



**UNIVERSITY OF  
PORTSMOUTH**

## **ACCESS AND PARTICIPATION PLAN MONITORING REPORT**

The following 2019/20 Access and Participation plan monitoring report has been generated by the Office for Students using information provided by the University from our provider monitoring return.

The report details our performance in relation to targets and milestones associated with the 2019/20 plan and our investment in access and financial support for students.

It is published here in accordance with Office for Students requirements.

Planning Department  
October 2021



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### 1. Ambition and strategy

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

The overall ambition and strategy described in our 2019-20 access and participation plan was linked to our wider University Strategy and our commitments to "raising expectations and creating ladders of opportunity for people in our region to take part in higher education".

The plan highlighted our Education Strategy through which we sought to enhance educational aspirations and create high-quality, relevant, lifelong learning education opportunities through working in partnership, including with schools, colleges, employers and alumni and set out our strategic ambitions against these principles:

- We will make a positive, clear and significant contribution to encouraging, extending, and sustaining the engagement of learners, and to inspiring and enabling their access to, and success in, higher education;
- We will continue and extend our commitment to a partnership approach to outreach activities, and our role in raising educational aspirations in our region;
- We will develop, promote and deliver a broader and more flexible range of routes for entry to the University, both for individuals and via strategic partnerships with educational institutions and employers, regionally, nationally and internationally;
- We will develop a variety of flexible learning programmes in partnership with employers and, where appropriate, professional and statutory bodies, as a means to both grow and diversify our student community;
- We will develop and deliver an enhanced offer of continuous and flexible professional development courses, including named awards through credit accumulation.

Our ambition and strategy also highlighted the University's Equality Objectives which were initiated to define our priorities in relation to students, staff and the wider community.

Through these objectives and through the 2019/20 Access and Participation plan we sought to build on achievements in recruitment, support and ensure positive outcomes for our students. Additionally we sought to identify and address inequalities of access and outcomes where they existed e.g. in the outcomes of white male and BAME students, and improve performance year-on-year.

## 2. Self-assessment of targets

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

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of Portsmouth’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)	YOUNG FULL-TIME FIRST DEGREE ENTRANTS FROM LOW PARTICIPATION NEIGHBOURHOODS (POLAR3) (HESA Table T1a)  We aim to outperform our location-adjusted benchmark over the next five years.	2013-14	Benchmark 9.7%	11.5	11.5	Percentage	2019-20	15.7	Expected progress
T16a_02 (Access)	MATURE FULL-TIME FIRST DEGREE ENTRANTS WITH NO PREVIOUS HE & FROM LOW PARTICIPATION NEIGHBOURHOOD (POLAR3) (HESA Table T2a)  We aim to outperform our location-adjusted benchmark over the next five years.	2013-14	Benchmark 13.0%	15.75	15.75	Percentage	2019-20	22	Expected progress
T16a_03 (Student success)	NON-CONTINUATION FOLLOWING YEAR OF ENTRY: YOUNG FULL-TIME FIRST DEGREE ENTRANTS FROM LOW PARTICIPATION NEIGHBOURHOODS (POLAR3) (HESA Table T3b)  We aim to outperform benchmark over the next five years.	2012-13	Benchmark: 7.7%	6.2	6.2	Percentage	2019-20	6.6	Expected progress

T16a_04 (Student success)	NON-CONTINUATION FOLLOWING YEAR OF ENTRY: MATURE FULL-TIME FIRST DEGREE ENTRANTS WITH NO PREVIOUS HE (HESA Table T3c)  We aim to outperform benchmark over the next five years.	2012-13	Benchmark: 14.1%	11.6	11.6	Percentage	2019-20	11.5	Expected progress
T16a_05 (Progression)	Through active support for employability and progression to further study, we will ensure that graduate progression rates are in line with the HESA benchmark.	2014-15	Baseline: 92.7% Benchmark: 92.9%	92.9%	92.9%	N/A (see description / commentary)	2019-20		Expected progress
T16a_06 (Multiple)	Maintain Gold rating in the Teaching Excellence Framework, including maintaining or increasing the number of positive flags for successful continuation and progression to employment or further study for students from low participation neighbourhoods, BME students, mature students, disabled students and students from other under-represented groups	2016-17	Gold Award	Maintain Gold award	Maintain Gold award	N/A (see description / commentary)	2019-20		Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Initiatives for parents from target schools and colleges	2011-12	34 schools	34 events	34 events	Headcount	2019-20	75	Expected progress
T16b_02 (Access)	Aspiration raising activities with post 16 students to encourage progression to HE	2011-12	1,000 students	50 activities	50 activities	Headcount	2019-20	125	Expected progress
T16b_03 (Access)	Mature learners: 'Why HE?' and transition engagement targeted at mature learners	2011-12	50 adults	100 adults	100 adults	Headcount	2019-20	0	Expected progress
T16b_04 (Access)	Aspiration raising: Use of student ambassadors and mentors to act as role models to inspire future students	2011-12	225 pupils	250 pupils	250 pupils	Headcount	2019-20	1153	Expected progress
T16b_05 (Access)	Aspiration and attainment raising activity with pre 16 students to encourage progression to HE	2011-12	6,500 pupils	60 activities	60 activities	Headcount	2019-20	83	Expected progress
T16b_06 (Access)	Financial briefings: Provision of financial information to prospective students and parents (including PG ITT) at target institutions/events.	2016-17	50 events	50 events	50 events	Headcount	2019-20	46	Expected progress
T16b_07 (Access)	Postgraduate ITT: Outreach / WP activity Baseline Year 2010-11 Tailored support and aspiration raising: Support for potential BME applicants provided by a part-time BME Advisor	Other (please give details in Description column)	40 potential applicants	50 potential applicants	50 potential applicants	Headcount	2019-20	50	Expected progress
T16b_08 (Access)	Postgraduate ITT: Outreach / WP activity Baseline Year 2010-11 Tailored support for students Individual and group support sessions provided by a part-time BME Advisor	Other (please give details in Description column)	15 sessions	15 sessions	15 sessions	Other	2019-20	15	Expected progress
T16b_09 (Access)	Subscribe to the Higher Education Access Tracker database to enhance tracking, monitoring and evaluation	2011-12	Subscription in place	Annual analysis of target schools & colleges using HEAT data	Annual analysis of target schools & colleges using HEAT data	N/A (see description / commentary)	2019-20		Expected progress

T16b_10 (Access)	Activities for black and minority ethnic students (via Southern Universities Network)	2016-17	N/A	Research project	TBC following research project	Headcount	2019-20	32	Expected progress
T16b_11 (Multiple)	Termly meetings of Working Groups relating to; BME, Disability, Vulnerable Children and Young People and Mature and Part-time students	2016-17	N/A	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	N/A (see description / commentary)	2019-20		Expected progress
T16b_12 (Access)	Activities for potential mature and part-time learners (via Southern Universities Network)	2016-17	N/A	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	Headcount	2019-20	2	Expected progress
T16b_13 (Access)	Vulnerable children and young people (including children in care and young carers) and/or those who support them (via the Southern Universities Network).	2016-17	N/A	Share good practice across network and develop a project on participation in the Roma, Gypsy and Traveller communities and mental health in education across SUN schools and colleges.	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Headcount	2019-20	51	Expected progress
T16b_14 (Access)	Portsmouth Scholars Mentoring Programme	2016-17	Not yet in place	Mentoring for at least 20 pupils	Mentoring for at least 20 pupils	Headcount	2019-20	0	Expected progress
T16b_15 (Access)	Contribution to improvement in attainment through involvement with UTC Portsmouth	Other (please give details in Description column)	Not yet available	Year 10 Entrants to outperform estimated GCSE grades (based on CAT scores) across English, Maths and Science	Year 10 Entrants to outperform estimated GCSE grades (based on CAT scores) across English, Maths and Science	N/A (see description / commentary)	2019-20		Expected progress

### 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	£3,060,000.00	£3,977,000.00	30%
Financial Support	£3,426,250.00	£4,673,000.00	36%

### 4. Action plan

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

No data was returned for this section in University of Portsmouth's monitoring return submission.



## 5. Confirmation

University of Portsmouth confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of Portsmouth 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	Graham Galbraith
Position	Vice-Chancellor

## **Annex A: Commentary on progress against targets**

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

No data was returned for this section in University of Portsmouth's monitoring return submission.

## Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	Our overarching target is to exceed our location-adjusted benchmark every year. This year our benchmark was 9.5%, so our performance of 6.6% means we have met this target. The milestone of 6.2% is based on the benchmark from 2017/18, and based on the data provided by HESA retaining only 3 more students would have seen us meet this milestone.
T16a_04	
T16a_05	Due to the move from DLHE to Graduate Outcomes we cannot monitor against this target. However in the latest Graduate Outcomes data we are performing to benchmark.
T16a_06	We still hold our TEF Gold award.
T16b_01	<p>Many of our activities and events were postponed, or replaced with digital alternatives, due to the pandemic. In many cases, this actually led to an increase in engagement and participation in activities/events.</p> <p>It is anticipated that we will adopt a blended approach to activities/events in future - providing additional opportunities for groups to engage in them and help us continue to make progress against targets.</p>
T16b_02	<p>Many of our activities and events were postponed, or replaced with digital alternatives, due to the pandemic. In many cases, this actually led to an increase in engagement and participation in activities/events.</p> <p>It is anticipated that we will adopt a blended approach to activities/events in future - providing additional opportunities for groups to engage in them and help us continue to make progress against targets.</p>
T16b_03	Some events attended and blended approach to delivery introduced in view of global pandemic.
T16b_04	
T16b_05	<p>Many of our activities and events were postponed, or replaced with digital alternatives, due to the pandemic. In many cases, this actually led to an increase in engagement and participation in activities/events.</p> <p>It is anticipated that we will adopt a blended approach to activities/events in future - providing additional opportunities for groups to engage in them and help us continue to make progress against targets.</p>

T16b_06	We were on track to meet this event target before the first lockdown in 2020. As events could not then go ahead, we gave the briefings in other ways such as online meetings, pre-recorded briefings and other online resources that were shared with our FE partners and the Southern Universities Network.
T16b_07	We moved all activity online during the lockdown and so were able to meet our target and milestone.
T16b_08	We moved all activity online during the lockdown and so were able to meet our target and milestone.
T16b_09	We are still maintaining our subscription and annual reviews using the data are still undertaken.
T16b_10	Research identified regional needs to upskill WP and outreach practitioners in knowledge, awareness and practice around BAME student participation. 32 attendees to an online CPD webinar (collaborative)
T16b_11	Working groups continued to meet virtually and the SUN CPD Conference took place in person, prior to pandemic.
T16b_12	2 events attended and blended approach to delivery introduced in view of global pandemic.
T16b_13	VCYP working group identified a regional need to upskill WP and outreach teams in knowledge and practice around barriers to HE for this group. 51 attendees to an online CPD webinar. Attendees came away with actions to improve accessibility of current outreach for GRT communities.
T16b_14	Although the programme was not completed due to the pandemic, sufficient mentors were recruited and trained prior to the closure of schools and colleges. The programme would have been completed to target had circumstances allowed.
T16b_15	2019/20 data from the UTC shows that students have outperformed their expected grades.