

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% <i>-19.2%</i>	9% 12% <i>2.6%</i>	87% 77% <i>-10%</i>	80% 87% <i>6.8%</i>
No disability Disability <i>Difference</i>	4,665 515	90% 10%	79% 75% <i>-4.1%</i>	9% 12%* <i>3.0%</i>	86% 81% <i>-5.6%</i>	80% 82% <i>1.5%</i>
Other areas Low participation areas <i>Difference</i>	4,389 460	91% 9%	79% 73% <i>-6.4%</i>	9% 14% <i>4.8%</i>	87% 80% <i>-6.4%</i>	81% 79% <i>-2.1%</i>
Young Mature <i>Difference</i>	4,855 325	94% 6%	85% 26% <i>-58.6%</i>	9% 24% <i>15%</i>	87% 75% <i>-11.5%</i>	96% 98% <i>2.0%</i>

* 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