

# Social Mobility

**The importance of post-entry  
support to achieve non-differential  
outcomes across all student groups**



From Newcastle. For the world.

# Plan for today

- **Introduction**
- **Group Discussion**
  - Approach to post-entry support package for PARTNERS (and WP) students
  - Approach to evaluating this support package



## The PARTNERS Programme

- Supported entry route targeting under-represented groups in HE
- Over 4,500 students have entered Newcastle University
- Accounted for 9% of the undergraduate home intake for 2018 entry
- PARTNERS students perform well in terms of retention
- PARTNERS students do not perform as well with regard to degree outcomes – this is most pronounced in the Humanities and Social Sciences Faculty
- PARTNERS graduates in positive graduate destinations continues to increase, however, this figure is still lower than that of the wider cohort



## PARTNERS Programme Eligibility

- Students from:
  - Low participation neighbourhoods
  - Low household income
  - Low socioeconomic status
  - Low attaining schools
- Students of particular ethnicities
  - Black, Asian and minority ethnic students (BAME)
- Care leavers
- Disabled students
- Estranged students
- Refugees
- Mature students
- Students from Gypsy, Roma, Traveller communities
- Young carers



## Requirements of the Office for Students (OfS)

We must focus on gaps in access, success and progression in relation to:

- Students from areas of low higher education participation, low household income and/or low socioeconomic status backgrounds
- Students of particular ethnicities
- Mature students
- Disabled students
- Care leavers

This must be addressed in the University's Access and Participation Plan (APP)



## Newcastle University's Attainment Gap Data

An extract from Newcastle University's Equality and Diversity Report 2018

UG Summary 2016/17	Intake	% total intake	Offer rate	Non-continuation	First/2:1	Positive destinations
White BME <i>Difference</i>	4,535 625	88% 12%	82% 62% <b>-19.2%</b>	9% 12% <b>2.6%</b>	87% 77% <b>-10%</b>	80% 87% <b>6.8%</b>
No disability Disability <i>Difference</i>	4,665 515	90% 10%	79% 75% <b>-4.1%</b>	9% 12%* <b>3.0%</b>	86% 81% <b>-5.6%</b>	80% 82% <b>15%</b>
Other areas Low participation areas <i>Difference</i>	4,389 460	91% 9%	79% 73% <b>-6.4%</b>	9% 14% <b>4.8%</b>	87% 80% <b>-6.4%</b>	81% 79% <b>-2.1%</b>
Young Mature <i>Difference</i>	4,855 325	94% 6%	85% 26% <b>-58.6%</b>	9% 24% <b>15%</b>	87% 75% <b>-11.5%</b>	96% 98% <b>2.0%</b>

\* Not in receipt of Disabled Students' Allowance

Source: Newcastle University's Equality and Diversity Report 2018

## What are we doing to address this? The PARTNERS Programme

- Emphasis on careers pre-entry
- Creating communities
- Offering support at key times
- Signposting
- Employment opportunities
- Careers Insights Programme
  - Building confidence
  - Increased confidence/awareness markers
  - Range of work experience
  - Networking opportunities
  - Bursaries



## What are we doing to address this? Advance HE Project

- University level project to support our students to succeed
- Gathering staff and student views on:
  - current projects taking place at the University addressing these issues
  - how we can take a more effective joined up approach
  - what else we can do to reduce the gaps in degree outcomes between students in different groups
- Today we want to build on the work of this project and add more data to what has already been collected



## Approach to post-entry support package for PARTNERS (and WP) students

- Each table will focus on a specific theme:
  - Creating a culture which supports diversity
  - Inclusive learning
  - Central resource
  - Non-academic student experience
  - Skills development
- In your tables' theme, consider these questions:
  - What is currently available in these areas?
  - What should/could be available in these areas?
  - What do you think the University's priorities should be to bring about change?
  - How can we engage staff and students in these development?
  - How can we encourage effective join-up across the University?
  - Should we target activities or make them available for all?



## Approach to evaluating this support package

- List the top level goals of the ideas that you have generated on the evaluation grid
- For each one, develop an action or multiple actions to take to achieve this goal and think about the immediate next steps
- Think about ways in which we can know if we have achieved these goals
- Evaluation Ideas:
  - Questionnaires
  - Focus groups
  - Case studies
  - Student tracking
  - Baseline needs assessment
  - Communities of interest/practice
  - Action plans
  - Pilot projects



# Thank you