



University of Portsmouth Access and Participation Plan 2020/21 TO 2024/25

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NOTE:

This plan is based on three key assumptions. Any change to these assumptions would necessarily lead to a review of this Access and Participation Plan:

1. The maximum UK/EU full-time undergraduate fee is £9,250 or higher for the duration of the plan;
2. No change in the current eligibility of EU students for home fee status and funding;
3. No new restrictions on Universities' ability to make academic judgements about applicants' potential for success in HE (e.g. no prescribed threshold for entry or student number control).

INTRODUCTION

Portsmouth is a large University with over 16,000 Home/EU full-time undergraduate students in 2018/19 and 25,000 students overall. Our success in promoting widening participation, social mobility and diversity is reflected in our student profile. Our full-time undergraduate population includes a high proportion of students from state schools (96%), Black, Asian & minority ethnic (BAME) students (29%) students from low-income households (30%) and students from low-participation neighbourhoods (30%).

The University's mission states that **'We delight in creating, sharing and applying knowledge to make a difference to individuals and society'**. We are proud of our longstanding success in widening access to HE and we work in partnership with our students to provide transformational, high quality educational experiences for our diverse student population. Our performance in this regard was recognised in our gold rating in the Teaching Excellence Framework (TEF) 2017. The statement of findings noted that our "provider metrics, supplemented by the submission indicate that the University achieves consistently outstanding outcomes for its students from all backgrounds, in particular with regard to student satisfaction and progression to highly skilled employment or further study, which are significantly above benchmark". Furthermore the panel highlighted evidence of "a strategic and inclusive approach that supports student learning, achievement and welfare effectively throughout the student lifecycle", and "a clearly defined approach to induction and support arrangements for new students and for student transitions, with targeted support for students from disadvantaged backgrounds and care leavers". While we chose not to enter TEF year 4 in 2018/19, our TEF 4 metrics were even stronger than those in 2017 with positive/double positive flags in all six core metrics.

It is important to recognise that 57% of Portsmouth students in 2017/18 were either BAME, Disabled, Mature, from areas of lowest HE participation or high deprivation, or a combination of these. The ongoing success of the University in recruiting these students and supporting them to succeed and progress in their chosen career or further study is fundamental to our ongoing success as a University including our TEF gold status. We acknowledge that despite our continued efforts to ensure that all of our students are supported in gaining access to Higher Education (HE), progressing through, and successfully completing their chosen path of study, some groups remain more likely to do so than others. We strive for continuous improvement at Portsmouth, and welcome the opportunity to reconfirm our commitment to supporting outstanding access and outcomes for all students through this Access and Participation Plan (APP).

This Plan has been developed in parallel with work on our new University Vision 2030 and Strategy 2025, which build on extensive consultation with staff and students. This enables integration of the strategic objectives of this Plan with the overall University Vision and Strategy. This integration will promote strong leadership on these issues, with a relentless ongoing drive to promote equality of opportunity and outcomes for all. We will focus on measures identified through our theory of change approach to access and participation, within our overall approach to strategic planning, target-setting, change management, quality assurance and performance-monitoring across the University.

This Access and Participation focuses on the period to 2025 in accordance with OfS requirements. The University is committed to addressing unexplained gaps in performance and outcomes between priority groups by 2025 and to going further in addressing absolute gaps in performance by 2030. The University's Vision 2030 sets out our ambition to be the leading modern University in the UK. Through innovative and inclusive education we will support every student to reach their potential, with outstanding outcomes. By 2030 we will ensure that attainment gaps are a thing of the past.

This Access and Participation Plan is underpinned by a comprehensive analysis of our current position, which has highlighted the attainment gap for BAME students, and Black students in particular, as a strategic priority for action over the next five years. We note that the BAME breakdown of our TEF year 4 metrics is very strong, with positive / double positive flags in 22 of the 32 eight core and supplementary metrics (see p. 7) demonstrating that outcomes for our students exceed benchmarked expectations. We will build on the actions contributing to this strong benchmarked position in order to address the absolute attainment gaps.

This plan has been developed in collaboration with our Equality and Diversity Unit and is informed by their robust and comprehensive reporting and analysis of outcomes for different student groups, including intersectionality, and future priorities in promoting equality and diversity. This has ensured that this Plan is also consistent with our Equality Objectives and our strategic commitment to equality and diversity overall, including maintaining Athena SWAN bronze and working towards the Race Equality Charter. We have also signed the joint UUK/NUS BAME attainment pledge. Our leadership in fostering an inclusive culture promoting dignity and respect has been recognised by the Office for Students (OfS) and the former Universities Minister¹.

This Access and Participation Plan focuses on full-time undergraduate students who pay £9,250 or equivalent tuition fees. In 2018/19 just 5% of our undergraduate students were on part-time courses. None of these students pay fees at the higher rate pro-rata to £9,250. For this reason the content of our Access and Participation Plan focuses on our full-time undergraduate students. Many of our planned measures to enhance outcomes and reduce performance gaps among full-time students will also support part-time students, taking account of their context and experience. For example increased online access to resources, including content capture of lectures, will support part-time students by promoting more flexible access to high quality learning resources, as well as supporting other groups including students with disabilities or caring responsibilities.

Tuition fees for new and continuing students will be subject to change if the Government introduces changes in the maximum Home/EU fee or in financial arrangements for EU students in 2021/21 or later years.

Our APP addresses points noted by the OfS in our registration letter (21 September 2018): reducing the gaps in attainment for students from some ethnic minority groups; ensuring robust evaluation of financial support.

Statement by Violet Karapaseva, President, University of Portsmouth Students' Union (UPSU)

The University has worked together with UPSU in creating this Access and Participation Plan. The UPSU Vice President Education and Democracy and I were involved as early as the initial discussions. Upon my request, I was also added to the Access and Participation Plan Project Board as the project was underway. Prior to this, there were a number of meetings attended by VP Education and Democracy and myself in the months coming up to the submission where we were presented with a number of models regarding financial support offered to students and we had the chance to express our views and recommendations.

Although we had slightly different starting points, the University took our points on board which prompted them to undertake further consultation with similar HE institutions. Following this consultation, the University came to the same conclusion as that of our student representatives and a positive outcome was achieved for our students. This best case scenario outcome was very encouraging as it was based on our knowledge of student priorities and the positive impact of measures, including student bursaries.

The Union facilitated a Race In Your Face event, led by our BAME Network which aimed to address issues faced by BAME students, academics and the BAME attainment gap, while showing how proactive our students are in raising the profile of these important issues and helping the university to find solutions that will fit with their experience and priorities. This event was attended by members of the University's executive team as well as all sabbatical officers. The content of the event then helped shape the Plan and translated into actions which are included within it.

The implementation of this plan will see both the University and the students' union working collaboratively. Student feedback is welcomed by the University, which in turn helps shape plans such as the University's new initiatives to bolster transition into the University or their project to enhance personal tutoring.

¹ Our **Speak up step up campaign** to address hate crime was one of the OfS supported projects highlighted by Chris Skidmore, Universities Minister in his letter to universities on 16 May 2019 regarding anti-Semitism.

SECTION 1 – ASSESSMENT OF PERFORMANCE

1. Assessment of performance

We have carried out a comprehensive review of our current performance for all under-represented groups, across each stage of the student lifecycle, drawing primarily from the dataset provided by the OfS, supported by additional internal data analysis. The commentary included in this Plan reviews the performance of each group at each stage of the lifecycle, as prescribed by the OfS and compares our performance to the wider sector. An assessment of intersections of protected characteristics has been included in the commentary where any performance gap is identified to be statistically significant.

The graphs on progression below all relate to progression to highly-skilled or professional employment or studying at a higher level as a percentage of those who were working, studying or seeking work six months after graduation. We have prioritised this progression metric, as we believe it to be the most important indicator of the ‘value-add’ of HE to students from under-represented groups. However, we have additionally referred to the main employment metric in the commentary where relevant.

The following analysis has identified two areas of statistically significant difference in performance at the University. There is a significant attainment gap between **BAME and White students** at Portsmouth. This gap is above the sector average of 13% and this is a significant concern. Additionally, there is a smaller, but statistically significant attainment gap for **male students from the most deprived areas**, using the English index of multiple deprivation (IMD). Our analysis also identifies a small number of additional areas of concern, even though gaps in performance or outcomes are not statistically significant.

The analysis in this document focuses on the University’s overall position. More detailed internal analysis has identified variation between performance at subject level, and measures will be put in place to address this variation.

Later sections of this APP focus on our theory of change-led approach to addressing these gaps, in addition to maintaining and further enhancing performance in relation to all other priority groups in terms of access, participation and outcomes.

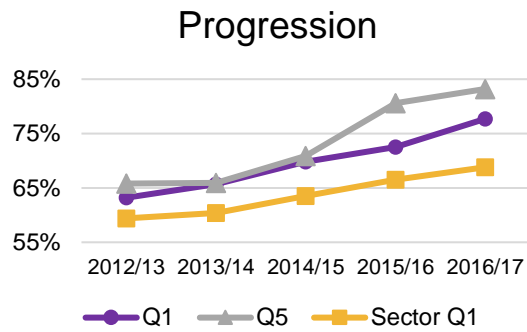
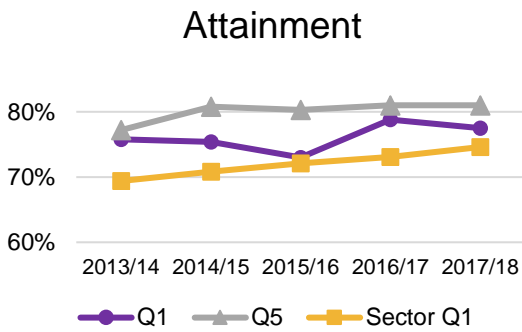
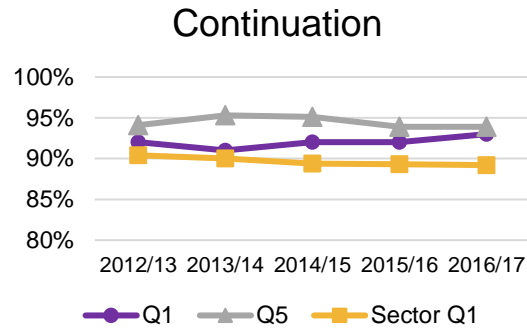
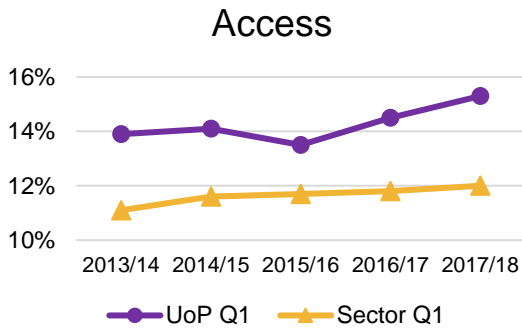
1.1 Higher education participation, household income, or socioeconomic status

This analysis focuses on students from areas of low HE participation using the OfS POLAR4 classification as the most appropriate measure of participation in accordance with OfS guidance.

Comment on IMD: The University has reviewed the value of using the English Index of Multiple Deprivation (IMD) as an alternative measure of equality of access and performance. In accordance with OfS guidance² we will focus our theory of change and associated targets on the POLAR4 analysis, as this represents the most appropriate and widely used measure of under-representation in higher education. Some IMD figures are included in this APP for illustrative purposes or where comparable POLAR4 data is not available.

² Office for Students. (2019). *Regulatory notice 1, Access and participation plan guidance*, page 25, paragraph 103.

POLAR4 analysis:



Access: For the last five years we have consistently exceeded the sector average in terms of recruitment of students from POLAR4 quintile 1, comprising the least represented neighbourhoods in HE. In 2017/18 15.3% of Portsmouth students came from POLAR4 quintile 1 compared to the sector average of 12%. The University also performs strongly on access using IMD as a measure, with 12% of Portsmouth students in 2017/18 coming from IMD quintile 1 compared to 8% of the total population in the Southeast region. Our strength in promoting access to low participation communities is confirmed by our OfS Transparency return 2019. 17% of full-time undergraduate entrants in 2018/19 were from low participation neighbourhoods (using IMD³) compared to 14% of applications. This demonstrates our commitment to widening participation through our approach to recruitment and admissions, including active use of contextual information and offer-making.

Continuation: In terms of student continuation our performance gap was just over 1% in 2016/17. The gap was widest in 2013/14, at 4%, from which point it has narrowed year-on-year to current levels. Portsmouth performs better than the sector average, where the 2016/17 gap was over 4%.

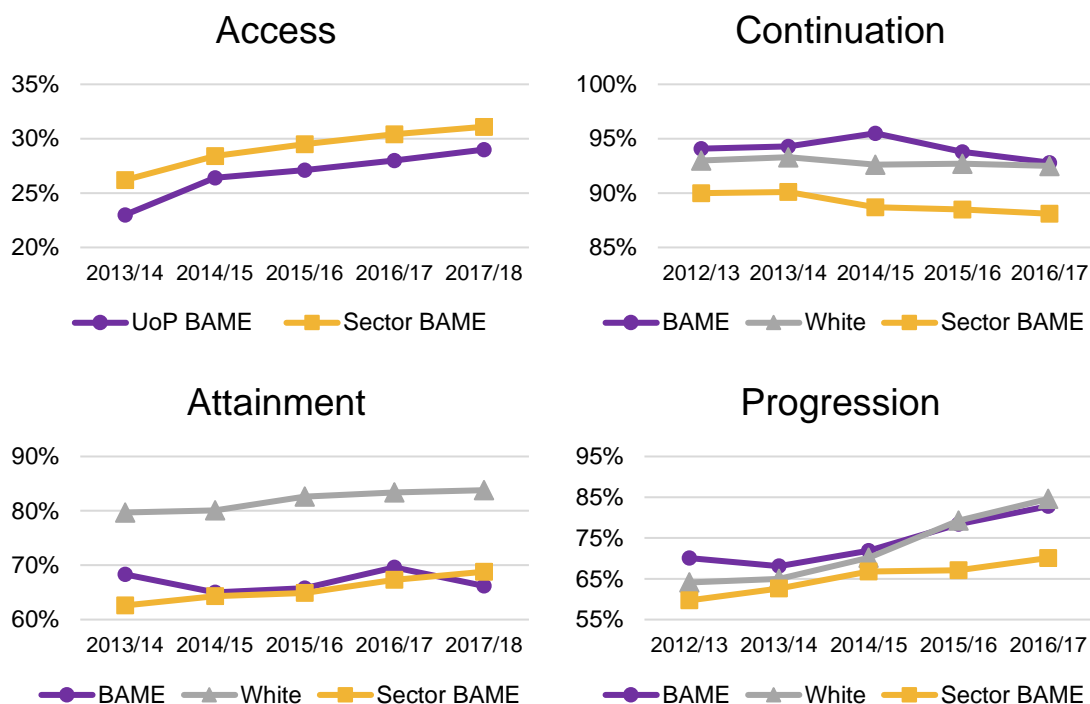
Attainment: The gap in attainment of 'good' degree outcomes between Q1 and Q5 students was 2.5% in 2017/18 which is not statistically significant. This gap has narrowed from its widest point in 2015/16. The equivalent gap within the sector for 2017/18 was 9%, so Portsmouth performs markedly better than the sector as a whole. However, as Q1 students have performed below Q5 students for five years we will set a target to remove unexplained differences in attainment.

Progression: The current gap between students from Q1 and Q5 progressing to professional occupations or further study is 5%, which is in line with the sector average. This gap has widened by 2% between 2012/13 and 2016/17. However, performance for both groups at Portsmouth has improved substantially over the period and our absolute progression rates are substantially higher than sector average. For DLHE 2016/17, Portsmouth was ranked first out of 17 universities in the South East, and in the top 10% nationally. Notably, the progression rate for Portsmouth's POLAR4 quintile 1 graduates is higher than that for quintile 5 graduates in the sector as a whole (78% v. 75%).

Conclusion: This analysis demonstrates good practice at the University in successfully recruiting and supporting students from low participation neighbourhoods to achieve their potential. This is core to our mission at Portsmouth. Through this Access and Participation Plan and our new University Strategy 2025 we commit to building on this good practice, in an ambitious culture of continuous improvement.

³ IMD used for reference in this section as the OfS Transparency Return 2019 does not include POLAR4 data.

1.2 Black, Asian and minority ethnic students



Access: Our proportion of BAME students has increased steadily from 23% to 29% between 2013/14 and 2017/18, which is in line with the national increase over the same period. Our population in 2017/18 included Asian students (12.1%), Black students (9.6%), Mixed Race (5.3%) and Other Minorities (2%). Our BAME student population at 29% compares to the BAME population of the South East region of 9%, and an average of 24% at universities in the South East.

Continuation: Continuation rates for our BAME students have consistently exceeded those of White students. Our 2016/17 BAME student continuation rates were 0.3% higher than those of White students, and 5% above the sector average of 88%. In 2016/17 continuation rates for Asian students were 96% and for students from Other Minorities were 95%, both of which exceeded the continuation rate of 92.5% for White students. There were lower continuation rates for Mixed Race (91%) and Black students (89%). The continuation rate for Black students has fallen since 2014/15 and was 89% in 2016/17. It remains ahead of the sector average of 85%.

Attainment: This is the single most significant area of concern for the University, as there is a statistically significant gap between White and BAME students' attainment of 'good' degree outcomes. In the five years between 2013/14 and 2017/18 the gap between BAME and White students widened from 11% to 18%. The proportion of BAME students obtaining a good degree in 2017/18 was lower than in 2013/14; whereas White student attainment had improved by four percentage points.

Disaggregation of BAME data shows that White students outperform students from all other ethnic groups year on year in terms of attainment of good degrees:

Ethnic Grouping	2016/17	2017/18
White	83%	84%
Asian	72%	73%
Black	63%	58%
Mixed Race	75%	75%
Other Minorities	75%	55%

In 2017/18, 84% of White students achieved a good degree compared with 75% of Mixed Race students, 73% of Asian students, and 55% of Other Minorities. The final group consisted of very small numbers (approx. 50 students) where attainment had been over 70% in each of the three preceding years. None

of these gaps are flagged as statistically significant. Asian student attainment at Portsmouth is in line with the sector (72%), while mixed race attainment was slightly below the sector average (78%).

Consequently, the most significant attainment gap is between White and Black students. Indeed, this is the only BAME group where the attainment gap was statistically significant in 2017/18. The attainment gap between White and Black students was 26% in 2017/18, compared to a national attainment gap between these groups of 23%.

Whilst not flagged as statistically significant, there was an attainment gap between White and Other Minorities groups each year from 2013/14 to 2017/18. There was a decrease in the proportion of students from Other Minorities achieving good degree outcomes in 2017/18, at 55%, down from 75% in the previous year. However, a combination of the small number of students within this population and rounding within the dataset are contributors to the extent of this change.

Explained and unexplained differences in attainment: Analysis of the OfS dataset alongside internal tariff on entry data shows that in the two years where the attainment gap between White and Black students was at its widest (2014/15 and 2017/18), there was a noticeable difference in the modal tariff on entry between White and Black students, to an extent that is not present in the other years, where the modal tariff for each group has been in the same banding.

In 2017/18 the entry tariff band mode for graduating Black students was between 96 and 111 tariff points; compared to between 112 and 127 points for graduating White students. There was a similar difference in 2014/15. In each of the other years between 2013/14 and 2017/18 there was no difference in the modal entry tariff band for White and Black students, which indicates that the attainment gap is partly explained by Black students entering with a lower modal average tariff on entry in some years.

Progression: Despite the widening gap in attainment between BAME and White students, the progression of both sets of students to professional occupations or further study following graduation has increased substantially. Progression rates to highly skilled employment or further study were higher for BAME students than White students in three of the last five years. In 2016/17 there was a BAME progression gap of 2 percentage points. Within the BAME grouping, progression rates were lowest in 2016/17 for Black graduates.

As noted in the LPN analysis, absolute progression rates for Portsmouth are substantially higher than sector average. BAME student progression to professional employment or further study increased from 70% in 2012/13 to 83% in 2016/17 (sector average 70%). Portsmouth's White graduates are around two percentage points more likely to progress to professional occupations or further study than BAME graduates, compared to a sector-wide gap of around 4%. Notably, the progression rate for Portsmouth's BAME graduates (83%), and the subset of Black graduates (78%), is higher than the average rate for White graduates in the sector as a whole (74%).

In terms of individual groups, progression to professional occupations or further study in 2016/17 was 88% for Mixed Race students, 85% for White students, 82% for Asian students, and 78% for Black students. There were no statistically significant gaps. The progression rate in 2016/17 for Other Minorities was suppressed as the number of students within this population was very low. The progression rate for all these groups of Portsmouth graduates was higher than the sector average of 70% for white students.

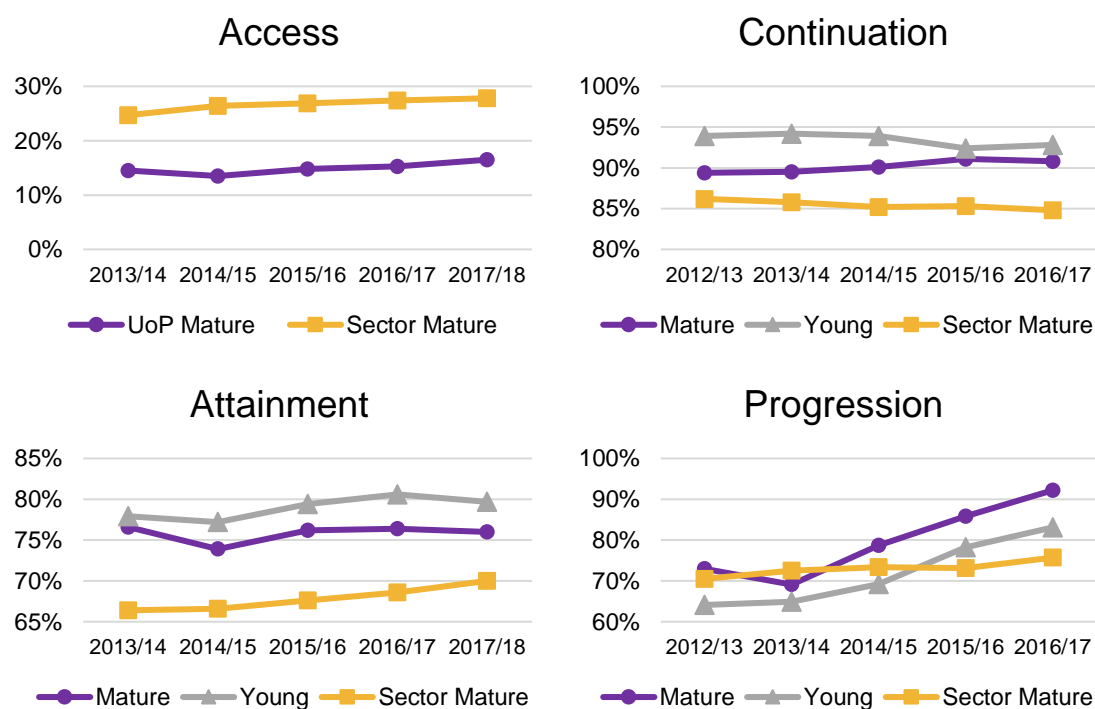
Against the basic 'employment' metric 98.2% of BAME students were in employment after six months, compared to 97.3% for White students.

TEF year 4 metrics: These place our performance in a wider sector context, with positive/double positive flags in 88 of 109 of split metrics, along with a strong position in the detailed BME breakdown:

TEF year 4 metrics – Full-time students		BME flag	Black	Asian	Other
BME breakdown					
Core metrics	The teaching on my course				
	Assessment and feedback	+		+	
	Academic support	++	+	++	
	Continuation	++	++	++	++
	Employment or further study	++	++	++	++
Supplementary metrics	Highly skilled employment or further study	++	++	++	++
	Sustained employment or further study	+		+	+
	Above median earnings threshold or further study	++		++	

Conclusion: The BAME attainment gap is the single most significant issue identified through this analysis and is only partly explained by differences in the modal tariff on entry. Addressing this is a strategic priority for the University.

1.3 Mature students



Access: In contrast with OfS concerns regarding the sector decline in mature students, the proportion of mature students at Portsmouth increased by two percentage points between 2013/14 and 2017/18 (14.5% to 16.5%).

Continuation: The gap in continuation rates between mature and young students decreased between 2012/13 and 2016/17 from around 5% to 2%. However 2016/17 saw a slight increase in the gap from the previous year, when it was lowest at 1.3%.

Attainment: The gap in attainment of good degrees between young and mature students increased between 2013/14 and 2017/18 from just over 1% to over 3.5%; however this gap is not statistically significant and remains below that for the sector.

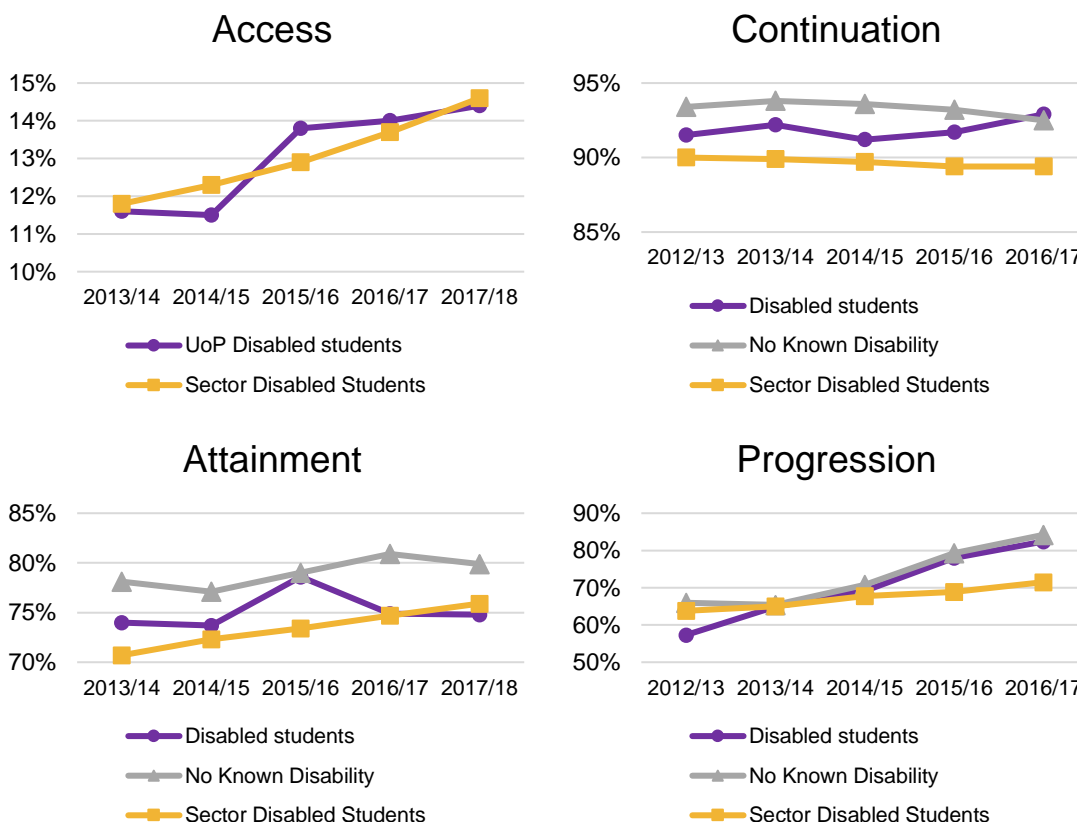
Progression: In keeping with the national pattern, mature students at Portsmouth remain more likely to progress to professional level employment or further study than young students. Mature students outperformed young students in 2016/17 by around 9%, similar to 2012/13. However, the actual rates of progression to professional employment have increased significantly for both groups over this period, with Portsmouth performing well above the sector average.

Conclusion: This data demonstrates good practice at the University in successfully recruiting and supporting mature students to achieve their potential. We will build on this good practice, in a culture of continuous improvement.

The University of Portsmouth’s mission focuses on widening participation into higher education. Unlike some providers we do not have a specific mission to significantly increase the proportion of mature students in our university. We are committed to continuing to support mature students’ access to higher education at around the current level, through, for example, our new Adult Nursing course introduced in 2016/17 and through expansion of our range of Level 7 degree apprenticeships. Nursing is attractive to mature entrants, including women returning to study, often via an Access to HE qualification, unfortunately, recruitment to this course has been significantly affected by the Government’s decision to end student bursaries and introduce payment of tuition fees by student nurses. We anticipate that new degree apprenticeship programmes will be attractive to mature students, in part for financial reasons.

More generally, recent market research commissioned by the University from DataHE consultants has identified that the rise in participation amongst 18 year olds in our region over the last 15 years is leading to a significant decline in potential mature entrants - as there are fewer adults in the regional population without experience of HE. For these reasons we are content that our current position in terms of mature access is appropriate and we do not plan to set a target of increasing the proportion of our students that are mature. We will focus on our clear strengths in recruiting and supporting other under-represented groups including BAME, disabled and POLAR 4 Q1 entrants. We will review this position if a significant gap in the proportion of mature students should occur in future.

1.4 Disabled students



Access: The proportion of disabled students at Portsmouth increased from 11.6% to 14.4% between 2013/14 and 2017/18. The latter figure is comparable with the national figure of 14.6%. Compared to the sector, Portsmouth recruits a higher proportion of students with Cognitive or Learning impairments (6.1% vs. 5.5%); Multiple impairments (2.7% vs. 2.3%); and Social Communication impairments (0.9% vs. 0.8%); and a lower proportion of students with a Mental Health condition (2.9% vs. 3.5%) or Sensory, Physical or Medical Disabilities (1.8% vs. 2.3%).

Continuation: Disabled students’ continuation rates improved between 2012/13 and 2016/17. The 93% continuation rate for disabled students in 2016/17 exceeded that of students with no disability and saw the performance gap closed. There was some variation between different categories of disabled student. Students with Cognitive or Learning difficulties (94%), Mental Health conditions (93%) or Sensory, Physical or Medical disabilities (93%) all have higher continuation rates than students with no known disability. Students with multiple impairments (89%) is the only subset of students where performance falls short of students with no disability (93%). Data for students with social or communication impairments has been suppressed for several years including the most recent due to small numbers.

Attainment: In 2017/18 there was an attainment gap of around 5% between disabled students and those with no known disability. This gap has remained at roughly the same level between 2013/14 and 2017/18, except for a single year in 2015/16 when the gap decreased to less than half a percentage point. While the attainment gap at Portsmouth is slightly higher than sector average, it is not statistically significant.

Again, there is some variation between different groups. Students with Cognitive or Learning Impairments (78%); Mental Health conditions (78%); and Sensory, Physical or Medical Disability (78%) all perform broadly in line with students with no known disability (80%). However, attainment levels for students with multiple impairments decreased in 2016/17 and 2017/18, when 66% of students attained good degrees. The small numbers involved mean that this difference is not statistically significant.

Although the gap is not statistically significant, it is a concern that attainment rates for disabled students have been slightly lower than for non-disabled students for five years. Consequently, this Plan defines actions to reduce the performance gap for disabled students, including the group of student with multiple impairments. Activities will include further investigation of the needs of this small group of students with multiple disabilities to ensure that these are addressed in a systematic way, contributing to improvements in attainment.

Progression: In 2012/13 there was a gap of 9% between disabled students and students with no known disability, in terms of progression to professional occupations or further study. This gap has narrowed significantly to 2% in 2016/17. As with other groups, overall rates of progression to professional occupations or further study increased substantially for both groups of students over the period between 2012/13 and 2016/17. Compared with the sector, Portsmouth graduates with all disability types had better outcomes: Cognitive or learning impairments (85% vs. 73%), Mental Health conditions (78% vs. 69%), Multiple Impairments (85% vs. 72%), Sensory, Physical or Medical Disabilities (80% vs. 71%). Progression data for students with social or communication impairments was suppressed due to the small numbers involved.

Conclusion: This data demonstrates overall good practice at Portsmouth. We will focus on continuous improvement to ensure all students achieve the transformational benefits of HE and set a target for reducing the attainment gap for disabled students, as this is a concern even though the gap is not statistically significant.

1.5 Care Leavers

Care leavers make up a very small proportion of our student population. While this means that variations in performance are not statistically significant, supporting these students, many of whom are BAME, is important to us and later sections of the Plan outline our comprehensive support package. This table covers care leavers who were eligible for our full support package as detailed later in this plan. The table includes total undergraduate student numbers, the percentage of students across all stages continuing into the next academic year or completing their programme, and the percentage obtaining good degrees. There are fluctuation in the good degree rates between years which reflects the small numbers of these students graduating – between 5 and 10 a year.

Care leavers eligible for full support package

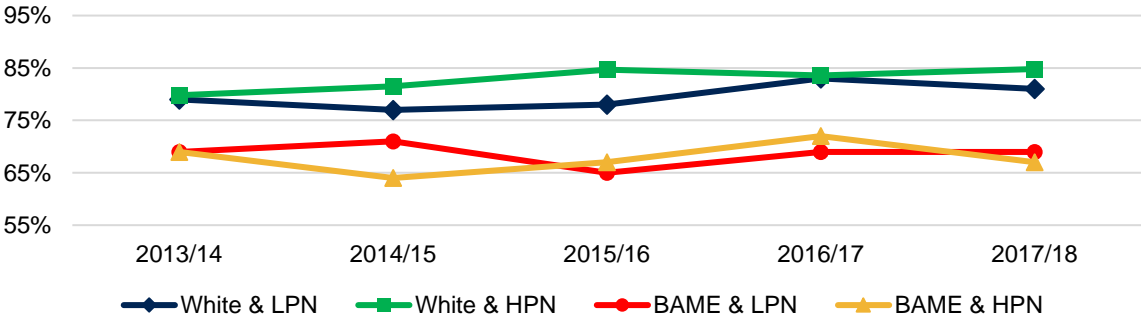
Measure/Year	2013/14	2014/15	2015/16	2016/17	2017/18
Students	33	38	35	35	37
Continuation (%)	94%	89%	89%	91%	89%
Good Degrees (%)	67%	83%	60%	78%	67%

The Destinations of Leavers (DLHE) response for these students is so small that data on progression to employment is not included in the above table. For the three years for which we have accessible data: 2014/15, 2015/16 and 2016/17, we had a total of 15 DLHE responses. Of these 15 graduates, 9 were in full-time employment (8 in professional occupations), 4 in further study, 1 in part-time employment and 1 unemployed.

1.6 Intersections of disadvantage

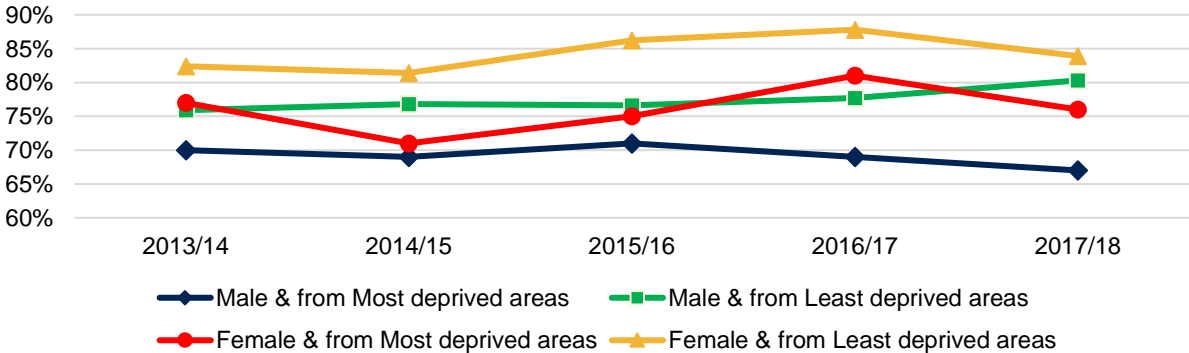
We have undertaken a comprehensive review of current performance of priority groups across intersections of disadvantage using OfS-provided data and additional internal data. The full analysis is not included in this report, due to the page limit. In line with the overall assessment of performance, the area where the performance gap is statistically significant relates to student attainment.

POLAR Participation Quintiles and Ethnicity – Attainment of ‘Good’ Degrees



Attainment: The attainment gap between White and BAME students from High Participation Neighbourhoods (HPNs) in 2017/18 was 17%. BAME students from HPNs were 1 percentage point less likely to attain a good degree than those from low participation neighbourhoods (LPNs); which is not a significant difference. White students from HPNs are 16 percentage points more likely to attain a good degree than BAME students from LPNs; while White students from LPNs are 14 percentage points more likely to attain a good degree than BAME students from HPNs. Similar, significant gaps exist when analysing outcomes for White and BAME students using the supplementary IMD datasets. These attainment gaps indicate that ethnicity is the predominant characteristic in the gap in BAME attainment, rather than low participation. This finding has informed our theory of change approach within this APP.

Male Students from Most Deprived Areas (English IMD)



Using IMD, the attainment gap between male students from the most deprived areas and their counterparts from the least deprived areas has widened. While the attainment rates of the latter group has improved over the last five years, a lower proportion from the most deprived areas attain good degrees. The gap of 13% at Portsmouth compares to 12% in the sector overall and is flagged as statistically significant.

Further detailed investigation shows that the intersection with the largest attainment gap comprises BAME students from areas of highest deprivation. 59% of BAME males from the most deprived areas attain a good degree, compared with 77% of White males from the same areas.

Within the BAME grouping, outcomes for Black male students from deprived areas are lower, with 52% achieving a good degree outcome. This indicates that ethnicity is the biggest factor in the statistically significant underperformance of male students from deprived areas.

Based on OfS advice regarding appropriate use of IMD (see section 1.1) we have not included a specific target in this respect. We have included separate targets to reduce BAME and LPN performance attainment gaps instead, which will incorporate the type of students covered by this intersectional data.

1.7 Financial support for students from low income households

An evaluation of our financial support package was undertaken, using the OfS-defined approach and statistical tool. This evaluation established that there is a significant difference in continuation between students with low household income (under £25,000) who received bursaries and those who did not.

Access: It is not currently possible for us to test the impact of financial support on student recruitment, as there is no control group.

Continuation: Low income new entrants in 2016/17 were approximately 40% more likely to continue into their second year if they received a bursary.

A review of the impact of bursary support on students of different ethnicities was also undertaken. BAME students in the 2016/17 cohort with household income of under £25,000 were 37% more likely to continue if they received a bursary. A five year average of Black students shows that they were 21% more likely to continue if they received a bursary.

Attainment and progression: With regards to degree and employment outcomes, evidence suggests that low income BAME students in receipt of bursaries had better outcomes than low income BAME students who did not receive bursaries⁴. These findings using the OfS tool were corroborated by a 2018 report from our HEFCE/OfS funded 'Changing Mindsets' project⁵ which reviewed the performance of students receiving bursaries as a five-year average. For the four academic departments involved in the pilot project, BAME bursary recipients had better degree outcomes than BAME non-recipients in three departments, by between 6 and 15 percentage points.

Conclusion: This evidence of the positive impact of our approach to student bursaries on closing the attainment gap of BAME and low income students is reinforced by national evidence including that which underpins the recommendation of the Augar review of Post-18 Education and Funding that maintenance grants should be reintroduced for low income students⁶. This evidence, along with strong feedback from the University of Portsmouth Students Union (UPSU) and the wider student population, has informed our future plans for financial support for students, which includes targeted bursary provision.

1.8 Other groups who experience barriers in higher education

Our analysis has not identified any statistically significant issues at the University regarding access or outcomes for other groups who typically experience barriers in HE. Later sections of this Plan define our commitment to fostering an inclusive culture where everyone is treated with dignity and respect, and where difference is valued and celebrated. This is particularly important as small numbers and attributes, which are not readily extracted from data (e.g. children of military families), must be treated with care and consideration within all our systems and processes, to ensure opportunities to achieve positive outcomes for all students.

⁴ Due to small student numbers, differences calculated through the OfS tool were not statistically significant. However this analysis found that low income BAME students in receipt of bursaries were 7% more likely to achieve good degree outcomes and 20% more likely to achieve good employment outcomes than BAME students from low income households who did not receive bursaries.

⁵ 'Changing Mindsets' is an OfS-funded collaborative project piloting activities that aim to increase BME attainment.

⁶ The Augar review of Post-18 Education and Funding recommended the reintroduction of maintenance grants for low income students to reduce upfront student debt, as "the panel have concluded, with concern that debt adversity appears to deter entry into HE for those from lower income households."

SECTION 2 – Strategic aims and objectives

2.1 Over-arching strategic aim and target groups

The University’s over-arching strategic aim is to ensure that students have a consistently outstanding and valuable experience and that we eradicate unexplained gaps in access, performance and outcomes. We aim to be ‘open’ to students on the basis of their future potential rather than past experience. We aim for all students to succeed, in terms of retention and outcomes, and to progress successfully in their chosen career or into further study.

We are proud of our strong record in promoting access to HE to students from all backgrounds with the potential to succeed. We are also proud of the transformational education and employment outcomes of Portsmouth students. This analysis has identified many areas of good practice at the University. Our aim for the period to 2025 will be to build on and reinforce these.

We also recognise that through this Plan we must take a more focused and evidence-based approach to delivering continuous improvement, addressing negative gaps in performance for under-represented groups where they exist, with a particular focus where those gaps are significant and widest. Our comprehensive data analysis has identified that the key issue for us, in terms of statistically significant performance, is the BAME attainment gap. Within this BAME group, more detailed analysis has identified black students as having the biggest attainment gap.

Additionally, our assessment of performance has identified some additional priorities, where performance gaps are not statistically significant but nonetheless the analysis gives cause for concern. Consequently we have identified the following key priorities for the University of Portsmouth:

A	Attainment – BAME *	Significantly improve attainment of BAME students, with a particular focus on black students and males from the most deprived areas (IMD) ⁷
B	Access – LPN	Increase the proportion of entrants from low participation neighbourhoods (ratio of POLAR 4 quintile 5 to quintile 1)
C	Access – Raising attainment	Improve school attainment in the City of Portsmouth
D	Access – Care leavers	Increase recruitment of care leavers by 25%
E	Attainment - LPN	Reduce any unexplained attainment gap between POLAR4 quintile 1 and quintile 5 students
F	Attainment - Disabled	Reduce any unexplained attainment gap between disabled and non-disabled students
G	All other priority groups	Maintain and continuously enhance continuation, attainment and successful progression for all priority groups (low participation, BAME, mature, disabled) in order to eliminate any unexplained performance gaps by 2025

* These attainment gaps are statistically significant and will be the University’s key strategic priority

In the accompanying Targets and Investment Plan we have set specific, measurable targets to 2024/25. Priority G relates to all priority groups throughout the student lifecycle. In accordance with OfS guidance we have not set a series of numeric targets for all priority groups across all these dimensions, as this would detract from the strategic focus of this Access and Participation Plan. Instead we will closely monitor our ongoing progress in ensuring that no significant gaps in performance develop for any priority

⁷ See analysis on page 10 re **Male Students from Most Deprived Areas** (English IMD). 59% of BAME males from most deprived areas attain a good degree, compared with 77% of White males from the same areas.

group. Should such a gap emerge, we will set specific measurable targets, in collaboration with the OfS, to remedy the situation and ensure that we deliver our overarching strategic aim in the period covered by this Plan.

In relation to priority B - Access for students from Low Participation Neighbourhoods. The analysis in section 1 demonstrated that the University of Portsmouth consistently recruits a higher proportion of students from quintile 1 than their proportion of the HE population as a whole (15.3% compared to 12% in 2017/18). We have included LPN access as a strategic priority as we are fully committed to continuing to widen participation in higher education. We aim to improve our performance where possible, although we have considerably less headroom for improvement in this regard than many other Universities, given our current position in the top third of universities in terms of widening participation. We have included a target for LPN access in our associated Targets and Investment Plan.

We have reviewed our position in relation to the national key performance indicators set by the OfS:

OfS national KPIs	University of Portsmouth (UoP) context	Implications for UoP
a. Eliminate the gap in participation at high tariff providers	Portsmouth is a mid-tariff provider	Not applicable
b. Reduce the gap in non-continuation between the most and least represented groups (POLAR4 quintiles 5 and 1)	No significant gap between the most and least represented groups, with a gap of 1% in 2016/17 compared to the sector-wide gap over 4%.	Incorporated into Priority G - Focus on maintaining and enhancing our position
c. Reduce the gap in degree outcomes (1 st or 2:1s) between white and black students	Statistically significant and growing attainment gap of 26% for black students compared to white some of which is explained by lower average tariff on entry of black students.	Priority A for the University of Portsmouth
d. Reduce the gap in degree outcomes (1 st or 2:1s) between disabled & non-disabled students	The attainment gap is apparent, but not statistically significant.	Priority F for the University of Portsmouth

2.2 Aims and objectives

The University of Portsmouth will eradicate unexplained gaps in performance and outcomes. We are developing a University Vision to 2030, supported by a more detailed Strategy 2020-2025, which will set out our commitment to making performance gaps a thing of the past by 2030. We have set the following targets in order to make considerable progress by 2025:

Priority A	Significantly improve attainment of BAME students with a particular focus on black students and males from the most deprived areas
Targets	We will reduce the BAME attainment gap to 10% by 2024/25 We will halve the attainment gap for males from deprived areas by 2024/25 Our Targets and Investment Plan shows the annual phasing of these targets
Priorities B to G	Improve access and remove performance gaps for other priority groups
Target	Detailed targets are specified in the associated Targets and Investment Plan. We will remove unexplained attainment gaps by 2025.

In 2019/20 we will develop an internal model to identify the ‘unexplained’ elements of attainment gaps, enabling us to contribute to the OfS target of eliminating such gaps by 2025. Our ambitious and stretching target of reducing the BAME attainment gap to 10% will be reviewed and updated if appropriate next year, once this internal model is available.

We have adopted a ‘theory of change’ based on devolution and transparency, in order to deliver our ambitions. This is the most appropriate approach, as there is variation in performance between subjects, so it will promote evidence-based action in the relevant departments. It will also support the

identification and sharing of good practice internally. Our devolved approach will be evaluated through comprehensive internal monitoring embedded into our core quality assurance processes and supported by learner analytics and risk-based alerts to personal tutors.

Our internal monitoring processes include annual review of an internally benchmarked dataset for each course, which incorporates information about performance of priority groups identified through this APP. Course leaders are required to develop action plans for improvement if performance falls below agreed thresholds. Delivery of these action plans is then monitored by the relevant Faculty's Associate Dean Academic. Concerns are escalated through our quality assurance processes and academic committee structures if appropriate improvements are not achieved in a timely manner.

Strategic measures outlined in the next section build on the University's longstanding and active engagement with these issues, which explains our strong overall position in terms of access and participation, with few areas of significant difference in performance for groups under-represented in HE. We identified our BAME attainment gap as an issue previously, and this led us to participate in two OfS-funded collaborative pilot projects to address this; it is currently too early to assess the impact of these projects on student outcomes. Where applicable, we will build on findings from these pilot projects, and others across the sector, and use them to accelerate our drive to narrow and eventually eliminate unexplained performance gaps. This work has already started with our internal Student Success project.

The University's approach will be reinforced by our Education Strategy, which commits us to raising educational expectations and creating high-quality, relevant, lifelong education opportunities through working in partnership with schools, colleges, employers, alumni and others. We aim to ensure that all our graduates will be knowledgeable, informed, intellectually curious, responsible, self-aware and self-motivated, independent learners set for success in their future careers. We support our students to acquire these 'Hallmarks of a Portsmouth Graduate' through their engagement in courses that adhere to our strategic principles, and in the wider student experience. We are in the process of developing a new University Strategy 2020 - 2025, in consultation with the whole University community (staff and students). Our current high-level commitments regarding access and participation will continue; with a focus on ensuring that all our students, who have a wide range of backgrounds and experiences, flourish and benefit from the education and student experience we offer, and achieve success.

We will monitor the position for all priority groups from 2020 and 2025 and adjust our detailed plans if necessary in consultation with our students and the OfS, to ensure that we drive forward with our overall ambition of reducing all gaps in performance in the long term. This approach will include progression, where the absolute outcomes for Portsmouth graduates are high, with Portsmouth ranked first out of 17 universities in the South-East (DLHE 2016/17). This position will be reviewed again once data from the new Graduate Outcomes survey is available.

2.3 Evidence based approach

The approach set out in this APP, including the strategic measures to address inequality and performance gaps, is based on an evaluation of sector research and evidence, along with data and research, and good practice at the University of Portsmouth. This includes our involvement in two recent OfS-funded projects, one as a partner⁸ and one as the project lead⁹. Portsmouth students have been involved through formal and informal channels, to ensure that sector good practice is tailored to the needs and priorities of our students. This will be embedded into ongoing monitoring and evaluation (section 3.3).

⁸ Raising Awareness, Raising Aspiration (RARA): a targeted personal tutoring support programme. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/university-of-sheffield/>

⁹ Changing Mindsets: Reducing stereotype threat and implicit bias as barriers to student success led by the University of Portsmouth. <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/university-of-portsmouth/>

SECTION 3 – Strategic measures

3.1 Whole provider strategic approach

Priority A – We have identified stretching activities spanning the whole institution, recognising that we need to make considerable progress in this area. Plans are based on sector good practice, experience from our existing change projects, including two OfS-funded projects on the BAME attainment gap, and feedback from our students.

Priorities B to G – Our plans focus on improving access and removing performance gaps for other priority groups through continuous improvement across the University, building on our track record to date, and recognising the need to regularly refresh our approach, addressing the needs of the specified priority groups.

Financial support for low income students – Based on the analysis in section 1.7 and extensive feedback from UPSU and our wider student body about the importance of financial support, we will continue to offer bursaries of £750 per annum to all English Home fee-paying full-time & sandwich undergraduates, with household income of £25,000 or less. Bursaries will be paid to eligible students on OfS-supported courses, paying £9,250 fees, including previously NHS-commissioned courses, Master of Architecture and other Integrated Masters courses. Full-time and sandwich students paying lower fees, including franchised, sandwich and year abroad students, will not be eligible. The **University Support Fund** (previously called the Hardship Fund) of £1million per annum will also be continued, and targeted at priority groups including disabled students, mature students and care leavers. These hardship funds are allocated on a needs basis after careful assessment of the financial position of individual students who apply for support and priority is given to target groups within this APP. Care leavers will receive an additional annual bursary of £1,700, with £750 for Estranged students, along with a support package including a named contact, wellbeing support and year-round accommodation, as part of our commitment via the Stand Alone Pledge.

3.2 Consultation and partnership working with our students

We are strongly committed to working with our students as partners and embed this approach across our activities, including our co-created Student Charter. Ongoing engagement is promoted formally and informally, with student representation on our Board of Governors and on all academic committees. UPSU sabbatical officers are also invited to our Senior Leadership Team awaydays. Our new Student Voice Policy focuses on partnership working with our students, and subtitled ‘Valuing students’ views and opinions’ it confirms the importance we give to the student voice.

We aim to create a culture and environment that actively promotes student engagement and offers all students an opportunity to be involved as partners in our quality system and the enhancement of the student experience.

The UPSU President’s statement (see page 2) confirms the impact of student partnership in development of this Plan, including for our final approach to student bursaries. Activities included:

- the UPSU President is a member of the APP Project Board;
- regular discussions during 2018/19 between the Deputy Vice-Chancellor & UPSU Sabbatical Officers;
- a student-led ‘Race in your Face’ event, organised by UPSU’s BAME student network, was attended by the Vice-Chancellor and senior colleagues and informed priorities within this Plan;
- all students were invited to attend a drop-in session or contribute views to an associated online survey on priorities for access, participation and progression. Over 100 students from across the University attended the drop-in session on 28 May 2019, based on successful models for listening to students, and 200 students responded to the online survey. Online responses included 23% BAME students and a high proportion of mature students.

This engagement and consultation with our students and the Students' Union resulted in the following key steps in developing the content of this Access and Participation Plan:

- The University initially considered scaling back and re-focusing student bursaries. Representations from the Students' Union about the importance of bursaries to continuation, combined with our analysis of the impact of financial support (see 1.7) led us to rethink this and retain our existing bursary model.
- We also considered targeting bursaries at supporting attainment, by allocating bursaries to eligible students in year 2 of their course onwards who had achieved results equivalent to a 1st or 2.1 in the previous academic year. Student feedback raised concerns about the impact of this potential approach on BAME students, due to the current performance gap. Consequently we agreed that it would not be appropriate to make this change at present.
- Feedback from students who attended the Students' Union 'Race in your face' event and who contributed to our drop-in and online consultation informed our approach and priorities. In particular, the strategic measures set out in section 3 were shaped by student feedback on their experience and priorities, alongside research and evidence of good practice in the sector.

The statement by the President of the Students Union (page 2) confirms the tangible outcomes and benefits of our partnership approach to developing this Access and Participation Plan.

WHOLE INSTITUTION STRATEGIC MEASURES - PRIORITY A – Significantly improve attainment of BAME students, with a particular focus on black students and those from the most deprived areas

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
<p>TRANSITION Smoothing the transition to HE for BAME students</p> <p>Transition can be particularly challenging for BAME and male students e.g. student feedback about a pre-existing sense of exclusion as a result of their experience at school</p>	<p>Many of our BAME students and those from deprived areas are first generation entrants to HE and, therefore, lack the family and peer support network to demystify HE and other aspects of university life</p> <p>Culture shock reported by students (e.g. through 'Race in your Face') due to population differences in Portsmouth compared to home towns including London</p>	<p>Extension of an OfS-funded pilot project using BAME and male students as Welcome Ambassadors¹⁰</p> <p>Introduction of leadership training for Ambassadors to build their self-confidence and impact</p> <p>Student Success project working with student BAME network on potential student drop-out</p> <p>Pre-arrival online support including Facebook groups based around accommodation in Halls, and staff 'welfare knock' early in term</p> <p>Major curriculum change in 2019/20, informed by student feedback. Changes include improved induction and delivery patterns, to improve HE transition</p>	<p>Create an effective network of Welcome Ambassadors that reflect the diversity of our student body</p> <p>A new Wellbeing Advisor to be established, to ensure network is effectively coordinated</p> <p>Earlier development of friendship groups and peer support networks</p> <p>Earlier identification of issues including mental health</p> <p>Preparation for induction activities within academic subject areas</p>	<p>An inclusive and welcoming community with peer support networks, promoting inclusivity and effective transitions from 2020/21</p> <p>A sense of belonging for all within a diverse community</p> <p>Smooth social and personal transitions so students can engage in learning effectively</p> <p>Review of impact of Curriculum 2019 changes in 2021, to ensure planned benefits are embedded and achieved</p>	<p>Successful transition to HE for BAME students, leading to increased engagement and attainment</p>
<p>CURRICULUM BAME students report that the perceived 'white' curriculum is less engaging for them</p>	<p>Traditional curriculum and resources in some subject areas (e.g. studies of colonialism in International Relations focusing on the colonizers' perspective)</p>	<p>Implementation of Curriculum 2019 with changes to delivery patterns, content and assessment to improve student engagement. Includes decolonization of the curriculum and explicit integration of 'Hallmarks of Portsmouth Graduate'</p> <p>Continuous enhancement work supported by 'sandpits' with staff and students as part of Student Success project, and informed by annual monitoring processes</p>	<p>Refreshed and diversified curriculum and assessment methods from 2019/20 onwards will engage BAME students more effectively & promote achievement e.g. new consolidation weeks and assessment for learning policy</p>	<p>More engaged BAME students who can see themselves within the curriculum from 2020/21</p> <p>BAME students develop improved knowledge and skills</p> <p>Assessment menu that supports the demonstration of learning by all</p>	<p>Enhanced attainment due to active and increased engagement</p>

¹⁰ University of Portsmouth's Welcome Ambassador Scheme recognised by DfE as a beacon of good practice

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
<p>ENGAGEMENT</p> <p>Attendance rates at lectures and seminars are affected by social and financial factors</p> <p>Student feedback strongly supports greater use of technology to promote flexible access to learning and teaching resources</p>	<p>Attendance by BAME students and those from deprived areas can be impacted by part-time work, as many are low income students who combine work and study, & caring responsibilities¹¹</p> <p>A significant proportion of 'Commuter students' travelling over 50 miles on a daily basis are BAME</p>	<p>Extension of content capture across the University including the use of assistive technology</p>	<p>Co-created content capture designed with students to aid engagement and learning whether or not students can attend sessions</p> <p>Learning resources are more accessible to BAME students, overcoming issues for those who find it hardest to access traditional on-campus lectures and seminars</p>	<p>Improved engagement in lectures and seminars, particularly from students who face particular challenges due to distance or other commitments</p>	<p>Enhanced attainment due to active and increased engagement</p>
<p>ACCESS TO SUPPORT</p> <p>Improve ongoing engagement of BAME students and males from deprived areas, building on research findings from our OfS-funded collaborative 'Raising Awareness, Raising Aspiration' (RARA) project, delivered in partnership with the University of Sheffield and King's College London</p>	<p>Student feedback and research has identified that some BAME students¹² lack awareness of additional support that can help them progress or lack confidence to access it</p>	<p>New Personal Tutoring and Development Policy co-created with students</p> <p>Personal tutors supported by an online system (from RARA) to identify students in need of personalised and targeted support</p> <p>Further embed 0.2 FTE senior tutor per academic department to professionalise support for tutors from 2019/20</p> <p>Introduce vertically integrated peer-mentoring in response to student feedback</p>	<p>Personal tutors are more proactive in providing timely and personalised support for BAME students and those from deprived areas, tailored to each stage of student journey from 2020/21</p> <p>Inter-cohort peer mentoring promotes collaborative approaches to engagement</p>	<p>More positive relationships with better informed and supported staff from 2020/21 onwards</p> <p>Students feel that they belong and are entitled to access the full range of support available</p>	<p>Enhanced attainment due to increased engagement with relevant support</p>

¹¹ Feedback from current student to illustrate this: "I grew up in a community where children looking after children was the norm. School grades dropped despite people "doing well" and "keeping up" during class. This could easily have been a reason for an attainment gap, but questions weren't raised and the pupils' lives weren't understood."

¹² Research into lack of BME staff in student support services who can understand the BME student experience and respond (e.g. Bagguley, P. and Hussain, Y. (2007). The Role of Higher Education in Providing Opportunities for South Asian Women. York: Joseph Rowntree Foundation. <http://www.irf.org.uk/sites/files/irf/1997-education-ethnicity-poverty.pdf>; Dhanda, M. (2010). Understanding Disparities in Student Attainment: Black and Minority Ethnic Students' Experience. University of Wolverhampton. <http://www.wlv.ac.uk/Docs/mdsummary.pdf>) or staff who reach out to those who do not engage, and BME students resistant to targeted support which is seen as inadvertent racism or stigmatising by reinforcing a 'deficit model' (e.g. Stevenson, J. (2012). Black and minority ethnic student degree retention and attainment. *Higher Education Academy*; Singh, G. (2012). The Black Student Experience in Higher Education. Key note lecture 'Race Equality in HE: Achievements, Future Challenges and Possible Solutions' conference. Oxford University)

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
BELONGING Our current staffing profile differs significantly from our student profile, which may promote a sense of exclusion among BAME students	Relatively low proportion of BAME staff (all categories of roles) meaning that visible role models are limited ¹³	Recruit more BAME staff through more targeted advertising of jobs, leading to more credible BAME applications Introduction of a new graduate trainee scheme for up to 20 BAME Portsmouth graduates p.a. Introduce paid support roles for postgraduate BAME students	Higher proportion of BAME academic staff (currently 12 %) and professional service staff (currently 5 %) by 2025	More visible and diverse role models for BAME students throughout the University by 2025 More diverse staff have greater sensitivity to issues for BAME students	Increased sense of belonging for BAME students leading to improved engagement BAME students are more engaged and confident to seek support where needed
MINDSETS Unconscious bias such that both students and staff 'mindsets' may lower expectations of BAME students	Potential unconscious bias in learning, teaching and assessment methods Stereotype threat for BAME students	Embed our OfS-funded 'changing mindsets' pilot project into mainstream Staff and student development to promote growth mindsets and reduce unconscious bias	Unconscious bias is reduced and growth mindsets promoted in students and staff	BAME students develop increased self-confidence and other Hallmarks of Portsmouth Graduates	
PARTNERSHIP Effective and meaningful ongoing partnership with students	The diverse backgrounds and experiences of our students mean that their needs are not homogenous.	Ongoing partnership and co-creation with students as defined in our new Student Voice Policy approved in June 2019	Diverse student views and opinions are actively sought and taken into account in our approach including quality systems	Staff and students work together to achieve shared goals, promoting student engagement and positive outcomes from 2019/20	
CONTINUOUS IMPROVEMENT Promote staff engagement and understanding re University and subject BAME attainment gap	Staff may not be aware of how to approach current BAME attainment gap in their subject area	Incorporate review of attainment gaps into our mainstream quality assurance processes from 2019/20 Increase the range of monitoring data and staff understanding of this	Identify course and module level variations in performance and actively share good practice to address this	BAME attainment gap issues embedded in culture of continuous enhancement and addressed pro-actively from 2020/21	Reduce variation in student experience and outcomes at course and module level

¹³ Under-representation of BME University staff and lack of BME role models (Stevenson, J. (2012a). An Exploration of the Link between Minority Ethnic and White Students' Degree Attainment and Views of Their Future 'Possible Selves'. Higher Education Studies, 2(4): 103-113; Stevenson, J. (2012b). Black and minority ethnic student degree retention and attainment. Higher Education Academy)

WHOLE INSTITUTION STRATEGIC MEASURES – PRIORITIES B TO G - IMPROVE ACCESS AND REMOVE PERFORMANCE GAPS FOR OTHER PRIORITY GROUPS

Our approach can be summarised as opening up world-class HE to those with the potential and motivation to succeed. We will focus on continuous improvement for under-represented groups (low participation, low income, BAME, disabled), including small but important groups, such as care leavers. This table is structured using the student lifecycle from application to graduation. The priority groups most affected by each issue are identified in the first column, using our APP priority groups identified in section 2.1.

PRIORITIES B TO G - PART 1 - Improve access and remove performance gaps for other priority groups - Ensuring that applicants can come to Portsmouth (promoting access and participation)

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
Expectations are limited by comparatively low level 2 & 3 qualifications in our local community PRIORITY C	Historic issues regarding quality of schools and expectations, with progression to HE below 25% across Portsmouth	Leadership role in establishing a new all-levels Multi-Academy Trust in Portsmouth, incorporating the University Technical College Support schools via staff acting as Governors and training & development by our School of Education and Sociology	MAT established and operational by September 2020 Contribution to improved leadership in local schools	Increased access to high quality education for our community from 2022/23 onwards, with a major drive to increase HE progression from the MAT	Improvements in school attainment and resulting opportunities for progression to HE
Looked after children and estranged young people are less likely to progress to HE PRIORITY D	Can include limited role models, lack of family support for raising expectations and limited financial and practical support	Sign up to, and actively implement, the Care Leavers Covenant Work in partnership with SUN to narrow the attainment gap in the SUN region for looked after children, supporting the virtual school strategic priorities	Clearly articulated and accessible support package for looked after and estranged young people	Raised expectations and applications from looked after children and estranged young people from 2020/21 onwards	Increased recruitment of care leavers
Application rates from traditionally under-represented groups including people from LPNs, BAME and disabled people PRIORITY B, C & G	Low expectations in traditionally under-represented groups, including in their schools and families Debt adversity and uncertainty over future changes in student fees and financial support, may reduce application rates in the short term ¹⁴	Intensive and sustained outreach programme with partner schools to promote growth mindsets & increase knowledge about HE Pro-active guidance about finance, HE options & subject specific support for post-16 & mature students & parents/ advisors to promote HE	Raise expectations and improve attitudes and skills for learning Demystification of HE Enhanced awareness of available support including financial support for students	Raised aspirations and a reduction in perceived barriers to HE for potential applicants, their families and advisors Schools & colleges are supported in meeting the Gatsby Benchmarks (Department for Education Careers Strategy, Dec 2017)	Increase the proportion of POLAR4 quintile 1 entrants by 2025 No significant gaps in performance for other priority groups in terms of access

¹⁴ Publicity regarding Augar report may have a disproportionate impact, if potential applicants from under-represented groups defer entry to HE due to (i) the proposed reduction in tuition fees (ii) proposed reintroduction of maintenance grants. This group is less likely to understand the negative financial impact of the proposals overall and uncertainty over introduction of these proposals by the Government.

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
Continued....	A lack of understanding of HE and the benefits it can deliver	Roll-out of Portsmouth Scholars scheme beyond Portsmouth College, providing an active mentoring and support cascade into local schools Partnership with Portsmouth Football Club, 'Pompey in the Community' and the City Council facilitated 'Portsmouth Education Partnership' Work in collaboration with the Southern Universities Network (SUN) to deliver the National Collaborative Outreach Project (NCOP) and support the development of the 'outreach hub'		Increase applications and take-up of offers from engaged schools and colleges Increase applications and take-up of offers from under-represented groups	Continued.... Increase the proportion of POLAR4 quintile 1 entrants by 2025 No significant gaps in performance for other priority groups in terms of access
Improving progression routes to HE for under-represented groups PRIORITY B & G	Opportunities to progress to HE can be unclear if taking non-A level qualifications & for mature returners Inadequate advice re level 3 choices can restrict opportunities to progress to HE	Building closer partnerships and new progression routes into HE via our regional FE College network Introduce new Foundation Years for students without appropriate qualifications Further expand degree apprenticeship provision	Introduce a range of new franchised courses from 2019/20 onwards Each of our five faculties to have a Foundation Year or HND route and degree apprenticeship programmes by 2020/21	Local access to high quality HE via franchises and progression to top-up degrees at Portsmouth Strong take up of flexible access routes to high quality HE programmes including degree apprenticeships	
Under-representation of children of military families in HE PRIORITY G	Factors include disrupted schooling, fewer extra-curricular activities and emotional issues e.g. due to deployment	Jointly lead a Service Children's Progression Hub (with Winchester) to develop understanding of specific issues faced by service children affecting their access to HE, build a collaborative network & contribute to research (including approach to identification these applicants & students)	Further research in 2019/20, leading to new approach from 2020/21 to raising aspirations of children of military families Use our existing military partnerships to build a collaborative approach	Increased applications and students from military families, delivering on our commitment made through signing the Armed Forces Covenant	
Improving access by sharing good practice PRIORITY B & G	Evidence based activities have greatest impact	Collaborate with SUN to share good practice in activities, research, evaluation and staff development	Evidence based good practice embedded into our activities	Knowledge sharing by WP specialists promoting overall outcomes in this area from 2020/21 onwards	

PRIORITIES B TO G – PART 2 - Improve access and remove performance gaps for other priority groups – ensuring that students stay with us and succeed (enabling retention, continuation and attainment)

Note: Measures outlined in relation to BAME students (Priority A) will also benefit other priority groups, therefore this table focuses on other developments.

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
<p>Effective transition into HE for all students</p> <p>PRIORITY E, F & G</p>	<p>Student feedback has highlighted the need to enhance induction and promote independent learning and living skills</p>	<p>Investigate extension of existing 'Learning at Portsmouth' portal in response to student feedback e.g. virtual induction, taster lectures, live chat</p> <p>Full roll-out of personal tutor platform and Senior Tutors developed through OfS 'RARA' pilot project from 2019/20</p>	<p>Promote engagement prior to starting their course, to develop understanding, confidence and peer networks</p> <p>Identify and support those students at risk of disengagement</p>	<p>An inclusive and welcoming community with peer support networks, promoting inclusivity and effective transition</p>	<p>Successful transition to HE for all students, leading to increased engagement and attainment</p>
<p>Transition into HE can be more challenging for students with disabilities or mental health issues</p> <p>PRIORITY F</p>	<p>These students face additional challenges in terms of academic and social integration and personal issues e.g. re living away from home</p>	<p>Our Additional Support and Disability Advice Centre (ASDAC) runs a transitional support programme. Support extended to previously-looked after children from 2019/20</p> <p>'Wellbeing Transition Day' and 'Living Well at Uni' groups for first years, developed in conjunction with students, to offer both peer support and a rolling programme to build transition-supporting skills</p>	<p>Clearly articulated and implemented policies and procedures for assessing and addressing the needs of disabled students</p>	<p>Disabled students are fully able to engage with the academic and social aspects of University, resulting in improved confidence, engagement and attainment</p>	<p>Reduce attainment gap for disabled students</p>
<p>Disabled students can face challenges in accessing learning opportunities</p> <p>PRIORITY F</p>	<p>Challenges can include accessing and participating in lectures / seminars etc. and accessing learning and teaching resources</p>	<p>ASDAC works with individual students to provide a tailored support package including advice, study skills & assistive technologies</p> <p>ASDAC identifies reasonable adjustments needed to support engagement and success by disabled students</p>	<p>Clearly articulated and implemented policies and procedures for assessing and addressing the needs of disabled students</p> <p>Identify and deliver the reasonable adjustments required to support success for disabled students</p>	<p>Disabled students are fully able to engage with the academic and social aspects of University, resulting in improved confidence, engagement and attainment</p>	<p>Reduce attainment gap for disabled students</p>

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
Continued....	Financial challenges since the Government restricted eligibility to Disabled Students' Allowance	<p>Roll-out of Blackboard Ally (Moodle plug-in), supported by staff development, to promote flexible access to digital resources</p> <p>Training provided in specialist study skills tuition and assistive Technology e.g. Sonocent (note-taking software).</p> <p>Continued investment of at least £80k p.a. financial support for equipment to those students who are ineligible for funding through the Disabled Students' Allowance</p>	<p>Course materials and learning activities that are fully accessible to students</p> <p>Financial support for all disabled students who need specialist equipment and assistive technologies from 2019/20 onwards</p>	Continued.... Disabled students are fully able to engage with the academic and social aspects of University, resulting in improved confidence, engagement and attainment	Continued.... Reduce attainment gap for disabled students
Financial challenges affect retention of low income students PRIORITY E & G	Challenge of remaining on programme, or combining full-time study and part-time work, for low income students	<p>Major investment of £2.3m in bursary of £750 p.a. for English students with household income of £25,000 or less, along with our £1million student support fund p.a.</p> <p>Financial and budgeting advice from our Student Finance Centre</p> <p>Support to find appropriate part-time work through our Careers and Employability Service.</p>	<p>Students who are better able to focus on study and less reliant on part-time work</p> <p>Students find appropriate part-time work that enhances their 'Hallmarks' and employability from 2020/21 onwards</p>	Improved engagement and retention for low income students and other students in financial difficulty from 2020/21 to 2024/25	<p>Reduce attainment gap for POLAR4 quintile 1 students</p> <p>No significant gaps in performance for priority groups in terms of retention and attainment</p>
Review of policies and our recent curriculum review to identify good practice & any gaps PRIORITY E, F & G	Desire to ensure good practice regarding equality and diversity is incorporated consistently	Embedding equality, diversity and inclusion (EDI) in the curriculum, as one of ten partners in an Advance HE project	Identify and share good practice in embedding EDI to improve learning and teaching experiences from 2019/20 onwards	Increased consistency of engagement and attainment by under-represented groups	No significant gaps in performance for priority groups in terms of retention and attainment

PRIORITIES B TO G – PART 3 - Improve access and remove performance gaps for other priority groups - Ensuring students succeed with their future plans as set out in the Hallmarks of the Portsmouth Graduate (enabling attainment & progression to employment and further study)

Note: As above, measures outlined in relation to BAME students will also benefit other priority groups, therefore this table focuses on other developments.

Issue	Caused by	Strategic measures	Intended outputs	Intended outcomes	Intended impact by 2025
Encourage more explicit focus on and engagement with progression opportunities within our courses PRIORITY G	Student feedback has endorsed an even more explicit focus within the curriculum to build understanding of opportunities	Work with students to explore additional ways of promoting our matrix-accredited Careers and Employability Service, including more flexible, online support Greater use of mentors including alumni, with a focus on diversity to promote positive role models	Engagement by all students in career enhancing activities	Excellent progression rates to employment overall and to professional employment & further study, as part of our commitment to adding value	No significant gaps in performance develop for priority groups in terms of success (progression to employment and further study)
Continue to encourage students from low income households to progress to postgraduate study and to enter the professions PRIORITY G	Student from low income households / LPNs are less likely to progress to postgraduate study ¹⁵	We will invest £720,000 in scholarships for Portsmouth graduates from low income families progressing to Masters courses in 2020/21 Impact of investment on graduate destinations to be reviewed, to inform approach from 2021/22 onwards. Consideration will be given to focusing scholarships on certain groups (e.g. BAME students on Masters in Research courses) to promote BAME progression into research and academia	Increased awareness and confidence regarding postgraduate study opportunities 250 Portsmouth graduates encouraged to progress to Masters courses in 2020/21. Outputs for 2021/22 to be determined after review of our approach, in view of our overall strategic priorities re APP	More Portsmouth graduates from low income families have the opportunity to enter professional careers, including research and academia	
Continued monitoring of our position using new data when available PRIORITY G	Introduction of new Graduate Outcomes (GO) survey	Careful monitoring of the position for all priority groups. Internal 'Graduate pulse' survey to be conducted six months after graduation from 2019 onwards	2020 review of GO survey re any performance gaps. Data comparable to DLHE, allowing early response if concerns arise	Set new APP targets in 2020/21 in consultation with OfS if issues arise from the GO survey	

¹⁵ Issue recognised by HEFCE which resulted in their Postgraduate Support Scheme introduced in 2015/16. The University has continued to invest in a similar scheme since 2016/17.

3.3 Evaluation strategy including student involvement

The two main routes for overarching evaluation of this Plan will be via relevant academic committees and the APP Project Board (chaired by the Deputy Vice-Chancellor). Key academic committees are Student Experience Committee (SEC), which oversees the Student Success project and implementation of the student experience elements of our Education Strategy, which reports to University Education and Student Experience Committee (UESEC). The Marketing, Recruitment and Admissions Committee (MRAC), which oversees outreach and widening participation, and the Quality Assurance Committee, also report to UESEC. Therefore UESEC, chaired by the Deputy Vice-Chancellor, will monitor progress on all aspects of the Plan and take any necessary steps to ensure that the Plan is delivered. The UESEC reports to Academic Council and Academic Council reports to the Board of Governors. Students are represented by UPSU sabbatical officers on all but the MRAC.

The OfS evaluation self-assessment tool has been completed, along with the OfS financial support evaluation toolkit, to support the development of this Plan. We will trial using the output from the self-assessment, updated for each meeting, as the reporting mechanism for the APP Project Board. We take an institutional approach to evaluation, using project management methodology. A number of institutional projects, both internally and externally-funded, exemplify the way in which we build mixed-methods evaluation into the design of our projects, e.g.: Changing Mindsets; RARA; Student Success; and our 'Innovation in Learning & Teaching grants', which focus on student success, retention and progression.

We have learned from these projects and use the evaluation processes which we have found work best for us, i.e. data-driven with qualitative methods to drill into detail, and to further refine the continual enhancement approach that we take in partnership with our students. For example: we have designed new course and module surveys to obtain feedback on the teaching and learning experience of our students, and certain aspects of the wider student experience, aligned to Curriculum 2019, while the RARA project uses the HEAT tracker to collect evaluation data, coupled with student surveys, interviews and focus groups; the University's outreach and widening participation work will be underpinned by a mixed methods approach that outlines the expected learner outcomes at each phase of activity and will include baseline 'mindset' surveys, pre- and post-knowledge and 'distance travelled' questionnaires, and parents and teacher insights. It will use HEAT and a new internal CRM system to track sustained participation in outreach activity and future progression into HE. Through our partnership work with schools, we will pilot evaluation with a comparator group to add greater validity to causality of our longitudinal programme. In addition, we will explore ways in which we can ensure the pupil voice is captured within the evaluation and design of our outreach programmes.

A key strength of our approach at Portsmouth is co-creation with students. This means that introducing new activities, including evaluation, with students can take some time. Consequently, we have taken a stepped approach to our Student Success project, so that different activities come on-stream over the coming years, building one on the other, gaining from the expertise built up and the progress during implementation. This will reinforce positive relationships with students. We have first introduced the infrastructure that supports this and then started to co-develop the activities, within that infrastructure.

Students are at the centre of what we do. For example, student feedback contributed to changes to our academic year and curriculum framework, to support effective transitions and decolonising the curriculum. Research and evidence informed the options that were consulted on, with both staff and students, before the new Curriculum Framework was proposed and taken through university approval processes and then implementation. Student feedback will also be central to the evaluation of the success of the changes. Using the theory of change approach, and working with our students, we aim, wherever possible, to embed evaluation into our initial development of projects designed to answer the question 'why', then 'what' and, finally 'how'. We will use the development opportunity within this APP to work with students to co-design the evaluation. Our strong relationship with the new UPSU Data Insights team will contribute to this.

We are implementing a new annual monitoring process (EQuIP), which was piloted in 2018/19 and will be fully in place in September 2019. It will provide staff more access to their data and opportunities for reflection, including BAME attainment gap data. We have also planned for 'sandpit' events, building on a model we were instrumental in developing within the University Alliance Teaching Excellence Alliance. Staff will thus be able to reflect on the effectiveness of their activities to reduce and eliminate the unexplained attainment gap, in events which bring together academics, professional service staff and students, with a view to jointly addressing issues identified and jointly designing the evaluation. The first such sandpit will take place on 31 October 2019.

We are building on existing work and further developing projects based on data and evidence that we have collected. For example we use the SEC, which has both staff and student members, as an active research group, and hold a data-driven meeting at the beginning of the academic year. It will evaluate the data provided at the student drop-in session and linked survey to help shape priorities and focus work.

We will scale-up our evaluation activities by employing a mixed-methods researcher within our planned Centre for Pedagogic Innovation. The researcher will source and analyse quantitative and qualitative data and help with the design and collection of evaluation, in liaison with relevant staff and students. This will provide consistent evaluative expertise across all our activities and ensure that good practice from within the University and the wider sector informs future developments in this area. We will appoint the researcher in autumn 2019 and hope to attract a recent Portsmouth graduate to this role, applying their expertise for the benefit of the institution and our students. They will support the Student Success project and a number of Innovation in L&T projects which are focused on Priorities A to G.

Our well-developed institutional project management process and reporting mechanisms, including risk management and mitigation, will support reporting through relevant project groups and committee. Our project management reporting will flag any areas for concern, and our quality assurance systems provides trend analysis which will highlight any lack of progress. Coupled with existing staff expertise, and the plan to appoint a researcher to provide a common level of evaluation across our activities, and using the self-assessment tool as a reporting mechanism, a consistent evaluation of the full APP will be provided.

3.4 Monitoring progress against delivery of the plan

The previous section on evaluation set out the routes by which our academic committees, including student representatives, will scrutinise progress with implementation of this Plan alongside our University Strategy. Given the strategic importance of widening participation to the University of Portsmouth, monitoring data and trends are also regularly considered by the University's Executive Board and the Board of Governors. Our business intelligence dashboards provide comprehensive data that informs progress monitoring at University level and by Faculty, Department and course as part of our quality enhancement process. UPSU also review progress through their democratic processes, to ensure that students play a key role in monitoring.

SECTION 4 – Provision of information to students

We are committed to providing clear and accessible information, advice and guidance to potential applicants and their advisors, to enable effective decision-making. Information including financial advice is shared through outreach activities, open days, one-to-one advice and through our website. Additionally we provide timely information to UCAS and the SLC, to ensure public information about our fees and additional study costs are accurate. Through our main University website and our MyPort information hub we will ensure that our approved Access and Participation Plan, including information about fees, financial support and eligibility criteria, is easily accessible for both prospective and current students.

Comprehensive, impartial information on financial support is provided to applicants and students by our Student Finance Centre. Staff work actively with applicants, students and parents, with tailored advice for priority groups including care leavers, estranged students, students with disabilities and those with children. Our Additional Support and Disability Advice Centre proactively contacts applicants and students with a declared disability with information on how they can be supported through their academic studies and offers

pre-entry liaison visits to support transition for students with complex cases including autism. They also advise disabled applicants and students on the specific financial support available.

Both our Student Finance Centre and Careers and Employability Service have successfully gained accreditation to the improved **matrix™** Quality Standard. This standard demonstrates and recognises our commitment to the delivery of high quality information, advice and guidance by continual review, evaluation and development of our service. We continue to work closely with our regional contact at Student Finance England to share information, best practice and event opportunities, and training and financial updates.

In addition to the work outlined above which is targeted at particular groups, the University will continue to ensure compliance with OfS and CMA compliance advice on publishing information on fees and financial support. We will publish our Access and Participation Plan once this is approved and also publish clear and accessible information for applicants and continuing students on tuition fees and financial support available to them.

University of Portsmouth variation to its existing Access and Participation Plan (2020/21-2024/25)

This document explains the commitment and activities the University is undertaking that align with the Office for Students' (OfS) new priorities in relation to access and participation. The document is structured to address each OfS priority (B-D) in turn. Priority A (accessible access and participation plans) is addressed in a separate document.

Priority B: Partnerships with schools to raise attainment

The University engages in a number of ways to ensure that we deliver and contribute to raising attainment for local schools.

1. University of Portsmouth Academy Trust (UPAT)

The University established the University of Portsmouth Academy Trust (UPAT) in January 2022. UPAT is about supporting the aspirations and raising the attainment of young people in the Portsmouth Harbour area (Portsmouth, Fareham and Gosport). The Trust was established initially at the primary level because the University believes the underpinning of successful education outcomes is strong teaching and learning at Key Stages 1 and 2.

The University plans to expand the Trust to include more schools, in particular secondary schools, so that UPAT offers support through all the years of children's school education. To support the University's plans, and UPAT, the University established the Education Research, Innovation and Consultancy (ERIC) unit at the same time as UPAT. ERIC will undertake research and evaluate the impact of the University's involvement in local schools.

Education Research, Innovation and Consultancy (ERIC)

ERIC works with local schools on areas of school improvement, with an initial focus on those in the UPAT. ERIC has developed and begun to roll out high-quality Continuing Professional Development (CPD) offers to local schools. This CPD role aligns with the work of the University's School of Education and Sociology role in training teachers for all phases of education (Primary, Secondary and Further Education). The teacher training courses have recently been in the first tranche to be re-accredited by the Department for Education (DfE) and will deliver the new framework from 2024.

In addition to its CPD role, ERIC's central focus will be to embed research and innovation into classroom practices and wider improvements to children's education journeys. ERIC's work will track the impact of the work the University does for and with local schools in order to improve the educational experiences, outcomes and opportunities for children and young people, especially those experiencing social disadvantage and/or those at risk of marginalisation.

ERIC's long-term aim is to establish a longitudinal study of the University's involvement in, interactions with, and impacts on schools and (where relevant) other settings with a role in supporting child development. This ERIC-led work will emphasise activities for and with the Portsmouth Harbour-area schools, and be targeted at disadvantaged populations. Additionally, it will incorporate an ongoing evaluation of the implementation and impact of UPAT, which addresses the University's direct intervention in the running of local schools.

2. Focus on disadvantaged males

Working with the University of Winchester and the Arts University Bournemouth, the University has held a series of [‘Being a Boy’ CPD webinars](#) for teachers, exploring the challenges faced by boys in relation to their educational attainment. The University has also set up a community of practice with teachers in schools and colleges to further the understanding of the education experiences of boys in Portsmouth. This will lead to a workshop (September 2022) which we are convening for widening participation, outreach and access practitioners to explore what can be done and how, to better support working class boys’ educational attainment and progression to higher education. Alongside this, the University of Portsmouth will be working with local schools to upskill teaching staff in research methods, with the aim of supporting them to undertake research in their own settings on strategies and approaches to address this issue. This research, and the conference outcomes, will inform future opportunities to work collaboratively with schools and colleges on the attainment raising agenda.

Priority C: Access to higher education leads to successful participation

As Table 1 below shows, the University is making progress in addressing the key inequalities around which the University’s current Access and Participation Plan is focused. Below Table 1, it is explained what new University activity will further support existing work to improve student success.

Table 1: Progress against key Access and Participation Plan (APP) targets, University of Portsmouth			
	Baseline (taken from 17/18)	Actual at 20/21	APP target for 24/25
		APP target for 20/21	
Attainment gap between White and Black students	26%	19%	10%
		24%	
Attainment gap between male students from deprived areas and male students from non-deprived areas	13%	9%	6%
		12%	
Attainment gap between students from low participation areas (POLAR4 Q1) and students from high participation areas (Q5)	3%	2%	1%
		3%	
Attainment gap between students with disabilities and those with no known disabilities	5%	1%	2%
		4.5%	

Source: Access and Participation Dashboard, Office for Students (March 2022)

The Student Experience Committee oversees activity undertaken by its subgroups. The University Student Success Group has primary institutional responsibility to improve students’ successful participation. Through this Group the University has established a number of

projects and activities to support our students from underrepresented groups to achieve success, understood both in terms of successful course participation and good quality outcomes. These are explained below (C1-3).

The group also monitors the implementation in faculties of a range of activities following the running of Sandpits (now called Charrettes)¹ with staff and students working together to develop projects and initiatives to address the awarding gap at the level of the Faculty, School or course.

1. ERASE (Enhancing Retention and Student Engagement) project

The objective of ERASE was to gather rich qualitative data via an online questionnaire or video interview from students who withdraw. The aim was to achieve a greater understanding of the complexity of reasons behind student withdrawals to support strategies to target non-continuation. Fifteen courses were chosen, three from each faculty, based on higher withdrawal rates, as well as protected characteristics such as ethnicity, and age. Students who withdrew from the chosen courses during the 2020-21 academic year were asked to complete a specially-designed questionnaire.

The most striking finding was that many of the withdrawn students had arrived at the University via Clearing. Work has now begun on further investigation of all withdrawals across the University. The aim is to establish the percentage of Clearing students among withdrawals and to understand why they are over-represented in this population. We will then develop targeted interventions to boost retention among students who join through Clearing, including clearly communicating support available.

2. Employability, Diversity and Inclusivity project

In light of ERASE the University's Faculty of Technology and the Careers and Employability Service piloted an action plan with students to help them work through obtaining advice and support in order to make an informed decision about interrupting, withdrawing, or transferring. This work sits alongside the new Personal Tutoring and Development Framework and the support provided by Personal Tutors and the network of support for students described within the Framework.

3. Intersectionality project

This is a two-phase mixed methods research project. Phase one is a quantitative investigation of data sourced from across the University for a broader intersectional view to facilitate an understanding of full student profiles and issues rather than individual demographics. This phase will begin in September 2022. Phase two is the qualitative section which will research challenges related to intersectional identity through qualitative interviews or focus groups with pilots in Schools with issues and/or high numbers of intersectional students. This phase has yet to be started and will be guided by the quantitative work in phase one.

¹ These are a co-creation mechanism which enable staff and students to work together to develop projects and initiatives to address the awarding gap in their curricula or classrooms.

4. Being, Belonging, Becoming (BBB) University working group

The BBB group has planned the learning, teaching and student experience around students. The purpose is to

- engender a sense of belonging at University, Course and Student Unions levels as well as helping to create social networks.
- be inclusive, supportive and accessible - catering for our diverse student body, and part of a whole-institution approach to fostering student wellbeing and inclusion.
- to cover all students, e.g., home, international, all modes, new and returning students.
- give access to building social networks to enhance sense of community and belonging, including the University's Welcome Ambassadors and buddying schemes.
- access to online modules: introduction to HE learning, introduction to online learning, learning well (building resilience).
- activities to support students to engage with induction and transition: a Countdown and Connect challenge and treasure hunt, Welcome Month of planned activities.

BBB work is particularly important given the disrupted nature of education that many students have had prior to arriving in higher education. The BBB work includes a pre-arrival programme designed to promote belonging and student engagement, support transition and developing resilience, as well as a welcome offer which includes an evaluation of individuals' current learning confidence. As part of the programme students are given carefully planned access to the virtual learning environment as well as making School connections, enabling engagement with the University's Welcome Ambassadors, to social groups, clubs and societies, and an introduction to the University's Student Charter. All support will be delivered through the University's Blended and Connected approach.

5. University Employment Group

The Employment group has piloted a number of initiatives to improve graduate employment outcomes and is now scaling up certain of the most successful across the institution over the coming years. This includes introducing Career Corners in teaching sessions and giving students access to a programme called Preparing Your Professional Journey. Working with the Students' Union a guide, called 7 Steps to Success, is being developed.

The Careers and Employability Service supports students to undertake volunteering in support of their learning. The Volunteering Team, based in the Careers and Employability Service, partners with over 100 UK-based not-for-profit organisations to enhance lives through volunteering. Opportunities align with courses, career plans or personal values of the student body. They seek to improve confidence, boost employability and build connections. The team vet opportunities to make sure they are safe and well supported, whilst evidencing our commitment to support the community. We partner with local organisations to advertise opportunities and encourage students to take part in volunteer activities that support local community groups, charities and residents. Projects involve working with homeless people, victims of crimes, rehabilitating ex-offenders, supporting people with health conditions and raising literacy levels of children in primary schools.

In addition, the University is currently recruiting an institutional lead to promote and improve the take-up of placement activities, particularly in those discipline areas where such take-up has traditionally been low.

Priority D: Develop more flexible and diverse provision

The University has formal relationships with eight local Further Education colleges, as well as other informal relationships. The purpose of these relationships is to provide access to higher education at the appropriate point in individuals' learning and careers. Principally, we do this through the following means.

1. Validation and Franchise Agreements

For students who prefer to access higher education in a further education setting, the University has a range of validated and franchised agreements with associated programmes and progression routes identified. This includes the opportunity for learners to 'top up' a Level 4 or Level 5 qualification to a Level 6 full degree. The University also supports partner colleges and students with access to high-quality higher education apprenticeship programmes, including degree level apprenticeships. For example, the University works closely with each Further Education partner to design and develop Level 4 and 5 programmes that meet the Institute for Apprenticeships and Technical Education (IFATE) apprenticeship standards across a range of provision that map into University provision at Level 6 and above (see below).

2. Articulation Agreements

The University places great emphasis on articulation and progression routes into higher education for those students who choose to commence their higher education studies in a university setting. As such the University has agreed formal progression agreements with seven college partners with approximately 350 students already engaged in higher level learning, with entire college cohorts able to access a range of provision through supporting articulation agreements. These agreements are bespoke and meet the needs of learners and colleges. All are aimed at increasing and widening access and participation in higher education to those from underrepresented groups.

The University works closely with partners to identify the key progression routes based on partner's own Access and Participation Plans or by identifying curricula that meets the needs of learners, local communities and business, based on partners' own demographic engagement strategies.

Our partnership provision encourages access to university programmes from different routes, including the new T level qualifications. The University has worked collaboratively with our local colleges to support the development of their T level programmes.

3. Institute of Technology and Higher Technical Qualifications

As a key higher education partner, we have also worked closely in the development of the region's new Institute of Technology. We have adapted the design of our linked Level 4 and 5 programmes to ensure learners gain the Higher Technical Qualification (HTQ) quality mark. In addition, we have supported access to a wider pool of learners from a range of demographic backgrounds who might otherwise not be engaged in higher level technical learning.

4. Degree Apprenticeships

The University offers some stand alone 'top up' apprenticeships through which we link with local colleges and Independent Training Providers (ITPs) offering HNCs and HNDs in relevant engineering subjects. These pathways are well established. We also encourage other providers to deliver these courses. Many have excellent apprenticeship programmes and want to develop more higher education provision.

The University is working on articulation agreements for all local colleges and ITPs offering the Level 5 Operations Manager apprenticeship and the Level 4 Project Management apprenticeship. Apprentices that complete these courses can do a fast track pathway to achieve a full degree.

We are a subcontractor of an FE college and are in talks with another, for delivery of a Level 6 engineering degree apprenticeship. The college signs the apprentice up for 5 years and they deliver the HNC and HND, with the university delivering the final degree year. This is a collaborative arrangement and means that the learner is enrolled directly onto a degree apprenticeship, rather than two apprenticeships with double the assessment.

The University is an active member of the Association of Learning Providers Hampshire and the Isle of Wight (ALPHI), which works with local schools to encourage progression to apprenticeships and highlights progression pathways all the way to degree level. The association has won funding from the Apprenticeship Support & Knowledge (ASK) project to deliver sessions in schools and ensure all students are given the same high quality messaging.

The University is also launching an Equality & Diversity Toolkit to support and encourage employers to be more diverse in their recruitment to degree apprenticeships. The project is delivered in partnership with the Solent Apprenticeship and Skills Hub; it aims to provide employers with resources and examples of how they can widen participation and look beyond qualifications to recruit apprentices from different ethnic groups or socioeconomic status.

The University plans to grow our offer of top up apprenticeships and offer a broad range of top up degree apprenticeships to raise attainment, fill local skills gaps and increase social mobility in our local communities. This will involve continuing to work closely with further education partners to fill the gaps and offer more progression paths.

Summary

The University has many extant activities and commitments that align with priorities B-D and believe our work has the potential to make a meaningful contribution to widen access to and support in higher education. We attribute particular importance to ERIC, believe that it will become central to many of our access and participation activities, and that it aligns very well with the increasing importance the OfS is attaching to the proper evaluation of access and success activities.

Provider fee information 2022-23Provider name: University of Portsmouth
Provider UKPRN: 10007155**Summary of 2022-23 course fees**

*course type not listed by the provider as available in 2022-23. This means that any such course delivered in 2022-23 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2022-23 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Includes Integrated Masters and MArch	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	Fee applies to entrants/all students	£925
Erasmus and overseas study years	Erasmus	Fee applies to entrants/all students	£925
Erasmus and overseas study years	Non-Erasmus	Fee applies to entrants/all students	£925
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2022-23 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Chichester College Group 10007817 - Level 6 Top-up	Fee applies to entrants/all students	£9,250
First degree	Eastleigh College 10002143 - Level 6 Top-up	Fee applies to entrants/all students	£9,250
Foundation degree	Eastleigh College 10002143	Fee applies to entrants/all students	£6,165
Foundation degree	Havant and South Downs College 10005979	Fee applies to entrants/all students	£6,165
Foundation degree	Isle of Wight College 10003406	Fee applies to entrants/all students	£6,165
Foundation year/Year 0	*	*	*
HNC/HND	Eastleigh College 10002143	Fee applies to entrants/all students	£6,165
HNC/HND	Havant and South Downs College 10005979	Fee applies to entrants/all students	£6,165
HNC/HND	Isle of Wight College 10003406	Fee applies to entrants/all students	£6,165
CertHE/DipHE	Eastleigh College 10002143 - 2020/21 entrants onwards	Fee applies to entrants/all students	£6,165
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*

Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2022-23 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2022-23 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Provider fee information 2021-22Provider name: University of Portsmouth
Provider UKPRN: 10007155**Summary of 2021-22 course fees**

*course type not listed by the provider as available in 2021-22. This means that any such course delivered in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Includes Integrated Masters and MArch	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	Fee applies to entrants/all students	£9,250
Postgraduate ITT	*	Fee applies to entrants/all students	£9,250
Accelerated degree	*	*	*
Sandwich year	*	Fee applies to entrants/all students	£925
Erasmus and overseas study years	Erasmus	Fee applies to entrants/all students	£925
Erasmus and overseas study years	Non-Erasmus	Fee applies to entrants/all students	£925
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Chichester College Group 10007817 - Level 6 Top-up	Fee applies to entrants/all students	£9,250
First degree	Eastleigh College 10002143 - Level 6 Top-up	Fee applies to entrants/all students	£9,250
Foundation degree	Eastleigh College 10002143	Fee applies to entrants/all students	£6,165
Foundation degree	Havant and South Downs College 10005979	Fee applies to entrants/all students	£6,165
Foundation degree	Stanmore College 10009439	Fee applies to entrants/all students	£6,165
Foundation year/Year 0	*	*	*
HNC/HND	Eastleigh College 10002143	Fee applies to entrants/all students	£6,165
HNC/HND	Havant and South Downs College 10005979	Fee applies to entrants/all students	£6,165
HNC/HND	Isle of Wight College 10003406	Fee applies to entrants/all students	£6,165
HNC/HND	Stanmore College 10009439	Fee applies to entrants/all students	£6,165
CertHE/DipHE	Eastleigh College 10002143 - 2020/21 entrants onwards	Fee applies to entrants/all students	£6,165

Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Table 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Erasmus and overseas study years	*	*	*
Other	*	*	*

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Includes Integrated Masters and MArch	£9,250
Foundation degree	*	*
Foundation year/Year 0	*	£9,250
HNC/HND	*	*
CertHE/DipHE	*	£9,250
Postgraduate ITT	*	£9,250
Accelerated degree	*	*
Sandwich year	*	£925
Erasmus and overseas study years	Erasmus	£925
Erasmus and overseas study years	Non-Erasmus	£925
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Chichester College Group 10007817 - Level 6 Top-up	£9,250
First degree	Eastleigh College 10002143 - Level 6 Top-up	£9,250
Foundation degree	Eastleigh College 10002143	£6,165
Foundation degree	Havant and South Downs College 10005979	£6,165
Foundation degree	Stanmore College 10009439	£6,165
Foundation year/Year 0	*	*
HNC/HND	Eastleigh College 10002143	£6,165
HNC/HND	Havant and South Downs College 10005979	£6,165
HNC/HND	Isle of Wight College 10003406	£6,165
HNC/HND	Stanmore College 10009439	£6,165
CertHE/DipHE	Eastleigh College 10002143 - 2020/21 entrants onwards	£6,165
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: University of Portsmouth

Provider UKPRN: 10007155

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£4,500,000.00	£4,550,000.00	£4,600,000.00	£4,650,000.00	£4,700,000.00
Access (pre-16)	£1,350,000.00	£1,365,000.00	£1,380,000.00	£1,395,000.00	£1,410,000.00
Access (post-16)	£2,025,000.00	£2,050,000.00	£2,070,000.00	£2,090,000.00	£2,110,000.00
Access (adults and the community)	£675,000.00	£680,000.00	£690,000.00	£700,000.00	£710,000.00
Access (other)	£450,000.00	£455,000.00	£460,000.00	£465,000.00	£470,000.00
Financial support (£)	£3,318,500.00	£3,294,250.00	£3,304,000.00	£3,290,500.00	£3,291,250.00
Research and evaluation (£)	£150,000.00	£155,000.00	£160,000.00	£165,000.00	£170,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£41,558,480.00	£41,361,040.00	£41,308,595.00	£41,299,340.00	£41,299,340.00
Access investment	7.7%	7.9%	8.0%	8.1%	8.2%
Financial support	8.0%	7.9%	8.0%	8.0%	8.0%
Research and evaluation	0.4%	0.4%	0.4%	0.4%	0.4%
Total investment (as %HFI)	16.0%	16.2%	16.3%	16.5%	16.6%

Targets and investment plan 2020-21 to 2024-25

Provider name: University of Portsmouth

Provider UKPRN: 10007155

Targets

Table 4a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation between the most and least represented groups	PTA_1	Low Participation Neighbourhood (LPN)	Reduce the ratio in entry rates for POLAR4 quintile 5 and quintile 1 students at the University of Portsmouth	No	The access and participation dataset	2017-18	1.8 to 1	1.8	1.75	1.7	1.6	1.5	We will reduce the gap in participation.
To increase recruitment of care leavers	PTA_2	Care-leavers	Increased recruitment of students who are eligible for the care leavers bursary	No	Other data source	2017-18	37	39	41	43	45	47	Target relates to the total number of care leavers eligible for care leavers' bursaries across all years of courses

Table 4b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
To reduce the attainment gap for BAME students, focusing on Black students who currently have the most significant attainment gap	PTS_1	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	26% attainment gap	24%	22%	19%	15%	10%	We will remove the unexplained attainment gap by 2024/25. We assume that some residual gap will still exist by 2025 related to factors including previous qualification type and tariff on entry.
To reduce the attainment gap for male students from the most deprived areas	PTS_2	Low income background	Percentage difference in degree attainment (1st and 2:1) between male students from the least deprived areas and male students from the most deprived areas (IMD).	No	The access and participation dataset	2017-18	13% attainment gap	12%	11%	9.4%	7.8%	6%	We will halve this attainment gap by 2024/25.
To reduce the attainment gap for POLAR4 Quintile 1 students	PTS_3	Low Participation Neighbourhood (LPN)	Percentage difference in degree attainment (1st and 2:1) between POLAR4 Quintile 1 and Quintile 5 students.	No	The access and participation dataset	2017-18	3% attainment gap	3%	2.5%	2%	1.5%	1%	We will remove the unexplained attainment gap by 2024/25. We assume that some residual, but non-significant, gap will still exist by 2025 related to factors including previous qualification type and tariff on entry.
To reduce the attainment gap for Disabled students	PTS_4	Disabled	Percentage difference in degree attainment (1st and 2:1) between Disabled students and students with no known disability.	No	The access and participation dataset	2017-18	5% attainment gap	4.5%	4%	3.5%	3%	2%	We will remove the unexplained attainment gap by 2024/25. We assume that some residual, but non-significant, gap will still exist by 2025 related to individual disabilities, particularly as the category with the largest attainment gap at present is the small group of students with multiple impairments, which are necessarily complex.

Table 4c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21 milestones	2021-22 milestones	2022-23 milestones	2023-24 milestones	2024-25 milestones	Commentary on milestones/targets (500 characters maximum)
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