

APPENDIX 5

Variations to APP for the period 2023/4-2024/5

1. Priority B: Enhancing and expanding partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

The University has a long-standing record of engagement with schools. In our recent “This is our time” university strategy for 2022 to 2030 we have committed to build a wide ranging inclusive and sustainable partnerships framework that will increase our capability to deliver our ambitions to raise attainment, with a clear commitment to eliminate all attainment gaps by 2030. In creating opportunities for individuals and society, we will expand our work with schools and our partners in further and higher education to raise the social mobility of young people and deliver a comprehensive range of effective interventions. We are guided by TASO evidence on effectiveness on the following areas: raising knowledge and aspirations, activities to develop soft/study skills, advising on national curriculum and school governance.

Over the next few years, we will enhance and grow our schools, colleges and community engagement to reach 20% more unique ‘first generation HE’ participants and deliver a high quality, inspiring, inclusive and impactful outreach programme across 200 local schools. Our offer will promote inclusive recruitment by supporting attainment, encouraging progression to higher education by all those who would benefit from it, with success built upon the knowledge and experience of students from diverse backgrounds with success reflecting the many potential pathways into the university.

1.1. Raising knowledge and awareness of HE in Schools

We will continue to service higher education information, advice and guidance requests of all our target schools, colleges and community groups via our university toolkit, representing the university at higher education fairs hosted by them, delivering workshops on the theme of progressing to university including the application process and finance. We will do this by collaborating with alumni, university partners, student ambassadors and professional service staff so that by 2025, every session is brought to life with memorable and relatable anecdotes from lived experience that add value. We will reach 4500 unique participants through this type of interaction annually by 2025.

1.2. Developing soft/study skills

There will be an extension of the post-16 outreach strategy to enhance our existing GREat Skills programme by joining up existing internal relationships with schools (using the extensive expertise and relationships from our School of Education). The provision will include academic, personal, and transferable skills workshops to provide opportunities for individuals to develop in areas that will support attainment and access to higher education, as well as contributing to a smooth and successful transition to Greenwich. Participants are currently able to apply for a GRE skills scholarship; the expansion of the programme includes increased investment of £18,000 per year, making more awards available to more participants.

The programme will align with the offer for current students, forming a skills progression framework. We will further enhance the programme by creating workshop packages to reflect the development priorities of different prospective student groups pursuing a range of pathways into the university. We will grow our programme of skills workshops from a baseline of 500 unique participants achieved in 2018/19 to reach 2,500 annually by 2025.

1.3. Expansion of our pre-16 work

September 2022 will see the university launch our new regional outreach programme delivered to 5000 pre-16s in partnership with Adecco. We will collaborate on the delivery of their established ‘Creating Brighter Futures’ Programme, to offer essential and practical skills development and careers insight including progression routes. ‘Creating Brighter Futures’ utilises the Skills Builder Partnership’s universal essential skills framework which is employed by 75% of schools and colleges. We will work with the Skills Builder Partnership to embed their skills framework into our GREat Skills programme, facilitating sustained progress in each of the essential skills throughout both Key Stage Four and Five. By 2025 this will enable us to begin to assess the relative impact of earlier interactions, and those sustained over several years with the same participants, for progression to Greenwich. This new partnership represents increased investment of £18,000 per year.

In addition, the School of Education is engaged in hosting aspirational visits to the university from primary school groups and attending secondary school careers fairs.

1.4. Continuing our Uni Connect initiatives

We will continue to collaborate with other HEIs: University of Kent, Canterbury Christ Church University and University of the Arts and Further Education Colleges: North Kent College, East Kent College and Mid Kent College to deliver targeted, strategic and attainment raising outreach to young people (pre-16 and post-16) from areas of low participation and underrepresentation in higher education as part of the Kent and Medway Collaborative Outreach Programme. There is considerable investment as part of this collaboration in piloting and evaluating activities to raise attainment in schools in Kent and Medway in 22-23. We expect valuable insight to be drawn from this undertaking to inform the development of attainment raising work as part of our broader outreach programme.

1.5. Impact on teaching of the national curriculum

The University's 'Institute for Lifecourse Development' provides a model of good practice that draws on the interdisciplinary expertise of researchers and practitioners from many different fields that work closely with our extensive network of education partners, and includes experts in child development, psychology and education. Many staff from the University's School of Education are part of the Institute. An example of this in the context of teaching the national curriculum is the partnership with 'The London South East Plus Maths Hub' who are currently working on innovative pedagogical research to support schools across five local authorities with the introduction of the government's new statutory Multiplication Tables Check. Over the past four years there has been significant reach, with mathematics coordinators introducing 'Whole School Approaches to Teaching, Learning and Understanding Times Tables' to over 40,000 children across five local authorities. This work will be extended in future to include other Government Maths Hubs across the country.

There are a range of additional outreach initiatives led by faculties in collaboration with the central outreach team and independently, particularly in the area of mathematics: for example, we have been a partner in the delivery of the Advanced Maths Skills Programme, which aims to raise attainment in mathematics at level 3 for many years, and have more recently entered into a partnership with the London Mathematical Society to deliver the Levelling Up Scheme for Mathematics – a programme of support for A Level Maths with the aim of contributing to the successful completion of their level 3 qualification as well as providing the knowledge, tools and encouragement to apply for further study of STEM programmes. Over the coming three years, we will extend our outreach strategy to enhance our existing offer by joining up existing internal relationships with schools (with an initial focus on the School of Education).

Our centralised subject-based outreach will evolve from established twilight lectures, which complement level 3 curricula, and taster days to a programme of workshops, 'Big Ideas' each based around a real-world problem, that take a multidisciplinary approach to creating solutions, encouraging the application and development of higher order thinking. These workshops are designed to challenge and inspire participants by igniting passions for subject disciplines through active learning, problem solving, critical thinking and real-world application: enabling participants to bring their world view to the issue at hand and demonstrating how learning with Greenwich can help ready them for a life of making a difference. By 2025 we aim to reach 1000 unique participants annually with at least seven highly flexible, multidisciplinary workshops based around issues that really matter to our outreach participants including: climate change, (in)equality, online identity and privacy, and personal health.

Our goal by 2030 is to be working in partnership with 200 local schools to support them to raise their student attainment and career pathways aspirations and study with the University of Greenwich or other HEIs.

1.6. Governance, CPD and direct engagement with schools

As outlined in our APP 2020/1 to 2024/5 we have extensive influence on governance via networks as Trustees and Governors of a number of multi academy school trusts and schools in London and Kent and Medway. Including: Royal Greenwich Trust School, Waterfront UTC, Christ the King Sixth Form College and Leigh Academies Trust. The university is committed to collaborating with schools in our local area to raise attainment and awareness of different career pathway aspirations and how to achieve them. We are a longstanding partner of the University Schools Trust, which encompasses one primary school and two secondary schools in East and South East London. We are also a sponsor of the Leigh Academies Trust, which operates across Kent, Medway and South East London and includes nine nurseries, 14 primary schools, 14 secondary schools, one all-through school and two special educational needs schools. More recently we been working closely with Kemnal Academies Trust, which has 45 primary and secondary academies across the South and East of England including South East London and Kent and Medway, to develop a teacher education partnership, deliver outreach and establish a long-term strategic relationship.

We are looking to build deeper relationships with ten target schools, colleges and community groups by 2025 via a mutually beneficial strategic partnership. These strategic partnerships will make provision for the sharing of expertise or resources for the benefit of both organisations, our relationship and prospective students and could include but are not limited to: new innovative progression pathways, two-way work-based learning opportunities including T Level work placements, university staff joining the school/college/community group governing body or equivalent and/or school/college/community staff joining relevant and appropriate university working groups or committees, university stipends for school or college staff to be widening access champions alongside their teaching responsibilities, and sharing of relevant and appropriate information and resources. This represents increased investment of £30,000 per year to support teacher stipends. We will be led by senior leaders in these schools to first understand how we might effectively support attainment raising in their setting before agreeing an action plan for delivery and evaluation.

We already undertake extensive CPD for teachers, in 2021/22, in collaboration with our outreach team our English department delivered two free sessions for secondary school English teachers from schools in the Royal Borough of Greenwich, and there is demand from schools for the expansion of this type of engagement, particularly in the area of languages, which we are keen to develop further. The School of Education has recently taken on the delivery of NPQs for the Thames South Teaching School Hub, further contributing to the CPD of school leaders within the region. Indeed our Head of ITE sits on the Teaching School Hub Board in a reciprocal relationship with our own Education Partnership Board.

Our outreach projects alongside our core mainstream inclusive recruitment activities (Live Chat service, Open Days, UCAS Fairs and applicant and supporter events) central to supporting underrepresented groups throughout the applicant journey, will be supported by a new framework for widening access mapped directly into available contextual data. The creation of our new school partnership's framework will enable us to integrate all external partnership work taking place across the university. We will also be able to capture, develop, manage and measure the impact of our existing partnerships while building new relationships. Striving for continuous improvement in our approach to evaluation and systematic monitoring and evaluation against targets, by 2025 we will be able to clearly demonstrate the contribution of activities to the achievement of each of our recruitment and widening participation aims. Using the Theory of Change Model, we will map data required to be able to do this in the most timely and efficient way.

2. Developing an evaluation framework to include the impact of school activities

We will work with other providers in London, Kent and Medway, TASO and HE networks to develop a broader evaluation framework and theory of change that encompasses pre-16 work. We will work towards developing and designing-in short-term evaluations of outcomes and impacts across our interventions supported by robust monitoring. We will explore opportunities for combined HEI evaluations that employ multiple methods to share learning and good practice whilst realising efficiencies. We will also look to improve our longitudinal tracking of cohorts through their various engagement and transition points from school, through HE, and onto being alumni and continue to disseminate and publish this work through our existing networks.

We will produce an annual report on the impact of our school activities for the previous September's intake for the University Executive to review. It will cover activity and outcomes up to enrolment for age-ready outreach participants including breakdowns of applications and accepts by school, college and community group and widening participation characteristics (POLAR Q1, IMD, FSM, mature). As part of this we will improve the internal use of POLAR and Free School Meal (FSM) eligibility data in our monitoring and evaluation and reporting will include the destinations of any Key Stage 3 and 4 participants using the Higher Education Access Tracker as they reach university age. The University Executive will use this annual report to review the effectiveness of our interventions are (re)prioritise accordingly.

Our evaluative approach will continue to use both quantitative and qualitative methodologies and will be informed by the OfS 'standards of evidence' (type 1 – narrative, type 2 – empirical enquiry, type 3 causality). Where possible we will seek to investigate causal relationships but will also value insights from qualitative methods in terms of better understanding the pupil and student experience and improving intervention effectiveness. This will form part of a broader programme of work to strengthen our evaluative culture in relation to our activities with schools and our wider strategic approach to Access and Participation. This will include a rigorous 'maturity self-assessment' with appropriate actions taken as a result, and the designing-in of evaluation across all our major projects.

3. Priority C: Ensuring that access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.

The University of Greenwich continues to have a diverse student population: 2020/21 AP dashboard data shows that 23% of our students come from the most deprived IMD quintile and 34.5% from the second most deprived. 54.1% of our students are non-white, 35% are mature and 13% have reported disabilities. The University of Greenwich has made significant progress in delivering against the targets and milestones set out in our APP 2020/21-24/25 to improve continuation, attainment and progression and this is described in further detail below. We were pleased that in November 2021 we were ranked 4th amongst UK universities in the IFS/Sutton Trust social mobility report (<https://ifs.org.uk/publications/15844>) and 12th in the HEPI Social Mobility Index 2022 for our work with underrepresented and disadvantaged students in enabling them to gain successful graduate outcomes.

Our initial OfS-approved APP 2020/21-24/25 outlined our approach to access and our commitment to successful participation via a range of projects that we continue to deliver. We currently have no statistically significant gaps in continuation or progression based on POLAR or IMD quintiles, nor between those with a disability or between those who are young versus mature.

In our APP 2020/21-24/25 we have seven targets dedicated to reducing gaps in continuation and attainment metrics. The most recent OfS data for 2022 shows us to have met or exceeded our milestones in five of seven of these. Importantly, this includes all three of our continuation targets and the two milestones relating to the attainment gaps between our Black students and White students and between our Asian students and White students. Whilst we have made progress in this area we have further embedded and strengthened our commitment to eliminating the BAME awarding gap by making it a key part of our new University of Greenwich Strategy 2030

Two of our attainment metrics are not achieving their 2020-21 milestones and these relate to IMD Q1:Q5 students and part-time BAME students compared to White students. This is why we see as a priority the need to continue to reduce ethnicity gaps in attainment and progression (particularly for Black students), along with closing ongoing gaps in IMD attainment. This also equally applies to both full-time and part-time students. We have recently enhanced our BAME Awarding Gap project and are undertaking more targeted and detailed examination of module-level differences in attainment with a more focussed approach to decolonising the curriculum, implementing inclusive assessment practices and developing further opportunities for mentoring disadvantaged students.

4. Priority D: How we are seeking to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.

The University of Greenwich has recently updated its curriculum framework to include more intensive work with employers (and alumni working in employer organisations) to ensure that new programmes and pathways are developed in line with employer talent pipelines and future workforce needs. While most programmes offered by the university are already vocational in nature, we will invest additional resource into a standardised approach for employers to engage with us and catch up with our competitors by creating more employer-aligned programmes, including degree and higher apprenticeships.

4.1. Higher and Degree Apprenticeships

Since the submission of APP 2020/1 to 2024/5 we have seen an increase in degree apprenticeship provision and with most of this provision in STEM, health, education, and social care. The number of new students studying apprenticeships (degree, higher or virtual) will reach 5,000 by 2030. This will be achieved over the coming years through the creation of an Employer Partnerships Model that joins together employers and alumni with our curriculum framework and programme approvals process in 2022/23. In 2023 we will Establish/re-establish Faculty Industry Advisory Boards aligned to key sectors. By 2025 we will have implemented sector-specific employer engagement plans and created a virtual Apprenticeships/HTQ team and operating model.

4.2. Developing technical routes at Levels 3 & 4 and 5

In line with technical education qualification reforms, we are fully committed to developing diverse pathways into and through HE with the implementation of T level entry tariffs and the development and implementation of level 4 and level 5 Higher Technical Qualifications with progression pathways for 2024/5. We are seeking approval from

the Institute of Apprenticeships and Technical Education for a Level 4 Higher Technical Qualification in Sports Coaching in collaboration with Charlton Athletic Community Trust for delivery from September 2024. This will provide an employer led level 3 to 4 pathway and we will seek to build on this with additional subject areas for 2025 entry.

We also have a renewed strategic focus on partnerships with local FE colleges, and by 2030 85% of our FE-HE pathways will be delivered in partnership with four local strategic partners: London South East Colleges, Bird College, North Kent College, and Mid Kent College. We will cease non-core relationships/teach outs/transfers by 2026/7. Aligned to this the university will be undertaking a review of the current extended degree provision and collaborative development of level 3 to 4 pathways.

The development of new pathways represents increased investment of £58,000 per year in staffing resource.

4.3. Co-creation of programmes

We will also ensure that all new University of Greenwich programmes evidence cocreation with employers, professional bodies and our alumni who are already working in organisations and can advocate for us. We will deliver approved FE-HE pathways for construction, engineering, architecture/surveying, creative industries, professional business services and health & social care by 2025. While some programme developments will be more traditional up to 2026, we expect that our non-standard provision will replace some for these numbers while also adding overall growth through new students.

4.4. CPD and micro-credentials

We expect the partnerships framework to play a role in the skills agenda, delivering a talent pipeline through continuing professional development (CPD), professional practice, one-off training, 'bite-size' training and micro-credentials. The partnership's framework will enable us to integrate all external partnership work taking place across the university. We will also be able to capture, develop, manage and measure the impact of our existing partnerships while building new relationships

4.5. Working with partners who share our values

In building partnerships, we will work with commercial, public and third sector stakeholders both locally and globally to deliver social and economic outcomes. We will only work with partners who share our values and commitment to equality, diversity and inclusion and sustainability. We will also work closely with employers to ensure that our programmes meet their workforce needs for today and tomorrow and draw from across a diverse population.