

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of Suffolk against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

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

The University's ambition is to have a clear, measurable and positive impact on the economic, cultural and educational lives of our communities and of our students. We aim to provide an inclusive and supportive environment for all students, embracing and valuing diversity and enabling our students to be active partners in their own learning. Our Learning, Teaching and Assessment Strategy has a progressive philosophy, initially providing students with a high level of support (guided learning) and moving through negotiated learning to independent learning in their final year of study. We focus on developing our students' learning skills, recognising that students do not join the University as 'independent learners' but require support and development to progress as graduates with the knowledge and skills to succeed in an ever-changing world. We aim to create agile graduates who will be ambassadors of higher education (HE) in their own communities, with the confidence and experience to be successful in their career of choice. The University aims to provide degree programmes that meet the needs of the local and national economy, in a constantly evolving world.

The University was established to raise aspirations and widen HE participation across the region. We remain committed to this and outreach activity continues to be a key priority for the University. Our progress on retention, success and progression has not been at the rate anticipated within our targets and milestones. We will continue to focus and closely evaluate our progress in these areas to ensure that students receive support to successfully remain at the University and to progress into graduate employment and further study. We have already begun this work, as detailed further in this document through a move to a block and blend pedagogy; which through initial evaluation indicates that this better supports our students to engage in their learning, with higher rates of achievement.

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Suffolk of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of Suffolk’s 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_02 (Student success)	Maintain in-year retention rate	2013-14	95%	95%	95%	Percentage	2019-20	94	Expected progress
T16a_03 (Student success)	Increase in-year achievement rate by 0.5% each year	2013-14	92.29%	94.29%	94.79%	Percentage	2019-20	90	Limited progress
T16a_04 (Progression)	Increase continuation by 1% each year (HESA data)	2012-13	89.6%	93.6%	94.6%	Percentage	2019-20	73.8	No progress
T16a_05 (Access)	Increase number of students who disclose a disability by 0.5%	2013-14	13.84%	15.84%	16.34%	Percentage	2019-20	13.7	Limited progress
T16a_06 (Access)	Increase number of students from BME background by 0.25%	2013-14	12.23%	13.23%	13.48%	Percentage	2019-20	29.1	Limited progress
T16a_07 (Access)	Increase number of care-leavers by 2 students each year until 20, then maintain	2012-13	8	20	20	Headcount	2019-20	19	Expected progress
T16a_08 (Student success)	Decrease the undergraduate, full time dropout rate by 1% each year, until 9%, then maintain	2013-14	12%	9%	9%	Percentage	2019-20	24.4	No progress
T16a_09 (Progression)	Increase graduate employability to 75% by 2021-22	2012-13	67.2%	75.2%	77.2%	Percentage	2017-18	74	Expected progress
T16a_10 (Access)	Maintain 23.3% of students from POLAR3 Q1, increasing to 24% from 2018-19 and to 24.75% by 2022-23	2014-15	23.3%	24%	24%	Percentage	2019-20	23.6	Expected progress
T16a_11 (Access)	Increase the number of POLAR3 Q1 white male students studying full-time undergraduate courses to 305 by 2022-23	2015-16	279	288	293	Headcount	2019-20	197	No progress

T16a_12 (Access)	Increase mature student entrants for full-time undergraduate degrees by 5% per year to reach 934 by 2022-23	2017-18	733	769	807	Headcount	2019-20	3197	Expected progress
T16a_13 (Access)	Increase part-time entrants to undergraduate degrees by 10% by 2022-23	2017-18	78	79	81	Headcount	2019-20	118	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)	Contribute towards raising aspirations and progression of Suffolk students onto HE by 1% each year (Suffolk County Council data)	2013-14	48.92%	52.92%	53.92%	N/A (see description / commentary)	2019-20	0	No progress
T16b_02 (Access)	Maintain the number of residential and non-residential summer schools	2013-14	5	5	5	Other	2019-20	5	Expected progress
T16b_03 (Access)	Run 1 joint summer school each year with other regional HEIs	2013-14	0	1	1	Other	2019-20	1	Expected progress
T16b_04 (Access)	Increase number of outreach activities with schools and college, both on and off campus, by 5% each year	2013-14	238	289	304	Other	2019-20	242	No progress
T16b_05 (Access)	Run 2 collaborative events with other regional HEIs	2013-14	2	2	2	Other	2019-20	2	Expected progress
T16b_06 (Progression)	Increase number of paid internships by 5 each year	2013-14	33	53	58	Headcount	2019-20	18	No progress
T16b_07 (Progression)	Increase graduate employability by 2% each year	2012-13	67.2%	75.2%	77.2%	Percentage	2019-20	0	Expected progress
T16b_08 (Access)	Develop a shared training plan for teachers and hold an annual teachers conference with a regional HEI	2013-14	1	1	1	N/A (see description / commentary)	2019-20	1	Expected progress
T16b_09 (Access)	Improve attainment of GCSE English (Grade 4) for disadvantaged students on 3/4 borderline in up to five schools and colleges by 2022-23. Target based on proportion of learners achieving Grade 4 and learners will be targeted based on meet other Outreach criteria.	2017-18	57%	Milestone to be calculated based on school and local authority data	Milestone to be calculated based on school and local authority data	Percentage points	2019-20	0	No progress
T16b_10 (Access)	Deliver an outreach project for one group of BME school students (up to 20) in 2017/18, increasing by 15	2017-18	20	50	65	Headcount	2019-20	0	No progress

	per year and then maintaining at 75 from 2021-22								
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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	£413,632.00	£1,129,000.00	173%
Financial Support	£737,172.00	£619,000.00	-16%

4. Action plan

Where progress was less than expected University of Suffolk 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_03	We have introduced a new pedagogy, Block and Blend, which our pilot has indicated positively impacts on student ability to engage, through a more flexible and accessible delivery model. Our Personal Academic Coaching approach will also support this through empowering students and positive affirmation. Online and phased induction will clearly establish learning behaviours and expectations.
T16a_04	Under the oversight of the University, this partner has since strengthened its admissions processes and enhanced academic support mechanisms (both pre- and post-entry) which has positively impacted retention and continuation for their student cohort.
T16a_05	This target has been discontinued but we will continue to encourage disclosure of disability and promote an inclusive and open culture.
T16a_06	We have re-invigorated activity to meet this target as reset in our current APP including undertaking additional research and building new partnerships.
T16a_08	LSC has strengthened admissions processes and pre- and post-entry academic study skills support which has positively impacted retention and continuation for their student cohorts." (I'm not sure they are really new study skills modules – more a case of better screening of applicants through their pre-qualification programme to root out those lacking the potential/motivation to succeed).

T16a_11	This is no longer an explicit target in our current APP. It has been subsummed into PTA_1.
T16b_01	N/A
T16b_04	We are continuing to offer virtual activities both for schools and individual students, and expect to offer a hybrid of physical and virtual activities in future years. This will enable us to increase our activity with schools but will also provide better access to individual students who want to engage with our activity.
T16b_06	We have established an Employability Enterprise and Entrepreneurship Task and Finish Group under our Centre of Excellence for Learning and Teaching to collate information on cross-university schemes in existence, understand the good practice for wider consideration and develop new tools to support in curriculum and co-curricular placement opportunities. These will also be tested with local business and organisations through Employer Forums to test our Graduate Attributes Frameworks.
T16b_09	Unfortunately this activity was not able to take place due to the closure of schools/colleges and introduction of restrictions in March 2020 as a result of the COVID pandemic.
T16b_10	Unfortunately this activity was not able to take place due to the closure of schools/colleges and introduction of restrictions in March 2020 as a result of the COVID pandemic.

5. Confirmation

University of Suffolk confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of Suffolk has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Helen Langton
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

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

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
No. we are 4.79% behind our target. This measure is no longer used, and replaced by retention data across our student body. Our internal data for the institution presents our retention for 19/20 as 90%. While we have not met our target, we have sustained performance, and given the impact of COVID on students, including the large number of students we have on health programmes, and therefore often working in COVID-environments on placement, we are pleased to have sustained this level.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
No. University of Suffolk reached 84.4% continuation, however this was impacted by performance at one of our partners, bringing the figure to 73.8% This partner has since introduced new study skills modules which have positively impacted retention and continuation for their student cohorts.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
Yes - noting that after this commitment was identified the University partnered with GBS and LSC.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

Target reference number: T16a_06

How have you met the commitments in your plan related to this target?
No we fell 1.0% short of our target if data excluding our Partners (LSC/GBS/UNITAS) is used.
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?
No. We are 15.4% off target, although if we remove our Partners (LSC/GBS/UNITAS) this is reduced to a shortfall of 6.2%
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

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

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
This data is no longer being collected by Suffolk County Council and we therefore cannot report on our performance.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/A

Target reference number: T16b_04
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?

2019-20 saw a massive change in engagement with schools and colleges with the introduction of national restrictions relating to COVID in March 2020. We introduced virtual activities to maintain some schools activity, but inevitably were unable to maintain the same level of activity as in previous years.

Target reference number: T16b_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: T16b_09

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?

Limited on-line activity provided but the changes in approach exams/grading meant that this was not such a priority for schools.

Target reference number: T16b_10

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

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_02	94% (all locations) / 96% (Ipswich + Partner Colleges only)
T16a_03	90% (all locations) / 90% (Ipswich + Partner Colleges only)
T16a_04	UoS - 73.8% UoS minus Partners (LSC/GBS/UNITAS) - 84.4%
T16a_05	UoS - 13.7% UoS minus Partners (LSC/GBS/UNITAS)- 22.1%
T16a_06	UoS - 29.1% UoS minus Partners (LSC/GBS/UNITAS) - 12.4%
T16a_07	UoS - 19 UoS minus Partners (LSC/GBS/UNITAS) - 19
T16a_08	UoS - 24.4% UoS minus Partners (LSC/GBS/UNITAS) - 15.2%
T16a_09	UoS All Students (74%) With Significant Interim Study (75%) Without Significant Interim Study (74%) UoS minus Partners (LSC/GBS/UNITAS) No Graduates from these locations in 17/18
T16a_10	UoS - 23.6% UoS minus Partners (LSC/GBS/UNITAS) - 25.9%
T16a_11	UoS - 197 UoS minus Partners (LSC/GBS/UNITAS) - 107
T16a_12	UoS - 3197 UoS minus Partners (LSC/GBS/UNITAS) -907
T16a_13	UoS - 118 UoS minus Partners (LSC/GBS/UNITAS) - 106
T16b_01	Local Authorities do not now have a statutory requirement to collect post year 13 destination data.
T16b_02	
T16b_03	
T16b_04	
T16b_05	

T16b_06	
T16b_07	Unable to access data on this since we move to T16a_09
T16b_08	
T16b_09	
T16b_10	