

2019-20 access and participation plan monitoring

Provider impact report

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

1. Ambition and strategy

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

At Edge Hill, the theme of Opportunity for All is central to the University's Mission. The University historically performs well against Widening Participation measures, having made a significant contribution to removing barriers commonly faced by students from lower income, and other underrepresented backgrounds. In our 2019-2020 Access and Participation Plan, our intention was to continue on this trajectory.

As a university, we recognise that going into higher education is about student choice. Our access strategy for 2019-2020 was to increasingly engage in collaborative work with other institutions, to ensure that potential applicants have a wide choice of where they can go, and the confidence and qualifications to apply. Additionally, through our programme of activity around Raising Attainment, we aimed to invest in supporting the most disadvantaged schools. Our ambition for fair access was also demonstrated through our new Medical School, which offered an access to Medicine course from 2019. Our Medical School is committed to enabling fair access, and aims to support students from diverse backgrounds to apply for and study medicine.

Whilst we noted that access remains an important focus for us, our strategy for 2019-2020 was to increase our investment and resources in the areas of success and progression. Both our internal student data and national research indicates that gaps amongst certain underrepresented student groups can persist once on course, which can affect attainment, continuation and progression. To help us address these gaps, our 2019-2020 strategy and ambition was centered around introducing a new data management system Tableau; promoting research and evidence informed access and participation practice; collaborating with our students to understand the barriers they encounter to identify measures that will see real change; and enhancing evaluation techniques to improve the initiatives we design and implement. We also committed to investing in new staff to develop and deliver these initiatives.

At Edge Hill University we want the students that we attract onto our courses to stay on course, succeed and progress onto graduate level employment or further study. Student Success was at heart of our mission in our Access and Participation Plan for 2019-2020, and this remains for our future 2020-21 to 2024-25 Plan.

2. Self-assessment of targets

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

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

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

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Maintain recruitment level from state schools.	2015-16	98.9	98.9	98.9	Percentage	2019-20	98.9	Expected progress
T16a_02 (Access)	Maintain recruitment levels from low participation neighbourhoods	2015-16	20.4	20.5	20.5	Percentage	2019-20	18.8	Expected progress
T16a_03 (Access)	Maintain recruitment levels for mature full time first degree entrants	2015-16	19.5	19.5	19.5	Percentage	2019-20	21	Expected progress
T16a_04 (Access)	Increase the number of care leavers recruited into the University	2015-16	24	26	28	Headcount	2019-20	40	Expected progress
T16a_05 (Access)	Number of participants engaged in pre-16 progressive programmes	Other (please give details in Description column)	N/A	400	500	Headcount	2019-20	86	No progress
T16a_06 (Access)	Number of schools with an engagement agreement to drive raising attainment	Other (please give details in Description column)	N/A	8	11	Headcount	2019-20	18	Expected progress
T16a_07 (Access)	Number of staff performing school governor roles	Other (please give details in Description column)	N/A	25	30	Headcount	2019-20	30	Expected progress
T16a_08 (Access)	Number of participants being mentored through partnership with Brightside Trust	2015-16	300	450	500	Headcount	2019-20		No progress

T16a_09 (Student success)	Ensure the continuation rate for students entering with BTEC qualifications is the same as for those with A Levels	2015-16	79.1%	80.1%	81.6%	Percentage	2018-19	88	Expected progress
T16a_10 (Student success)	Ensure that the proportion of good first degrees awarded to young first degree students is equated across ethnic groups	2015-16	53.5%	54.1%	54.4%	Percentage	2019-20	59	Expected progress
T16a_11 (Progression)	Maintain levels for progression into employment or further study for first degree students	2014-15	95.3%	95.3%	95.3%	Percentage	2017-18	95.8	Expected progress
T16a_12 (Progression)	Increase the proportion of full time first degree students progressing into graduate level employment	2014-15	70.9%	72%	72.5%	Percentage	2017-18	75.1	Expected progress

Other milestones and targets

No data was returned for this section in Edge Hill University's 2019-20 [access and participation plan](#).

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£766,084.00	£763,000.00	0%
Financial Support	£1,267,992.00	£923,000.00	-27%

4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_05	Enhance and deliver our pre-16 progressive programmes.
T16a_08	The Access Platform is now fully embedded within our communications plans and we make the resource available to all students that we engage with via pre-entry outreach activity to ensure the peer-to-peer support and engagement is available to support prospective students with their decision making.

5. Confirmation

Edge Hill University confirms that:

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

Annex A: Commentary on progress against targets

Edge Hill University's commentary where progress against targets was less than expected.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
The commitments in our plan related to this target refer to programmes that were unable to be delivered as planned as a result of the pandemic.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Alternative content was delivered in the form of stand alone pre-16 events rather than progressive programmes

Target reference number: T16a_08
How have you met the commitments in your plan related to this target?
We delivered the targeted online mentoring for applicants as outlined, however the number of applicants engaged in the programme was lower than projected. Due to the limited uptake in the programme, and insight suggesting that interest in the programme would be more significant if it started earlier in the prospective student journey, a decision has since been taken to discontinue the Brightside mentoring programme, and replace it with The Access Platform (a peer-to-peer platform that enables prospective students to securely engage with current students throughout the enquirer and applicant journey).
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our peer-to-peer engagement platform launched in May 2020, and between launch date and the end of the 2019/20 academic year, 601 prospective students engaged in conversations with current students via the platform. These students were a mix of applicants, and prospective students looking at future entry years. Therefore, whilst the applicant mentoring specific target wasn't met, the number of prospective students who engaged with peer-to-peer support from our current students comfortably exceeded the target figure during the 2019/20 academic year.

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	This measure now uses POLAR4 so not measuring like with like. Base year figure is 18.7% when using POLAR4, therefore we have increased this baseline from 18.7% to 18.8% when using POLAR4.
T16a_03	This measure now uses POLAR4 so not measuring like with like. Base year figure is 17.7% when using POLAR4.
T16a_04	HESA Student Return - 2019/20 new entrants with care leaver status
T16a_05	
T16a_06	We exceeded our target in 2019-2020 and had 18 schools with an engagement agreement to drive raising attainment
T16a_07	
T16a_08	
T16a_09	Taken from the underlying data for the HESA PIs. The continuation rate for 2018/19 entrants with A Levels was 96.7% compared with 88% for BTEC. This does not include those who transferred to another HEP.
T16a_10	We exceeded our target in 2019-2020 by 4.6%
T16a_11	There is still no official HESA Employment PI for this using the new GO data. This figure uses previous HESA PI methodology for UK domiciled full-time first degree leavers.
T16a_12	Guardian League Table methodology - % of UK domiciled full-time first degree leavers in highly skilled employment or postgraduate further study of those available for work (includes those who completed interim study).