

## **2019-20 access and participation plan monitoring**

### **Provider impact report**

This impact report summarises the progress made by Middlesex University against targets, objectives and written commitments set out in its 2019-20 access and p

s, attributes and

opportunities to succeed in their studies and progress into graduate level employment. Our strategic aims focus on widening participation through a diversity of access pathways and improving student outcomes through the right choice of course and courses that are designed to meet future skills needs. A signature feature of our approach to learning and teaching is practice-based pedagogy, which informs all our activities from professional development to building design. How we use our student  
the extent to which we use peer-to-peer learning to co-curricular initiatives such as our Language and Culture exchange that engages hundreds of our students in teaching each other languages, leveraging the potential of our multi-lingual student community. A key objective in developing innovative pedagogic practice and student support is to reduce

We are committed to an evidence-based approach to our practice, drawing on internal and external data, the evaluation of interventions and engagement with the external evidence base. Our Strategy is linked to a series of Enabling Plans, and we are basing these on a

our assumptions about how change will occur. Placing emphasis on student and staff

understanding within the University community about the focus and purpose of activity. It looks to increase shared ownership and enhance communication amongst stakeholders to ensure early and constant evaluation of impact.

We are aware of the particular challenges faced by students living in London, many of whom live at home with their families and commute to university. Enhancing the experience of commuter students, and responding to the specific challenges posed by intersecting background characteristics within this group, will be a key area of research and intervention over the next three years. We are working together with our London institutions on this

Commuter Students in London Task Group.

Across our activity we have strengthened our approach to evaluation. In addition to the traditional processes of review of performance embedded within our governance committee structure, we are using a Theory of Change model to inform our acc274.8(t)-49r /P AM6 0.161 1







T16b_12 (Access)	Number of staff eg careers advisers/teachers targeted through collaborative projects(Linking London, AccessHE	2014-15	20	60	60	Headcount	2019-20	76	Expected progress
T16b_13 (Access)	Percentage of learners on Outreach Activity Framework that have vBT/F1 11.1orpercentage								





## 5. Confirmation

Middlesex University confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
No
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
Middlesex University has confirmed that the information included in this impact report is acc8.18 661.57.24 642.7 480.94 18.2t EMC /Artifact BMC 0 Tf1 0 0 1 112.1 631.9 Tm0 g0 G57.24

## Annex A: Commentary on progress against targets

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
N/A (see commentary)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/A

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
N/A (see commentary)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
N/A

<b>Target reference number: T16a_06</b>
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_08</b>
How have you met the commitments in your plan related to this target?

We have seen considerable improvBT/n(si)5(4de)3(r)-33pf\*EMC /Artifact BMC 1 g57 245.21 96

tasked with taking on online IT support role to help familiarise students and staff with online learning - mature students are often less comfortable with using digital technology.

**Target reference number: T16a\_09**

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

<b>Target reference number: T16b_13</b>
How have you met the commitments in your plan related to this target?
No-Due to changes of projects being delivered in the Covid landscape and issues around engagement with schools as exams were cancelled data collected is not comparable to previous years
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
NA

## Annex B: Optional commentary on targets

### Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	HESA methodology has changed from POLAR 3 to POLAR 4 so the 2019/20 result is incomparable to previously agreed milestones. The 3-year trend for this measure using POLAR 4 is: 4.8 (2017/18); 5.2 (2018/19); 4.0 (2019/20) so there has been a slight decline
T16a_03	As noted previously (see column P), HESA has stopped using/publishing NS-SEC, therefore this target should be discontinued
T16a_04	
T16a_05	
T16a_06	
T16a_07	Further work in progress on intersectionality and its impact on student success. This is also being taken forward via the PT and EDI in the curriculum projects.
T16a_08	
T16a_09	
T16a_10	Covid-19 "no detriment" policy is a contributory factor in the large increase in Good Honours in 2019/20 - the policy, including extensions, alternative assessments and deferrals, specifically assisted students who experienced additional difficulties in achieving at university. We are reviewing some of the impacts of the policy, with our Students' Union, to see what might be useful to extend into longer term learning and teaching, assessment and support practice.
T16a_11	
T16a_12	
T16a_13	Cohort size is small, hence the large difference in percentage between years
T16a_14	Covid-19 "no detriment" policy is a contributory factor in the large increase in Good Honours in 2019/20 - the policy, including extensions, alternative assessments and deferrals, specifically assisted students who experienced additional difficulties in achieving at university. We are reviewing some of the impacts of the policy, with our Students' Union, to see what might be useful to extend into longer term learning and teaching, assessment and support practice.
T16a_15	
T16a_16	
T16a_17	DLHE was discontinued so it is not possible to update this measure

T16a_18	
T16b_01	
T16b_02	
T16b_03	