



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by St Mary's University, Twickenham 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

St Mary's University, Twickenham's ambition and strategy as detailed in the 2019-20 access and participation plan:

In 2018 we launched an ambitious and stretching process of change in the way we addressed widening participation and inclusion issues. We created a new Centre for Teaching Excellence and Student Success (CTESS) in summer 2018 and adopted a whole institution approach to WP, which takes a lifecycle approach to expectations about access, success and progression for our target groups. This included a clear and explicit commitment to WP across the institution which drives, monitors and evaluates strategies and initiatives to support the whole of our students' lived experience, including access, success, personal and social well-being, employability and financial support.

Since then, we have created several new roles and organisational processes to deliver our ambitious aims during 2019-20 and beyond, including the Dean for Teaching and Learning, Associate Deans for Student Experience and Head of Widening Participation with responsibility for strategic change management and operational delivery, overview and monitoring of WP strategy and targeted initiatives. This is also overseen by the Widening Participation Strategy & Implementation Group, which involves members of academic staff, academic and professional support services, SU sabbatical officers and other student representatives.

Through this structure, all stages of the WP lifecycle, from Outreach to Employment are addressed as a unified pathway, driven by the Access and Participation Plan and supported by refocused investment, underpinned by the fact that inclusiveness is one of St Mary's core values and integral to our Vision 2025. Through this clear focus and mutually supportive endorsement of our stated APP priorities, we have: increased our focus on student views and perceptions to include a more diverse range of students; expanded collaborative work between the SU, Student Services, HR and CTESS to increase equality and diversity training for staff and for student leaders; reviewed our student and staff attraction and recruitment practices to ensure they are fully inclusive; increased campus accessibility (including the use of DisabledGo); developed and implemented fitness to study and fitness to practice policies and increasing the scope of accessible learning practices.

Because our inclusive policies and practices in WP are also closely aligned with our equality, diversity and inclusion policies, strategies and practices, we have reviewed, re-shaped and re-launched our Equality, Diversity & Inclusion committee structures and membership, created two committees: one prioritising staff issues; the other focusing on student issues, but both working collaboratively and symbiotically, wherever appropriate.

Under the direction of the Head of WP and the Strategic Planning Office, we have reviewed the ways in which data is used to drive improvements in student access, engagement, retention and success, with more regular information about student recruitment figures, withdrawal rates and achievement data, as well as key WP indicators and measures. The annual programme review process continues to be refined and improved to allow greater scope for reflection and to address key areas, such as student attainment and feedback and other significant developments in the context of the quality of the student learning experience and a much clearer examination of the implications of curriculum design, delivery and assessment for different student cohorts, particularly those from WP demographic groups.

Our intended whole institution approach continues to be increasingly embedded and has resulted in the expansion of whole cohort initiatives with particular benefits for traditionally disadvantaged student groups, including a more inclusive curriculum framework, improvements to academic regulations, reassessment support, academic misconduct, leave of absence and extenuating circumstances processes. Consideration of employability, widening participation, diversity and inclusion are now routinely included in validation and revalidation processes and have been more clearly defined within the validation template; all are discussed as an integral part of programme development, embedded in new programmes and considered as part of annual programme monitoring and review.

In addition, we have significantly increased the range and scope of targeted interventions and interventions for groups highlighted in our 2019/20 performance review, such as Black and Asian Students, Care Leavers, Students with Disabilities or Mental Health issues and Students from POLAR quintiles 1&2. Throughout 2019/20 these included pre-sessional programmes, in-sessional English for Academic Purposes programmes, the piloting of several peer mentoring schemes and the expansion of the personal tutoring system to all students in all programmes, supported by the highly valued Personal Tutor Dashboard.

WP and Employability worked collaboratively to deliver the first extremely well-received Be SMART programme (which reached the finals of the prestigious NUE Awards, for best WP initiative), to augment the professional skills and work experience of BAME students through mentoring with industry professionals, micro-placements and a professionalism and leadership skills training programme.

Our Foundation Year has increased significantly in size and provides a successful pathway to the majority of our UG programmes, with embedded academic and employability skills content

and the process of thoroughly reviewing the impact of this programme on student outcomes has begun.

To drive and support these targeted interventions, during 2019/21, a thorough review of expenditure associated with the APP was undertaken and investment re-focused, with a new process for allocating, tracking and evaluating the impact of WP resources and investment designed and implemented.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by St Mary's University, Twickenham 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 St Mary's University, Twickenham'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)	Target for the percentage of young first degree starters who come from state schools	2013-14	93.6	95.5	95.5	Percentage	2019-20	94.2	Limited progress
T16a_02 (Access)	Target for the number of young first degree starters who come from Social Class 4 - 7	2013-14	37.5	40	40.5	Percentage	2019-20	0	No progress
T16a_03 (Access)	Based on young first degree entrants	2013-14	5.5	11.5	12	Percentage	2019-20	0	No progress
T16a_04 (Student success)	This is based on young first degree applicants who progress or qualify.	2013-14	94	95	95	Percentage	2018-19	90	No progress
T16a_05 (Student success)	This is based on mature first degree applicants who progress or qualify.	2013-14	89.4	90.6	91	Percentage	2018-19	84.5	No progress
T16a_06 (Student success)	Based on all first time first degree entrants, regardless of age on entry	2012-13	81.2	83.5	84	Percentage	2018-19	74.9	No progress
T16a_07 (Access)	This is seen as a percentage of all of our full time undergraduate student population whose family earnings come into the bottom two categories of earnings £0 - 25,000 and who would qualify for full support under the old system. (This can adjusted if the range of the categories changes in future.)	2012-13	39	41	41.5	Percentage	2019-20	38.9	No progress
T16a_08 (Other/Multiple stages)	Based on all first time first degree entrants, regardless of age on entry	2013-14	7.2	7.8	7.9	Percentage	2019-20	7	No progress

T16a_09 (Access)	The percentage of male students recruited to our undergraduate ITT Primary Teaching programme.	2013-14	8.3	16	16	Percentage	2019-20	11.8	Limited progress
T16a_10 (Access)	The percentage of male students recruited to our PGCE Primary course	2013-14	16.1	25	25	Percentage	2019-20	21.8	Limited progress
T16a_11 (Access)	The percentage of BME students recruited to our ITT Primary Teaching programme	2013-14	10.2	14	15	Percentage	2019-20	12.5	Limited progress
T16a_12 (Access)	The percentage of BME students recruited to our PGCE Primary course	2013-14	13.7	15	15	Percentage	2019-20	15.8	Expected progress
T16a_13 (Access)	The percentage of BME students recruited to our Secondary PGCE course	2013-14	23	27	27.5	Percentage	2019-20	27	Expected progress
T16a_14 (Progression)	The percentage of students in employment after one year	Other (please give details in Description column)	80	82	83	Percentage	2019-20	0	No progress
T16a_15 (Progression)	The percentage of students in employment after five years	Other (please give details in Description column)	79	81	82	Percentage	2019-20	0	No progress
T16a_16 (Success)	The number of students taught on our 'Get Set for Success' summer school	2015-16	100	140	160	Headcount	2019-20	85	No progress
T16a_17 (Access)	Working with St Mary's students to train them as tutors in partnership with 'TEAM UP' in POLAR3 schools and colleges.	2016-17	30	40	45	Headcount	2019-20	60	Expected progress
T16a_18 (Success)	% Black students achieving Good Honours	2016-17	55.5	59	62.5	Percentage	2019-20	70.5	Expected progress
T16a_19 (Success)	% Asian students achieving Good Honours	2016-17	69.2	70	71	Percentage	2019-20	84.2	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)	Taster Days, campus visits, work in schools and colleges that will be co-ordinated in conjunction with our collaborative partners across London Numbers of Year 9 to 13 students to be reached.	2013-14	1600	2000	2000	Headcount	2019-20	963	No progress
T16b_02 (Access)	Outreach work initiated by St Mary's (non - collaborative)	2014-15	700	700	700	Headcount	2019-20	2255	Expected progress
T16b_03 (Access)	The number of students involved in the outreach work initiated	2014-15	10	40	50	Headcount	2019-20	50	Expected progress
T16b_04 (Progression)	To increase interaction yearly with POLAR3 schools and colleges	2015-16	5	10	15	Other	2019-20	25	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	£334,776.00	£301,000.00	-10%
Financial Support	£711,000.00	£782,000.00	10%

### 4. Action plan

Where progress was less than expected St Mary's University, Twickenham 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_01	We will address these by evaluation of the impact of scholarships and bursaries. Continued increases in post-16 Outreach and Recruitment work in key POLAR areas and local areas of high Asian population density; expansion and diversification of Recruitment activity; specific events for mature returners
T16a_02	Not applicable. Data no longer collected by HESA
T16a_03	Evaluation of the impact of scholarships and bursaries. Continued increases in post-16 Outreach and Recruitment work in key POLAR areas; expansion and diversification of Recruitment activity
T16a_04	We are continuing to make improvements to withdrawal, LOA and reassessment processes as well as setting ourselves 4 targets in this area in our APP for 2020 onwards (2 in relation to ethnicity, 1 disability and 1 LSEC males).
T16a_05	As above. In addition we will examine the outcomes of projects described in column V and implement recommendations as appropriate
T16a_06	As above

T16a_07	We have created a range of other initiatives to support student engagement without increasing financial burdens. These include paid micro-internships, a range of paid employment opportunities within the university, digital equality long-term IT loan scheme and an engagement fund to enable participation in clubs, societies and extra-curricular opportunities
T16a_08	We will continue to refine our recruitment practices and contextualised admissions to ensure that disabled applicants are receiving appropriate support and offers are converting to registrations
T16a_09	We are drawing up action plans with all departments within our Institute of Education to ensure increases in diversity across all of our Initial Teacher Training Programmes. These will be embedded within annual development plans and reviewed accordingly
T16a_10	As above
T16a_11	As part of the process of review, we will consider both our recruitment events and our interview practices. This will include making increased use of contacts within areas of high density minority ethnic populations, where we place many students, either during training or upon graduation
T16a_14	New targets set in APP 2020 onwards addressing progression gaps between white and BAME students and disabled and non-disabled students
T16a_15	New targets set in APP 2020 onwards addressing progression gaps between white and BAME students and disabled and non-disabled students
T16a_16	As column W
T16b_01	Continued collaborative partnerships with a number of organisations should enable us to revert back to increased student numbers when the effects of the pandemic recede

## 5. Confirmation

St Mary's University, Twickenham 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	
St Mary's University, Twickenham 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	Anthony McLaren
Position	Vice Chancellor

## Annex A: Commentary on progress against targets

St Mary's University, Twickenham's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
This was not an area of priority in our 19/20 APP and we had requested to remove this target, as our proportion of state school entrants is consistently higher than the location adjusted benchmark (93% for 19/20). milestones
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Contextualised admissions policy created and implemented; larger means-tested scholarships and bursaries created; increase in available on-line resources and more focused outreach activity (including virtual resources and activities)

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
Not applicable. Data no longer collected by HESA
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Not applicable. Data no longer collected by HESA

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
Not applicable. POLAR 3 no longer in use therefore direct comparison cannot be made. Continuing importance of increasing recruitment of these students is reflected in new target for APP 2020 onwards.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Contextualised admissions policy created and implemented; larger means-tested scholarships and bursaries created; replacement of all fee-waiver awards with cash awards

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
10.0% (75 of 770) of young first degree undergraduate entrants discontinued their studies in 2018/19, higher than the benchmark of 9.2% (for the first time since 2014/15) and an increase

from the 2017/18 rate of 8.9%. This is despite the implementation a raft of whole-institution initiatives in line with our APP commitments, including the extension of personal tutoring to all students, a personal tutor dashboard, monthly retention reports, a focus on continuation in programme review meetings, students at risk of withdrawal processes, and targeted initiatives such as EAP programmes, and peer mentoring

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have increased the amount of information, resources and activity that students can engage with online to support their academic and study skills, as well as their involvement in student life. We have also increased direct financial support for a wider range of students

#### Target reference number: T16a\_05

How have you met the commitments in your plan related to this target?

As above. In addition we have undertaken a number of projects to examine the barriers and opportunities for mature students, but the impact of covid-19 meant that many of these were not able to be implemented in Summer 2020

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As a direct result of student feedback we directed significant investment into a 'Commuter Lounge', co-designed with students. This proved exceedingly popular with mature students, but usage dropped significantly in early 2020 as a result of the covid restrictions

#### Target reference number: T16a\_06

How have you met the commitments in your plan related to this target?

As above. In addition we have examined our process for making other awards to students unable to complete a full degree

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As above.

#### Target reference number: T16a\_07

How have you met the commitments in your plan related to this target?

This statistic has remained stable since our baseline, but has not increased in line with our predicted milestones. As household income is not something we identify pre-registration, activities to recruit students from more socially deprived backgrounds will be more focused on other proxy measures

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have replaced small bursaries with a range of more targeted and larger means-tested bursaries and replaced all fee-waiver awards with cash awards, in line with sector research recommendations

**Target reference number: T16a\_08**

How have you met the commitments in your plan related to this target?

This statistic has remained stable since our baseline, but has not increased in line with our predicted milestones. We have continued to provide a wide range of support initiatives for students pre and post entry, including our needs assessment outreach centre, pre-entry registration with our Student Services disability and wellbeing teams, pre-sessional activities etc. We have re-written and improved our contextualised admissions offer

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have provided a wider range of recruitment material and activities in a digital online format to ensure that accessibility is improved for students with a range of disabilities. We have also embarked on a project embedding mental wellbeing into the curriculum and significantly increased EDI training for staff to support inclusive recruitment practices

**Target reference number: T16a\_09**

How have you met the commitments in your plan related to this target?

Increase of 3.5% since baseline, but not achieved the revised, more ambitious target. Unclear why target revised. Progress in this area reflects/exceeds the national picture

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We undertook specific 'Men into Teaching' activities, increased the use of male lecturers, ambassadors and alumni in recruitment events and ensured all male applicants that they would be allocated a male personal tutor

**Target reference number: T16a\_10**

How have you met the commitments in your plan related to this target?

Increase of 5.5% since baseline, but not achieved the revised, more ambitious target. Unclear why target revised. Progress in this area reflects/exceeds the national picture

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As above

**Target reference number: T16a\_11**

<b>How have you met the commitments in your plan related to this target?</b>
Increase of 3.5% since baseline, but not achieved the revised, more ambitious target. Unclear why target revised. Progress in this area reflects/exceeds the national picture
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
In our 19/20 APP, the focus on increasing the % of Asian students was expanded to cover all UG programmes, rather than focus on ITT. However as we still face challenges in relation to this target, we have begun a thorough review of recruitment practices, including in ITT

<b>Target reference number: T16a_14</b>
<b>How have you met the commitments in your plan related to this target?</b>
Not applicable. LEO data not yet available at provider level
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
New targets set in APP 2020 onwards addressing progression gaps between white and BAME students and disabled and non-disabled students

<b>Target reference number: T16a_15</b>
<b>How have you met the commitments in your plan related to this target?</b>
Not applicable. LEO data not yet available at provider level
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
New targets set in APP 2020 onwards addressing progression gaps between white and BAME students and disabled and non-disabled students

<b>Target reference number: T16a_16</b>
<b>How have you met the commitments in your plan related to this target?</b>
Get Set for Success continues to be delivered successfully to our intended target student groups and in line with our APP commitments. No progress on increasing the numbers in attendance reflects a change in policy.
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
Decision was taken to retain Get Set for Success as a relatively small initiative to meet the needs of a small, discrete student group and address the needs of a larger group through enhanced Induction and other pre-registration initiatives

<b>Target reference number: T16b_01</b>
<b>How have you met the commitments in your plan related to this target?</b>
We have continued our links with a wide range of partner organisations to deliver collaborative outreach programmes. However funding uncertainty, partnership reorganisation occurring in this area, and the significant impact of covid-19 on schools prompted us to focus on non-collaborative Outreach work.
<b>Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?</b>
This year we refocused to have an increased emphasis on booking non-collaborative events with our new refined target list of schools, in order to prepare for the approach to be taken in 2020/21 onwards. This change in focus has resulted in significant progress. The stats in row 70 (below) show that this was a successful approach (prior to Covid restrictions).

## Annex B: Optional commentary on targets

St Mary's University, Twickenham's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	As the vast majority of our students come from a state school background, this is no longer an area of priority. This target has been replaced for 2020 onwards with targets to address gaps between young and mature entrants, high and low POLAR quintiles and increasing the % of Asian students. Of these, only the POLAR target is not in line with or exceeding milestones.
T16a_02	
T16a_03	This continues to be a priority in our APP 2020/21 onwards (using POLAR4 data). Although the % of low POLAR young UK domiciled first degree entrants grew from 5.9% in 2018/19 to 6.7% in 2019/20, this remains lower than the location adjusted benchmark of 8.2% and therefore we will continue to target resources and action to make progress.
T16a_04	This continues to be a priority in our APP for 2020 onwards; early indications suggest that in 3 of our 4 new continuation targets we are already exceeding our milestones and in line with our milestone for the 4th, despite the challenges of the pandemic in 2020.
T16a_05	This continues to be a priority in our APP for 2020 onwards, but we are focussing on more explicit target groups (as above). Current progress in line with milestones
T16a_06	We recognise that non-progressions continues to be a challenge and will continue to increase the ways we address this issue, seeking expert support and guidance where appropriate
T16a_07	This measure of social deprivation was removed from our 2019/20 APP submission and replaced by target related to low POLAR recruitment in our APP 2020+.
T16a_08	Although we have traditionally recruited more students with a declared disability than sector average, this category of students is broader than simply those in receipt of DSA. Our recruitment of this group dipped slightly in 2019/20
T16a_09	Whilst we have replaced these ITE targets with targets across our whole student population for 2020 onwards, we will continue to monitor the diversity of our Teacher Trainees, including the proportions of males, mature students and those from diverse ethnic and social backgrounds
T16a_10	As above
T16a_11	As above. Current progress against our new target for Asian recruitment across our UG population is in line with milestones
T16a_12	This continues to be a priority in our APP 2020/21 onwards. Current progress in line with milestones

T16a_13	This continues to be a priority in our APP 2020/21 onwards. Current progress in line with milestones
T16a_14	
T16a_15	
T16a_16	Other pre-sessional programmes are being considered for specific target audiences, building on the lessons learned from delivering Get Set for Success
T16a_17	In 2020-21 the Student Ambassador recruitment strategy and the increase in student peer mentoring deliberately targeted students underrepresented in our student leader workforce (esp males and BAME students). New marketing videos, social media campaigns and physical promo around campus reflecting diversity of backgrounds has increased diversity of applicants and this has clear benefits for both outreach and recruitment activities
T16a_18	Continues to be a target in APP 2020/21 onwards. Current progress in line with milestones
T16a_19	Continues to be a target in APP 2020/21 onwards. Current progress in line with milestones
T16b_01	Collaborative Outreach numbers suffered disproportionately due to the pandemic in 2019-20. Many of Aimhigher London's events are programmed later in the Spring and Summer terms, meaning that this data only includes physical events in autumn and early spring terms. Although we contributed consistently to the online projects later in 2019-20, student engagement numbers were initially far harder to track statistically. We have tallied face to face events, and added an estimate of the online engagement numbers, informed by Aimhigher.
T16b_02	The numbers of students reached through this type of delivery more that exceeded the reduction on numbers in the activity in the above target
T16b_03	In 2020-21 the Student Ambassador recruitment strategy deliberately targeted students underrepresented in our Student Ambassador workforce (esp males and BAME students). New marketing videos, social media campaigns and physical promo around campus reflecting diversity of backgrounds has increased diversity of applicants
T16b_04	In our 2018/19 Monitoring Return we identified that this had been incorrectly classified as a Progression, rather than an Access Target. This error remains in this monitoring return submission