

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress

We aim to promote and celebrate the diversity on our campus and will put collaborative working at the heart of what we do. Through our Framework we aim to build on our success in widening participation and to ensure:

- meaningful student participation

- that the diversity of our student and academic body is celebrated

- the individual needs of our students are both respected and supported through a

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Sussex 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** -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)	To ensure we remain 2% above Location Adjusted Benchmark	2014-15	86.7%	2% above LAB	2% above LAB	Percentage	2019-20	89	Expected progress
T16a_02 (Access)	To increase the proportion of NS-SEC groups 4-7 from 22.5% to 25%	2014-15	22.5%	NA	NA	Percentage	2019-20	0	Expected progress
T16a_03 (Access)	To increase the proportion of entrants from LPN from 7.8% to 9%	2014-15	7.8%	8.2%	8.5%	Percentage	2019-20	7.9	Limited progress
T16a_04 (Access)	To increase the proportion of entrants from BAME groups from 18.3% to 20%	2014-15	18.3%	19.2%	19.5%	Percentage	2019-20	26.2	Expected progress
T16a_05 (Student success)	To reduce the proportion of non-continuation following 1st year of entry from 3.9% to 3%	2014-15	3.9%	3.6%	3.4%	Percentage	2019-20	3	Expected progress
T16a_06 (Access)	To raise within the national top quartile	2014-15	11.3%	12.2%	12.2%	Percentage	2019-20	10.7	Limited progress
T16a_07 (Progression)	To maintain 80% graduate highly skilled destinations	2014-15	80%	80%	80%	Percentage	2019-20	70	Limited progress
T16a_08 (Progression)	To maintain 30% progression to further study	2014-15	30%	30%	30%	Percentage	2019-20	17	Limited progress

T16a_09
(Access)

T16b_10 (Student success)	PARTNERSHIP: To widen our existing work shadowing opportunities for Foundation and Yr1 FGS students to look at group engagement with students on programmes of study and encourage participation in a wider basket of developmental outcomes including work-shadowing, internships, extra-curricula activities, volunteering and part-time work.	2015-16	50
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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	£2,480,000.00	£1,830,000.00	-26%
Financial Support	£6,204,965.00	£5,901,000.00	-5%

4. Action plan

Where progress was less than expected University of Sussex has made the following commitments to increase the rate of progress against their 3f£35(i)15(t)-4(m)-3(en)1ge reW3ommitmi0e1.16 ref

UKPRN 10007806:

Annex A: Commentary on progress against targets

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

70% of UK FT UG graduates were in highly skilled employment 15 months after graduation according to findings from HESA's first Graduate Outcomes Survey (GOS) of 2017/18 leavers. This is 10% below target and we have taken significant action, outlined in Column W, to return performance to 80% by 2025 or earlier. However, it should be noted that the 80% target was

Leavers from HE Survey (DLHE). The two surveys are recognised to be significantly different in their methodology and administration, making it statistically inappropriate to compare performance between the two. We have evidence that this drop in performance relates, to some considerable extent, to process rather than performance change. Evidence captured through our Graduate Outcomes Improvement Project indicates, for example, that the 27% fall

associated KPIs. We also launched a new 2025 World Readiness and Employability Strategy. The new Strategy marks a change in direction, committing the University to: embedding employability and enterprise into the curriculum; reviewing all extra-curricular support; co-creating support with students; and significantly expanding the real world offer to students, which now includes double the number of internships, a student consultancy to business and a new provision for student entrepreneurs. As an early indicator of success, at the year-1 mid-year point, the Operating Plan for this new Strategy has already delivered 9% (black students) and 6% (IMDQ1 students) growth in engagement with careers support programmes from students in our APP Progress target groups.

Target reference number: T16a_09

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

Please see target T16a_03 commentary

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

Students were contacted during lockdown with online mentoring and motivational sessions.

Annex B: Optional commentary on targets

ary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	

T16b_12	
T16b_13	
T16b_14	
T16b_15	
T16b_16	In 19/20, the University launched its Five World Readiness and Employability Strategic Objectives for 2025. The first of these commits to embedding employability and enterprise into the curriculum. To facilitate delivery of this This new structure supports the new five-year strategy by enabling the close partnership between CEC and academic schools required to successfully embed employability into the curriculum. In 19/20, this new structure has already achieved stronger channels of communication with academic colleagues, removing the need for newsletters (to which the 19/20 target relates).
T16b_17	

all First Generation

Scholars themselves were recruited into the Academic Skills Team. This co-

T16b_18

to academic skills and a new 2025 Academic Skills Strategy. In 19/20, in line with the new strategic direction, student mentors have begun to provide peer-to-peer support and a major redevelopment of the Skills Hub resource is underway (due for completion in 2021/22). The new Skills Hub will provide engaging, interactive skills learning for students. Importantly, the new Skills Hub will ensure that all students complete academic skills learning by providing a bank of reusable learning objects that teaching staff can draw into their teaching material to root learning in a discipline context. Student usage will be trackable via the new Skills Hub which is no longer possible through the current platform, making it impossiw Ski