annex A: Commentary on progress against targets

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

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
Yes. We committed significant resource to outreach work with a wide range of relevant groups in pursuit of this target. Recruitment for this group is largely drawn from the Northwest of England and the low population size, coupled with the decline in the numbers of 18-20 year olds in the population, present specific challenges. Work to raise aspirations with school pupils before they reach Year 10 has been an important factor in enabling more of these young people to stay at school and gain Level 2 and 3 qualifications.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In addition to our original plans, we ran a number of additional events focussed on employment - the biggest of which was the Blue Light event - inviting school pupils from our target areas to visit campus and experience University-level study for specific careers. For the target groups, this aims to demonstrate in a very tangible way the opportunities that succeeding at school and coming to University can open up.

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
Yes. Enhanced Personal Tutoring, the Cumbria Bursary package, and improved access to relevant data to support staff teams in promoting engagement were all in place, as well as our full package of academic and pastoral support and the Skills@Cumbria service (providing study and academic skills development).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
From March 2020, extra financial support was available on a means-tested basis; we also made additional IT resource available for those unable to afford their own computer, or living with limited network access, to support them to continue studying 100% online during lockdown. We have enhanced our practice in follow-up support for students at risk of academic failure, including personal phone calls and emails from advisers to all students undertaking reassessment or deferred assessment over the summer months.

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
Yes, through our targeted promotion of portfolio designed to appeal to mature students (returners to education and career changers). We ran the planned campaigns and events dedicated to mature applicants, including taster events and open evenings. The population for this target is very specific, requiring three characteristics: to be Mature and from LPNs and to have no prior experience of HE.

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

Our additional activity in this area is focussed on the development of highly vocational, often employer- or industry-led courses including those offered as apprenticeships. The development of portfolio has been a significant factor in our increasing success in attracting mature students. Our Level 3 entry to many UG programmes creates an opportunity to access degree-level study for those without any prior experience of HE and also those with no, or few, formal Level 3 qualifications.

**Target reference number: T16a\_09**

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

Yes. All the embedded mechanisms for support of Part-time students were in effect, moving to fully online delivery from March 2020.

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

We have not taken any additional action specific to this student group. This is a small population and most of these students are on our Practice Development Framework programmes designed for students who are working, mostly full time in the NHS or other healthcare settings, and sponsored by their employers. Due to the need to juggle work and study, these programmes allow greater flexibility for students to take time out – often a whole year or more – to meet workforce deployment needs. This includes the flexibility for employers to pause students' study pending a need for professional development in a particular field. This leads students to take planned and permitted breaks in study on a pattern that is not typical for most other first-degree students.

**Target reference number: T16b\_19**

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

We met our commitments largely through one-to-one support with a limited number of events as student feedback has shown that the relevant student population is more willing to engage individually than collectively. Our approach has therefore developed to focus on individual models of support rather than events for multiple students. We ran two events and further on-campus support was available up to the March 2020 lockdown. The individual student package includes support to access academic skills and pastoral services, as targeted retention support for students from low-income backgrounds and those with intersections of disadvantage (such as Estranged students).

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

As additional measures during lockdown, activities were reshaped to be offered individually through phone, email and video calls, to respond to students' needs and prioritising additional input from staff for those with intersections of low income and additional underrepresented characteristics.

<b>Target reference number: T16b_21</b>
<b>How have you met the commitments in your plan related to this target?</b>
We met our commitments for these students through equivalent activity in the 2019/20 year. We chose to scale down our Peer mentoring scheme for the main student population, in order to conduct a review of the model (we have found the model depended on an unsustainable level of engagement from students volunteering as mentors). In all cases the target groups received equivalent alternative interventions.
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
This target has been pursued through alternative activities which seek to harness the benefits of peer-to-peer support, while eliminating the need to rely on a large number of volunteer peer mentors. We ran the Get Ahead peer-group programme to support transition for students in the priority groups. Peer-to-peer support was delivered through the "Help is at Hand" interventions by trained student assistants throughout the year. Support for transition was offered through networked student groups (led by staff and with a focus on students supporting each other) throughout the year.

## Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	Target discontinued.
T16a_02	While we acknowledge that progress on this measure has been below target, 2019/20 saw an increase of 1.4% from 2018/19. Data drawn from APP dataset.
T16a_03	This is a relatively small population of 140 students, of whom 15 did not continue in HE; we needed to retain a further 5 students to meet the target. Data drawn from APP dataset.
T16a_04	Data drawn from APP dataset.
T16a_05	Data drawn from APP dataset.
T16a_06	Data drawn from APP dataset.
T16a_07	Internal data.
T16a_08	Data drawn from APP dataset.
T16a_09	26 of the 49 "non-continuers" in this metric were students in the Practice Development Framework who remained current students but who were legitimately inactive on their flexible programme during 2019/20. We are exploring ways of representing the status of these students more accurately through HESA coding. Data drawn from APP dataset.
T16a_10	Data drawn from APP dataset.
T16a_11	Data drawn from APP dataset.
T16a_12	Data drawn from APP dataset.
T16a_13	Data from DLHE survey of 2016/17 graduates.
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	Target discontinued.
T16b_08	Target discontinued.
T16b_09	

T16b_10	
T16b_11	
T16b_12	
T16b_13	
T16b_14	
T16b_15	
T16b_16	
T16b_17	12 events.
T16b_18	
T16b_19	We provided equivalent support through one-to-one contact with 104 students in receipt of the Cumbria Bursary, which is awarded on the basis of an income assessment to students with low incomes.
T16b_20	
T16b_21	
T16b_22	
T16b_23	
T16b_24	
T16b_25	
T16b_26	
T16b_27	
T16b_28	
T16b_29	
T16b_30	