



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by Sheffield Hallam University 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

Sheffield Hallam University's ambition and strategy as detailed in the 2019-20 access and participation plan:

Through our Transforming Lives strategy, we aim to deliver consistently outstanding outcomes for our students, moving from pockets of excellence to consistently high performance across the institution.

Our specific ambitions in our 2019/20 Access and Participation plan were as follows:

ACCESS AND PARTICIPATION

1. Drive long-term improvements in the educational health of our region by working with partners to improve both aspiration and attainment levels from early years through to further and higher education (HE)
2. Create a distinctive applied educational offer, underpinned by an ambitious and innovative approach to student recruitment with a focus on widening access to HE amongst under-represented groups
3. Address the under-representation of specific groups of students within our overall student population

SUCCESS AND PROGRESSION

1. Cultivate an environment in which all our students are challenged, supported and encouraged to succeed during their time at Sheffield Hallam through implementation of a whole student lifecycle approach
2. Improve the retention of students from under-represented groups, through addressing academic support and the wider student support offer
3. Ensure all students, from all backgrounds, are supported to achieve strong academic outcomes and barriers to success are removed
4. Achieve improved graduate outcomes for under-represented groups

2. Self-assessment of targets

The tables that follow provide a self-assessment by Sheffield Hallam University 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 Sheffield Hallam University'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)	Proportion of the University's young, full-time undergraduate entrants who are from SEC 4-7, based on HESA data published March 2015	2013-14	38.8%	39.8%	40.0%	N/A (see description / commentary)	2019-20		Expected progress
T16a_02 (Access)	Proportion of the University's young, full-time undergraduate entrants who from low participation neighbourhoods	2013-14	18.2%	18.9%	19.0%	Percentage	2019-20	23.6	Expected progress
T16a_03 (Access)	Proportion of the University's young, full-time first degree entrants who are no longer in HE after Year 1	2013-14	4.6%	4.2%	4.0%	Percentage	2019-20	6.9	Limited progress
T16a_04 (Student success)	Proportion of the University's young, full-time first degree entrants from low-participation neighbourhood who are no longer in HE after Year 1	2013-14	6.0%	5.0%	4.6%	Percentage	2019-20	9.2	Limited progress
T16a_05 (Student success)	Proportion of the University's mature, full-time first degree entrants who are no longer in HE after Year 1	2013-14	9.1%	6.9%	6.5%	Percentage	2019-20	11.9	No progress
T16a_06 (Student success)	Proportion of the University's full-time first-degree entrants projected to achieve a degree	2015-16	83.3%	84.2%	84.6%	Percentage	2019-20	78.7	Limited 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)	Support Access to HE for mature learners in the Sheffield City Region.	2013-14	294	300	300	Headcount	2019-20	585	Expected progress
T16b_02 (Student success)	Increase the proportion of the University's students who have declared that they have a disability with a Learning Contract.	2011-12	63%	72%	75%	Percentage	2019-20	0	No progress
T16b_03 (Student success)	Reduce the attainment gap (proportion of students achieving good honours) between BME and White students to at least the sector average by 2019/20.	2013-14	21%	17%	16%	Percentage	2019-20	19.4	Limited progress
T16b_04 (Progression)	Achieve a sector upper quartile position for the proportion of Sheffield Hallam University's full-time first degree graduates progressing to highly-skilled employment.	2013-14	67%	74%	75%	Percentage	2017-18	72.5	Limited progress
T16b_05 (Access)	Develop the Higher Education Progression Partnership (HEPP) and ensure that activities delivered through this network support the progression of young people and adults from the Sheffield City Region to HE.	2011-12	HEPP established jointly with the University of Sheffield.	Continue to develop the partnership	Continue to develop the partnership	N/A (see description / commentary)	2019-20	0	Expected progress
T16b_06 (Access)	Develop HEPP activities for young people, adults, teachers and advisers which promote and support progression to higher education in the Sheffield City-Region.	2011-12	Activity strands and resources developed for young people, adults, teachers and advisers.	Develop and maintain activity levels	Develop and maintain activity levels	N/A (see description / commentary)	2019-20		Limited progress

T16b_07 (Access)	Identify and develop an appropriate strategy for targeting young people in the Sheffield City Region, monitoring and tracking their progression.	2012-13	Preliminary discussions with local authorities to determine the type of information and data that might be shared in order to monitor the participation of target groups in WP activity.	Develop and maintain tracking and monitoring systems	Develop and maintain tracking and monitoring systems	N/A (see description / commentary)	2019-20		Expected progress
T16b_08 (Access)	Develop a new HEPP project to test the effectiveness of longitudinal engagement with a limited number of schools.	2013-14	Pilot a new project with intensive engagement of 50 targeted WP learners from Y10, including a summer school.	Re-purpose funding to deliver the 'Raising Aspirations' programme to reach a larger number (up to 200 targeted students) from Year 7 to Year 13	Re-purpose funding to deliver the 'Raising Aspirations' programme to reach a larger number (up to 200 targeted students) from Year 7 to Year 13	N/A (see description / commentary)	2019-20		No progress
T16b_09 (Access)	Develop a HEPP project which will allow longitudinal engagement with a wider range of schools.	2014-15	Develop a strategy to engage with a number of schools on a collective project in one sub-region.	Consider rolling out to other schools in the sub-region, depending on future funding	Consider rolling out to other schools in the sub-region, depending on future funding	N/A (see description / commentary)	2019-20		Expected progress
T16b_10 (Access)	Develop a HEPP project to test the effectiveness of longitudinal engagement with Primary schools.	2014-15	Develop an appropriate strategy to engage with primary schools.	Evaluate engagement and activity with target schools, and consider extending the activity, depending on future funding	Consider involving other primary schools, depending on future funding	N/A (see description / commentary)	2019-20		Expected progress
T16b_11 (Access)	Maintain the schools and college partnership as a means of delivering effective outreach.	2015-16	63% of partner schools and colleges in POLAR 3 quintile 1 and 2 neighbourhoods.	At least 50% of partner schools / colleges to be located in POLAR 3 quintile 1 or 2 neighbourhoods; and a minimum of 60% of Sheffield Hallam-led outreach activity to take place with schools and colleges within the partnership.	At least 50% of partner schools / colleges to be located in POLAR 3 quintile 1 or 2 neighbourhoods; and a minimum of 60% of Sheffield Hallam-led outreach activity to take place with schools and colleges within the partnership.	Percentage	2019-20	43	Limited progress
T16b_12 (Access)	Deliver a progressive programme of outreach for looked after children and care leavers via our Compact Scheme.	2015-16	N/A	Minimum of 10 looked after children and care leavers supported into HE at Sheffield Hallam University.	Minimum of 10 looked after children and care leavers supported into HE at Sheffield Hallam University.	N/A (see description / commentary)	2019-20		Expected progress

T16b_13 (Access)	Support applications to Sheffield Hallam for mature learners via our Compact Scheme.	2015-16	N/A	Minimum of 20 mature learners supported into HE at Sheffield Hallam University.	Minimum of 20 mature learners supported into HE at Sheffield Hallam University.	N/A (see description / commentary)	2019-20		Expected progress
T16b_14 (Access)	Develop and deliver pilot Student Ambassador-led 'Homework Club' out-of-school support sessions across the Sheffield City Region focussing on the period of transition between primary and secondary school (Years 5-8).	2016-17	N/A	Future milestones will be dependent on the outcomes of evaluation of pilot activity in year 1, though in terms of scale, our aim will be to work with 2 school families (secondary and minimum of 1 feeder primary) per local authority in the Sheffield City Region - a minimum of 16 schools in total.	Future milestones will be dependent on the outcomes of evaluation of pilot activity in year 1, though in terms of scale, our aim will be to work with 2 school families (secondary and minimum of 1 feeder primary) per local authority in the Sheffield City Region - a minimum of 16 schools in total.	N/A (see description / commentary)	2019-20		Limited progress
T16b_15 (Student success)	Reduce the attainment gap (proportion of students achieving good honours) between part-time first degree disabled students, and full-time first degree disabled students	2015-16	17%	13%	12%	Percentage	2018-19	16.4	Limited 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	£1,237,437.15	£1,946,000.00	57%
Financial Support	£5,779,983.90	£6,292,000.00	9%

4. Action plan

Where progress was less than expected Sheffield Hallam University 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_03	Development of learner analytics to identify and target students for additional support based on levels of engagement. Further additional financial hardship funding is being made available during the pandemic, to support students who face additional challenges as a result, for example being unable to access part-time work or lacking the technology to study from home. There are significant university wide initiatives which aim to bring about cultural changes around inclusive practice and equality and diversity.
T16a_04	Development of learner analytics to identify and target students for additional support based on levels of engagement. Further additional financial hardship funding is being made available during the pandemic, to support students who face additional challenges as a result, for example being unable to access part-time work or lacking the technology to study from home. There are significant university wide initiatives which aim to bring about cultural changes around inclusive practice and equality and diversity.

T16a_05	Development of learner analytics to identify and target students for additional support based on levels of engagement. Further additional financial hardship funding is being made available during the pandemic, to support students who face additional challenges as a result, for example being unable to access part-time work or lacking the technology to study from home. There are significant university wide initiatives which aim to bring about cultural changes around inclusive practice and equality and diversity.
T16a_06	Development of learner analytics to identify and target students for additional support based on levels of engagement. Further additional financial hardship funding is being made available during the pandemic, to support students who face additional challenges as a result, for example being unable to access part-time work or lacking the technology to study from home. There are significant university wide initiatives which aim to bring about cultural changes around inclusive practice and equality and diversity.
T16b_02	Target discontinued, as not longer a useful indicator of students accessing support, due to changes to DSA which means students are able to access support without providing medical evidence or accessing DSA.
T16b_03	We are developing an inclusive academic framework, that supports the student end to end experience, building key resources, exemplars and evaluation to measure impact.
T16b_04	Sheffield Hallam, with partners The Sheffield College and the RNN Group, have been awarded more than £1.8m to support regional businesses to expand and develop the skills of students and graduates in a post-Covid economy. The project, led by Hallam, will help businesses by offering services through an 'SME Hub'.
T16b_06	Creation and delivery of a post-COVID outreach plan which incorporates digital provision and a return to face to face delivery where possible
T16b_08	Activity and associated target discontinued, please remove
T16b_11	Revised target percentage due to changes with Pre-16 provision
T16b_14	Plans for activity in 2020/21 were underway for 8 clubs, however the impact of covid-19 and schools returning to lockdown, the team will continue to work flexibly to address attainment and learning loss in the local region.
T16b_15	We have set a target around the degree attainment of disabled students in our five-year plan. There is a continued focus on inclusive practice and improving digital accessibility across all teaching, learning and student support.

5. Confirmation

Sheffield Hallam 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	
Sheffield Hallam University 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	Professor Sir Chris Husbands
Position	Vice-Chancellor, Sheffield Hallam University

Annex A: Commentary on progress against targets

Sheffield Hallam University's commentary where progress against targets was less than expected.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We implemented a No Detriment policy during 2019/20 to mitigate against any adverse impact of the pandemic on student outcomes. We provided an additional £800k in financial hardship funding. We undertook extra surveys of our students to understand their individual circumstances during lockdown, to identify additional students needs and to target additional follow up support as required. We provided additional support to students who needed to self-isolate.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We implemented a No Detriment policy during 2019/20 to mitigate against any adverse impact of the pandemic on student outcomes. We provided an additional £800k in financial hardship funding. We undertook extra surveys of our students to understand their individual circumstances during lockdown, to identify additional students needs and to target additional follow up support as required. We provided additional support to students who needed to self-isolate.

Target reference number: T16a_05
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We implemented a No Detriment policy during 2019/20 to mitigate against any adverse impact of the pandemic on student outcomes. We provided an additional £800k in financial hardship funding. We undertook extra surveys of our students to understand their individual circumstances during lockdown, to identify additional students needs and to target additional follow up support as required. We provided additional support to students who needed to self-isolate.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We implemented a No Detriment policy during 2019/20 to mitigate against any adverse impact of the pandemic on student outcomes. We provided an additional £800k in financial hardship funding. We undertook extra surveys of our students to understand their individual circumstances during lockdown, to identify additional students needs and to target additional follow up support as required. We provided additional support to students who needed to self-isolate.

Target reference number: T16b_02
How have you met the commitments in your plan related to this target?
Target discontinued, as not longer a useful indicator of students accessing support, due to changes to DSA which means students are able to access support without providing medical evidence or accessing DSA.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Target discontinued, as not longer a useful indicator of students accessing support, due to changes to DSA which means students are able to access support without providing medical evidence or accessing DSA.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
This is a university and department level key performance indicator, which is monitored by our University Leadership Team and Board of Governors. There has been a university wide programme of work under the banner of 'narrowing the gap' to raise awareness of the issue, to provide training and CPD for teaching staff and to embed inclusive practice across all of our delivery. We have embedded equality, diversity and inclusion into a number of leadership roles. We engage staff in interactive, reflective practices which will provide a foundation for developing an inclusive and dynamic teaching and learning environment. Sessions were run on: conceptualising the problem; language and terminology; conversations around race; the inclusive curriculum and recognising/minimising micro-aggressions.

We are developing an inclusive academic framework, that supports the student end to end experience, building key resources, exemplars, and evaluation to measure impact.

Target reference number: T16b_04

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

Yes

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

This is a university and department level key performance indicator, which is monitored via our University Leadership team and Board of Governors. While we haven't made the progress that we had hoped for, we are pleased that we have increased the proportion of our graduates in highly skilled environment. Through the Class of 2020, we offered specialist career support activities, events, internships and employment engagement and targeted call centre activity. The University provided 117 fully funded, virtual 4-week Hallam Internships. There were over 900 applications for the 117 internship opportunities; 39 (33%) were secured by Class of 2020 students with at least one WP characteristic. In partnership with Santander Universities, Hallam has offered a further 21 internships. The internships were all undertaken 'virtually' from the intern's home, over the summer. The interns worked for 8 weeks, full time, with local SME businesses. A recent evaluation of the Santander Internships for Santander Universities has indicated that 90% of interns have secured additional work / permanent contract with their host SME.

We have been working across the curriculum to identify work experience opportunities, in collaboration with academic colleagues, and including creative approach to identifying and developing volunteering and virtual work opportunities, so students can get 120 hours of work experience and in some cases, received payment.

Target reference number: T16b_06

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

The impact of the COVID-19 pandemic has reduced delivery of activity but the partnership continues to work together flexibly towards partnership objectives using newly developed digital methods for activity delivery

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

We agreed a joint approach to online only delivery, following the first lockdown with the University of Sheffield. We delivered online and digital resources which can be delivered live, as well as developing our resources of recorded resources.

Target reference number: T16b_08

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

Activity and associated target discontinued, please remove

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

Activity and associated target discontinued, please remove

Target reference number: T16b_11

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

Generic Pre-16 activity moved to our collaborative partnership Hepp in 2018/19 therefore pre-16 target schools are no longer counted in the overall targets.

In 2019/20, the School and College Engagement Team continued to maintain regular contact and delivered engagement with school and colleges within the Sheffield City region and beyond, despite a challenging year due to the impact of Covid-19. Of the post-16 schools and colleges the team engage with, approximately 43% are from POLAR Quintile 1 and 2 neighbourhoods (39 from 89 category A-C institutions based within the Sheffield City Region). More specifically, 101 activities (42%) were delivered to Category A schools/colleges of which 68% are in Polar Quintile 1 and 2 neighbourhoods.

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

Generic Pre-16 activity moved to our collaborative partnership Hepp in 2018/19 therefore pre-16 target schools are no longer counted in the overall targets.

In 2019/20, the School and College Engagement Team continued to maintain regular contact and delivered engagement with school and colleges within the Sheffield City region and beyond, despite a challenging year due to the impact of Covid-19. Of the post-16 schools and colleges the team engage with, approximately 43% are from POLAR Quintile 1 and 2 neighbourhoods (39 from 89 category A-C institutions based within the Sheffield City Region). More specifically, 101 activities (42%) were delivered to Category A schools/colleges of which 68% are in Polar Quintile 1 and 2 neighbourhoods.

Target reference number: T16b_14

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

Targets for the programme have been refined following the pilot year to focus more on primary students. Due to feasibility and takeup in early 2019/20 the initial target of 16 clubs was decreased to 9 clubs. Fortunately, 5 schools were able to run the book club programme prior to the impact of Covid-19, where 2 schools were then unable to run the programme and a further 2 which were unable to be organised.

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

During the summer school holidays 2020, the book clubs were pivoted to "Book Packs" (reading books and paper-based learning resources) distributed via food banks in the areas of highest deprivation in the SCR, including where surrounding schools have low attainment

levels. This was to try and combat learning loss over the summer for harder to reach and disadvantaged students aged 9-11.

Target reference number: T16b_15

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

Yes

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

The University has adopted an inclusive approach, which means that services which were previously available to a small portion of the student population have been integrated and are now available for all students

Annex B: Optional commentary on targets

Sheffield Hallam University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	
T16a_02	HESA have updated the methodology for this performance indicator, moving to the use of POLAR4 instead of POLAR3. POLAR4 data published in February 2021 has been included. Figures are therefore not directly comparable. We have therefore not assessed performance compared to milestones. We have assessed performance as limited progress, as we remain better than benchmark.
T16a_03	Although we have not improved performance in this metric, it remains below benchmark by 1.4 percentage points. Most recent data provided is from the updated HESA performance indicators, so doesn't provide a directly comparable figure due to a changed methodology. We have therefore not assessed performance compared to milestones. We have assessed performance as limited progress, as we remain better than benchmark.
T16a_04	HESA have updated the methodology for this performance indicator, moving to the use of POLAR4 instead of POLAR3. POLAR4 data published in February 2021 has been included. Figures are therefore not directly comparable. We have therefore not assessed performance compared to milestones. We have assessed performance as limited progress, as we remain better than benchmark.
T16a_05	Most recent data provided is from the updated HESA performance indicators, so doesn't provide a directly comparable figure due to a changed methodology. We have therefore assessed performance compared to benchmark, as the milestones are also therefore no comparable.
T16a_06	Performance remains +2.9 percentage points above the HESA benchmark. Most recent data provided is from the updated HESA performance indicators, so doesn't provide a directly comparable figure due to a changed methodology.
T16b_01	
T16b_02	Target discontinued, as not longer a useful indicator of students accessing support, due to changes to DSA which means students are able to access support without providing medical evidence or accessing DSA.
T16b_03	
T16b_04	
T16b_05	Partnership working is in continuing to develop. A process of consultation is currently underway with SHU & University of Sheffield. Progress made with strategic goals and theory of change for the partnership.

T16b_06	Regional partnership approach to supporting schools and learners, working closely with South Yorkshire Futures, HEPP and HEPPSY to an agreed approach to outreach and digital engagement continuing into 2020-21. Activity moved from face-to-face to digital to respond to the pandemic. This rapid pivot has led to additional activity creation and continued delivery of sustained interventions.
T16b_07	<ul style="list-style-type: none"> • Proactive, incremental, regional school targeting strategy for all schools across the SCR according to need (% Free School Meals) • Account management approach • 95% engagement across mainstream secondary schools 2019-20 • Targeted, specific provision for underrepresented groups • Student level data obtained from partner schools and added to HEAT
T16b_08	Activity and associated target discontinued, please remove
T16b_09	<ul style="list-style-type: none"> • This has now become the strategy to schools regionally rather than a pilot in one region • 95% of schools in SCR engaged with Hepp 2019/20 • HeppHUB – self-service online repository offered to all educational settings via direct approach including schools providing specialist provision
T16b_10	<ul style="list-style-type: none"> • Previous primary provision reviewed and shown to be in need of further development • 2 x primary posts created to develop new provision • 'Future Flyers' created and careers strand piloted with schools primarily in Doncaster, evaluated and some student data collected • Higher Education strand in the pipeline for development • Bookended delivery approach for sustainability • Online only pilot delayed by covid • Contract discussions with Doncaster Opportunity area to deliver Future Flyers as part of a wider project in Doncaster 2020/21
T16b_11	
T16b_12	
T16b_13	<ul style="list-style-type: none"> • Developing a partnership with Northern College (one of four colleges in the UK focusing on those returning to learning) • Developing an admissions gateway for learners wishing to progress to SHU in the 2019-20 cycle, to address the additional barriers this group would be likely to face due to Covid-19 • Moving forward, this will progress into a "Mature learner pathway programme" supporting transition and access • 1497 students in attendance at two on campus UG "Course Open Days" in early 2020, 116 were mature learners and 406 were from the Sheffield City Region/Doncaster. At our "Get into Teaching (PG and UG) event", of 401 attendees, over half were from the Sheffield City Region/Doncaster • Mature learners returning to study remains a category for support on the SHU Progress Scheme (formerly the COMPACT scheme) • We have identified a gap with on-course support for Mature students and aim to explore this further
T16b_14	
T16b_15	Most recent data sourced from Access and Participation dataset published in March 2020.

