Teesside University

Summary 2020-21 to 2024-25 access and participation plan

What is an access and participation plan?

Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education.

You can see the full access and participation plan (APP) for Teesside University (TU) on our website at APP 2020-25

Key points

TU has a long-established commitment to supporting individuals from under-represented groups. Currently our student population has over 80% of students who would meet at least one of the criteria set out by the Office for Students (OfS) as being under-represented or with a specified characteristic and 73% are recruited from the North East. TU's Access and Participation Plan identifies where there are gaps in performance relating to students from particular backgrounds or with particular characteristics and sets out targets and measures to address the identified gaps.

Fees we charge

TU's fee levels are reviewed regularly in line with OfS guidance. All fees charged are subject to TU continuing to meet its commitments set out in this APP.

Full-time Undergraduate Degree including Foundation years £9,250 per annum
Full-time Foundation Degree or other qualifications below Degree level £6,150 per annum
Part-time Undergraduate fees range from £3,900 to £4,500 for 120 credits
Full details on fees and funding can be found on the University website

Financial help available

Teesside University Advance Scheme
- an Apple iPad installed with Office 365 software, the University's student portal, access to email, timetables, virtual learning environment and library resources
- an iPad compatible keyboard
- £100 credit for each academic year (up to a maximum of £300) to purchase learning resources from the online bookstore

To be eligible for the Scheme, a student must be a new entrant enrolling on year 0 or 1, or a direct entrant onto year 2 (excluding direct entrants onto year 3 or students repeating any year) as a full-time undergraduate degree student on a Teesside University course leading to an award of at least 360 credits delivered on Teesside University's Middlesbrough or Darlington Campus. Part time students can be eligible to access the Advance Student iPad Loan Scheme and further information including eligibility criteria can be found on the University website

Information for students

Financial information is provided to prospective students in several ways including online and hard copy materials. Staff from Student Recruitment and Marketing (SRM) and Student and Library

Services (SLS) coordinate a range of activities for prospective students, collaborating where appropriate with schools and partner colleges.

TU's approach is supplemented by the promotion of clear and easy to understand funding information on TU's website. In addition, our Student and Library Services department has a team of experienced welfare and finance advisers who can answer queries on a range of subjects including tuition fees, student funding, scholarships and welfare benefit entitlements. This service is available to prospective and current students and can be accessed both in person and online. Our advisers also attend all University open days so that prospective students and parents / guardians can get accurate advice and guidance. Further information on these services and the extensive range of support available to our students can be found at our Student Life webpage.

What we are aiming to achieve

TU looked a wide range of data to develop the targets set out below which aim to address identified significant gaps in our performance.

Access Target To increase the percentage of BAME students in the TU student population by 2.5% by 2024/25
Access Target To increase the percentage of care leavers in the TU student population by 2.5% by 2024/25
Access Collaborative Target To increase the HE entry rate at age 18 for North East students from POLAR4 Q1 & Q2 by 10% by 2024/25
Access Collaborative Target To increase the percentage of participants in Choices, a dedicated care leaver programme, who state that they expect to go to University as a result of the programme by 18% by 2024/25
Success Target Reduce the continuation gap between the IMD Q1 & Q5 by 4.8% by 2024/25
Success Target Reduce the continuation gap between males in POLAR4 Q1& Q2 & females in Q3, Q4 & Q5 by 4% by 2024/25
Success Target Reduce the attainment gap between females in POLAR4 Q1 & Q2 & males in Q3, Q4 & Q5 by 7% by 2024/25
Success Target Reduce the attainment gap between those students with cognitive & learning disabilities and those without a disability by 7.3% by 2024/25
Success Target Reduce continuation gap between those students with mental health conditions and those without a disability by 4% by 2024/25
Success Target Reduce the attainment gap between IMD Q1 & Q5 by 10% by 2024/25
Success Target Reduce the attainment gap between BAME students and White students by 7% by2024/25
Progression Target Reduce the progression gap between young white males from POLAR4 Q1 and mature white females from POLAR4 Q1 by 12% by 2024/25
Progression Target Reduce the progression gap between BAME students and White Students by 8% 2024/25

Notes:
- *Access is the number of students recruited to the University*
- *Attainment is the number of students who achieve a 1st class or 2:1 degree classification*
- *Continuation is the number of students progressing from one academic year to another*
- *Progression is the number of students in graduate level employment or higher-level study*
- *IMD is the Index of Multiple Deprivation with Q1 indicating someone from an area of highest deprivation and Q5 indicating someone from an area of least deprivation.*
- *POLAR is similar to IMD but is linked to postcode areas and low participation in Higher Education data and Q1 – Q5 works in the same way with Q1 postcodes have the lowest levels of participation in Higher Education and Q5 the highest.*

What we are doing to achieve our aims

TU's APP sets out high-level strategic actions which aim to meet the targets set within the plan. These strategic actions are grouped in to 7 themes and this provides the framework for all activities undertaken. Targeted and measurable interventions under these themes are overseen across the life of the plan by TU's APP Project Board:

- Inclusive Access
- Digital transformation
- Inclusive Design Environments
- Learner Analytics
- Student Support
- Well-being
- Widening Employment Opportunities

How students can get involved

At TU the student voice is deeply embedded across governance, curriculum development and teaching enhancement and elected representatives from the Students' Union are active members of all decision-making committees including Board of Governors, University Senior Management Team and Academic Board. Furthermore, the Student Experience Committee (co-chaired by a student representative and senior academic) plays an active role in shaping policy and procedure, through discussion on specific student-led agenda. Alongside this, the Students' Union School Representative System (which has been running for more than 10 years), recruits and trains students to engage with the management of each academic school.

TU employs Student Ambassadors and Student Engagement Assistants to support its recruitment and student engagement activities. These student roles have been integral to delivering access and participation activity both within the University and across Tees Valley. As part of this process TU regularly gathers feedback from the ambassadors to sense check whether interventions are fit for purpose and shape future activity.

Students' Union representatives are key members of the APP Project Board and through this partnership they have been actively involved in discussions that continue to shape the APP.

Evaluation – how we will measure what we have achieved

The APP Steering Group is chaired by the Pro Vice-Chancellor (Learning & Teaching) and provides a key forum for the planning and review of associated evaluative activities, ensuring that subsequent actions are identified, and findings are shared with key stakeholders, including the Students' Union. The APP, and subsequent updates on progress, are reviewed by the Board of Governors.

Three key stages and tools make up TU's evaluation framework. It should also be noted that the development of the framework has included learning and input from other organisations to guarantee the sharing of best practice.

Stage 1: Benefits Mapping and Developing a Benefits Exploration Map (BEM)
Stage 2: Developing a Measurable Benefits Data Plan
Stage 3: Benefits Realisation Table

Following the conclusion of Stage 3, evaluation outcomes are shared widely across TU. This includes the development of individual case studies for specific initiatives, promoted to key stakeholders through cross-University communications.

Contact details for further information

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