



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by University of Hertfordshire 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

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

The University's approach to widening access and social mobility is fully aligned with our 2015-2020 Strategic Plan objectives. In order to achieve these objectives, we have adopted the following principles to mainstream our approach:

- The adoption of a broad definition of under-represented and disadvantaged groups.
- A reflective and evidence-based approach to all widening participation activity in order to maximise the impact and reach of everything we do.
- A commitment to an inclusive approach which ensures that curriculum design, learning and teaching, and student support activity is successful in meeting the needs of our diverse student body in a way that enhances retention, success and employability.
- The provision of evidence-based, targeted additional support to students where needed.
- A commitment to working in partnership with schools and FE colleges in order to raise attainment of students and promote interest in, and enthusiasm for, higher education.

The University has adopted a whole institution approach to raise attainment of learners from under-represented groups in schools and colleges and to accelerate the progress of our own students from under-represented and disadvantaged communities. Within this broad definition, the University acknowledges the additional needs of particular groups within our student body including care-leavers, carers, estranged students, mature students and people with a broad range of mental health conditions.

The University's Strategy for Widening Access and Student Success (2017-20) sets out our ambition for:

- A whole-institution approach embedding widening participation support and awareness at all levels;
- A student lifecycle approach encompassing access to HE, time at HE and progress to employment or further study;
- Smarter, evidence-based spend;
- Stretching targets to enable faster progress.

Our Widening Access and Student Success Operational Plan, developed in consultation with students, outlines the way in which we will meet these requirements, through delivery and co-ordination of activity as well as building capacity across the institution. This is embedded in our Academic Schools and co-ordinated through our Learning and Teaching Innovation Centre and supported by various central teams. The University's Access and Participation Plan 2019-20 focuses our activity on priority areas relevant to the institution and to particular student groups at each stage of the student lifecycle where evidence suggests we require greater focus. At a strategic level this means for:

- Access – continuing to recruit a diverse student body with a particular focus on improving POLAR4 Q1 & Q2 (overall numbers) and reducing differentials between White and Black and BAME offer to acceptances ratios;
- Success – continuing to work on reducing the attainment gap, especially BAME, Black (male), and mature attainment gap; non-continuation amongst specific ethnicities and especially low participation gender/intersections e.g. (POLAR 4 Q1 & Q2) /BAME (males); non-continuation for care leavers;
- Progression – sustaining excellent student outcomes, aligned to the University's strategic objectives, with a focus on improved graduate employment for low participation / disadvantaged / male BAME students.

The University intends to inspire aspiration and access to higher education, and to raise academic attainment for all our target groups. We are therefore committed to developing strategic relationships including our leadership of Uni Connect in Hertfordshire, Bedfordshire and Northamptonshire through the Aspire Higher partnership.

We also recognise that once in Higher Education, students from widening participation groups often require additional support to ensure retention, success and employability. Our commitment to invest in evaluation and monitoring will improve our understanding of the challenges faced by these groups and of the best ways to maximise impact and reach in those areas where we most need to improve.

2. Self-assessment of targets

The tables that follow provide a self-assessment by University of Hertfordshire 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 University of Hertfordshire'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)	Percentage of young full-time undergraduate entrants from state schools or colleges.	2013-14	97.8%	97.8%	97.8%	Percentage	2019-20	97.8	Expected progress
T16a_02 (Access)	Percentage of young, full-time undergraduate entrants from low-participation neighbourhoods (POLAR3 method).	2013-14	7.5%	8.2%	8.4%	Percentage	2019-20	7.2	No progress
T16a_03 (Student success)	Non-continuation following year of entry: percentage of young full-time first degree entrants not in HE.	2012-13	5.1%	5.1%	5.1%	Percentage	2019-20	8.3	No progress
T16a_04 (Student success)	Non-continuation following year of entry: percentage of mature full-time first degree entrants not in HE.	2012-13	9.7%	9.7%	9.7%	Percentage	2019-20	11.6	No progress
T16a_05 (Progression)	Employment of full-time, first degree qualifiers: HESA table E1a: graduates who say they are working or studying (or both) as a percentage of all those who are working or studying or seeking work.	2012-13	93.2%	93.2%	93.2%	Percentage	2016-17	96.5	Expected progress
T16a_06 (Access)	Number of declared care leavers studying at the University	2014-15	24	24	24	Headcount	2019-20	41	Expected progress
T16a_07 (Access)	Number of students participating in the Higher Apprenticeships programme	2015-16	0	30	40	Headcount	2019-20	44	Expected progress

T16a_08 (Progression)	Employment of widening participation students who have participated in the Herts Success programme.	2015-16	n/a	n/a	n/a	Percentage	2016-17	73.4	Limited progress
T16a_09 (Access)	First year male primary ITT students as summarized in the NCTL Performance Profiles Report 1	2012-13	13%	13%	13%	Percentage	2019-20	13	Expected progress
T16a_10 (Access)	First year "minority ethnic" primary ITT students as summarized in the NCTL Performance Profiles Report 1	2012-13	16%	16%	16%	Percentage	2019-20	15	Limited progress
T16a_11 (Access)	First year "minority ethnic" secondary ITT students as summarized in the NCTL Performance Profiles Report 1	2012-13	20%	20%	20%	Percentage	2019-20	20	Expected progress
T16a_12 (Access)	Number of students participating in the Higher Apprenticeships programme	2015-16	0	30	40	Headcount	2019-20	44	Expected progress
T16a_13 (Access)	Employment of widening participation students who have participated in the Herts Success programme.	2015-16	85.5%	85.5%	85.5%	Percentage	2019-20	90.6	Limited progress
T16a_14 (Access)	Establish a baseline for the higher education progression gap between identified WP student groups and the Hertfordshire cohort as a whole	2017-18	0	0	0	Percentage	2019-20	0	Limited progress
T16a_15 (Student success)	Establish a benchmark for non-continuation rates of white, socially disadvantaged male students	2017-18	0	0	0	Percentage	2019-20	13	Expected progress
T16a_16 (Student success)	Establish a benchmark for the number of widening participation students engaged in online programmes and higher/degree apprenticeships	2018-19	0	0	0	Headcount	2019-20	38	Expected progress
T16a_17 (Student success)	Narrow the gap between graduate employment levels of widening participation students engaged in the Herts Success programme and the whole university cohort to 4%	2014-15	6.3%	5.3%	4.8%	Percentage	2017-18	0.6	Expected progress
T16a_18 (Progression)	Narrow the gap in attainment of a good degree between BME and white students to 15%	2014-15	18.7%	17%	16.5%	Percentage	2019-20	15	Expected progress

T16a_19 (Success)	Reduce the attainment gap between white and black students	2016-17	27%	24%	21%	Percentage	2019-20	20	Expected progress
T16a_20 (Success)	Reduce non-continuation rate between year 1 and year 2 for low participation BAME males	2016-17	11.1%	10.5%	9%	Percentage	2019-20	12.8	No progress
T16a_21 (Success)	Reduce non-continuation rate between year 1 and year 2 for care leavers	2016-17	33%	31%	30%	Percentage	2019-20	10.1	Expected progress
T16a_22 (Progression)	Narrow the gap between graduate employment levels of low participation students and the whole university cohort	2015-16	4.4%	4.1%	3.8%	Percentage	2016-17	0	Expected progress
T16a_23 (Progression)	Narrow the gap between graduate employment for low participation BAME students and white students	2015-16	3.7%	3.6%	3.5%	Percentage	2016-17	0.5	Expected progress
T16a_24 (Progression)	Narrow the gap between graduate employment for low participation BAME male students and whole University cohort	2015-16	15.1%	14%	13%	Percentage	2016-17	5	Expected progress
T16a_25 (Progression)	Narrow the gap between graduate employment for low participation BAME female students and whole University cohort	2015-16	7.9%	7.5%	7%	Percentage	2016-17	-2.5	Expected progress
T16a_26 (Access)	Narrow the gap between Black and white applications to offers ratio	2016-17	19.8%	18%	16%	Percentage	2019-20	11.8	Expected progress
T16a_27 (Access)	Narrow the gap between BAME and white applications to offers ratio	2016-17	10.6%	10%	8.5%	Percentage	2019-20	5.5	Expected 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)	Reduce the HE progression gap between targeted WP students and the Hertfordshire cohort as a whole	2012-13	16.92%	14.5%	14%	Percentage	2019-20	0	Limited progress
T16b_02 (Access)	Collaborative outreach activities for potential students	2015-16	5	5	5	Other	2019-20	5	Expected progress
T16b_03 (Access)	Interactions with potential students and their families	2013-14	5400	5400	5400	Headcount	2019-20	5265	Limited progress
T16b_04 (Access)	Percentage of male attendees at outreach events on campus	2016-17	48%	48%	48%	Percentage	2019-20	42	Limited progress
T16b_05 (Access)	Number of residential summer schools for young people	2014-15	3	3	3	Other	2019-20	0	No progress
T16b_06 (Access)	Continue to sponsor UTCs and Free Schools. Work to support other schools through Trust Agreements.	2014-15	n/a	n/a	n/a	N/A (see description / commentary)	2019-20		Expected progress
T16b_07 (Student success)	Reduce the awarding gap between black and white students getting a 'good' degree by 10 percentage points by 2020	2014-15	28%	20%	18%	Percentage	2019-20	20	Limited progress
T16b_08 (Student success)	Support at least 300 widening participation first year students through the Herts Success programme	2015-16	n/a	n/a	n/a	Headcount	2019-20	327	Expected progress
T16b_09 (Access)	Number of secondary school pupils engaged in buddying/mentoring schemes	2013-14	130	130	130	Headcount	2019-20	151	Expected progress
T16b_10 (Student success)	Increase the attainment of widening participation students engaged in the Herts Success programme	2015-16	65%	66%	66.5%	Percentage	2019-20	86.9	Expected progress
T16b_11 (Access)	In order to boost attainment in secondary schools, we will draw on University disciplinary expertise to support the subject knowledge development of secondary teachers in partnership schools	2017-18	n/a	n/a	n/a	N/A (see description / commentary)	2019-20		Expected progress

T16b_12 (Access)	Increase Early Years' attainment through development of links with local primary schools and deliver 5 engagement activities across the year	2017-18	n/a	n/a	5	Other	2019-20	3	Limited progress
T16b_13 (Access)	Co-ordinate 2 cross-county primary school outreach schemes	2017-18	n/a	n/a	2	Other	2019-20	2	Expected 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	£2,010,679.00	£2,894,000.00	44%
Financial Support	£550,000.00	£732,000.00	33%

4. Action plan

Where progress was less than expected University of Hertfordshire 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_02	We have used a data driven approach to reassess our target schools in order to focus our activities and enable sustained engagement.
T16a_03	The development of an institutional personal tutoring framework informed by our new data for learning dashboard (learner analytics) was piloted in 2019-20 and implemented in 2020-21. The dashboard enables academic staff to track the progress of individual students more easily and identify where students may require intervention to improve outcomes, or prevent disengagement and/or withdrawal.
T16a_04	Our strategic plan 2020-25 articulates the University's commitment to providing more flexible learning methods and the Board of Governors has recently approved a new key performance indicator for all programmes to adopt a blended and flexible pedagogy by 2025.
T16a_08	We will continue our work on the Go Herts Award which focusses on transferable and employability skills and work closely with our Careers and Employment team to identify new initiatives where appropriate.
T16a_10	We will continue with steps as identified in column W as the rising trend in recruitment indicates this is working.

T16a_13	We will continue our work on the Go Herts Award which focusses on transferable and employability skills and work closely with our Careers and Employment team to identify new initiatives where appropriate.
T16a_14	No further action planned.
T16a_20	We have recently implemented a personalised coaching programme for Black male students at risk of non-continuation targeted within academic schools where the gaps in non-continuation rates are highest.
T16b_01	No further action planned.
T16b_03	We will continue with our current strategy for facilitating interactions with parents and pupils using virtual engagement methods where necessary. This will be reviewed periodically as the situation with COVID-19 changes and Government guidance alters accordingly. We will also consider measures to improve recording of online engagement.
T16b_04	At the point that face-to-face engagement is resumed we will work with our schools to ensure the numbers of males in attendance at on campus events reflect the gender percentages in their cohorts.
T16b_05	We will resume of residential summer schools when Government guidance allows.
T16b_07	The steps we are taking are detailed in column W. Progress is reviewed regularly against the institution's BAME action plan and if applicable new interventions or actions will be incorporated such as the coaching intervention for Black students at risk of non-continuation which has just been initiated.
T16b_12	We expect to resume our former level of engagement with primary schools when Government guidance allows. Looking ahead to the future, we will review with school partners what methods of engagement are likely to be most effective.

5. Confirmation

University of Hertfordshire confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of Hertfordshire 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 Quintin McKellar
Position	Vice-Chancellor

Annex A: Commentary on progress against targets

University of Hertfordshire's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
As stated in the Plan, we have continued to direct resources to enhance widening access activities targeted to entrants from low participation neighbourhoods. Our leadership of the Uni Connect (NCOP) work with Northamptonshire and Bedfordshire through the Aspire Higher consortium has been maintained and we have continued to work collaboratively with targeted primary and secondary schools, free schools, University Technical Colleges (UTCs), Further Education (FE) colleges and other organisations such as the Institution of Engineering and Technology (IET). The majority of planned events were delivered with the exception of our residential summer schools which were cancelled due to COVID-19 restrictions.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We have not taken additional steps at this stage but intend to resume our planned activities when Government restrictions allow.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
We have met our commitment to focus on generic study skills including Maths and English and have made good progress on our work on induction, the Guided Learner Journey and monitoring attendance and engagement.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Recognising that we had not met our target in this area, we reviewed personal tutoring across the institution and piloted a data for learning dashboard (learning analytics) to monitor learner engagement and attendance. Further steps to support continuation have focused on: creating a sense of belonging and familiarity for new students through effective induction strategies; supporting learning and teaching excellence through our virtual platform; and providing robust systems for personal and academic guidance and support. A University-wide review of induction and transition arrangements was undertaken prior to the start of the 2019-20 academic year and enhancements to practice were implemented before the changes to delivery caused by the pandemic. The University's Guided Learner Journey (GLJ), also cited in the Plan, is now firmly embedded as an institutional model of scaffolded e-delivery.

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
The needs of mature students have been recognised through our work with the Students' Union and the continued development of the collegiate campus experience. Specific developments such as the mature student network have had limited success but other

commitments, such as the inclusive pedagogy, have encompassed this group and are expected to benefit all.

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

Prior to the pandemic outbreak we changed our timetabling practices to best support mature students who live off campus and/or have childcare responsibilities. During the pandemic feedback from mature students indicates that they have benefitted from a more blended and flexible approach to learning. Our newly implemented learning dashboard will also enable us to monitor student progress more closely and intervene where applicable to support continuation.

Target reference number: T16a_08

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

The original baseline figure is based on DLHE and so the comparison used is based on the last available DLHE set (2016-17). This target is replicated at T16a_13 where the benchmark is given as 85.5%. On this basis the 2016-17 data shows limited progress. As the DLHE measure is no longer available it is not possible to do a like for like comparison for 2019-20 outcomes. However, using the 2017-18 Graduate Outcomes data the employment rate for full-time, undergraduate, 1st degree students is 93.1% and for the Herts Success students (widening participation) is 90.6% which indicates considerable improvement. The gap between the two is now 2.5%.

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

Our work on employment includes the introduction of the GoHerts Award in 2017-18 to help students develop their employability skills. The Award recognises students' involvement in co-curricular activities such as community engagement, volunteering, research and enterprise initiatives. Widening Participation students are encouraged to apply for the GoHerts Award and are given additional support to enable them to engage fully with the various activities. Our Careers and Employment team also provide a wide range of support and guidance which students can utilise towards their Award hours, including an Assessment Centre Exercise, which over 3000 students took part in last year.

Target reference number: T16a_10

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

We were just 1% away from the target in 2019-20. However draft data for 2021 suggests 17% which is a positive improvement.

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

We have implemented a strategic approach to marketing which targets recruitment of BAME students. Interview panels aim to include BAME representation (47% of interview panels across the provision) and all staff involved in recruitment have undergone unconscious bias training. Pre-interview support is provided to students.

Target reference number: T16a_13
How have you met the commitments in your plan related to this target?
The baseline year of 2015-16 was informed by DLHE data. DLHE data for the following year (2016-17) shows 73.4% employment but as the DLHE measure is no longer available it is not possible to do a like for like comparison for 2019-20 outcomes. Therefore, the 2017-18 Graduate Outcomes data have been used. These shows an employment rate for full-time, undergraduate, 1st degree students of 93.1% and for the Herts Success students (widening participation) 90.6%. The gap is therefore much reduced at 2.5%. This target is replicated at T16a_08.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Our work on employment includes the introduction of the GoHerts Award in 2017-18 to help students develop their employability skills. The Award recognises students' involvement in co-curricular activities such as community engagement, volunteering, research and enterprise initiatives. Widening Participation students are encouraged to apply for the GoHerts Award and are given additional support to enable them to engage fully with the various activities. Our Careers and Employment team also provide a wide range of support and guidance which students can utilise towards their Award hours, including an Assessment Centre Exercise, which over 3000 students took part in last year.

Target reference number: T16a_14
How have you met the commitments in your plan related to this target?
In 2012-13 (baseline year) the local authority could give access into HE figures for each school in the county and the overall figure could be compared to the figures from the targeted Beacon schools. This data has not been available for some due to changes in policy and strategy. The target was set prior to the 2019-20 APP and was carried over as requested at the time. It no longer exists in the 2020-25 APP. (See also T16b_01)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No further action planned.

Target reference number: T16a_20
How have you met the commitments in your plan related to this target?
The non-continuation rate for BAME male students identified as disadvantaged (POLAR4 Q1 and Q2) was 12.8% in 2019-20. This is similar to the rate in 2018-19 (13%). We recognise that this figure is >3% off target. Our institutional data shows that the non-continuation rate for black male students is the most significant (of all the BAME student population) and that the gaps are most significant in four of our eight academic schools.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Additional steps taken to address unequal outcomes for BAME students include the implementation of an inclusive curriculum toolkit, a review of learning and teaching structures, staff training (e.g. unconscious and cultural bias) and a review of specific practices (e.g. academic misconduct). The implementation of an institutional-wide BAME action plan has enabled us to target these and other interventions appropriately and to monitor and act on withdrawal data at 3 points during the academic year.

Target reference number: T16b_01
How have you met the commitments in your plan related to this target?
In 2012-13 (baseline year) the local authority could give access into HE figures for each school in the county and the overall figure could be compared to the figures from the targeted Beacon schools. This data has not been available for some due to changes in policy and strategy. The target was set prior to the 2019-20 APP and was carried over as requested at the time. It no longer exists in the 2020-25 APP. (See also T16b_01)
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps planned.

Target reference number: T16b_03
How have you met the commitments in your plan related to this target?
The COVID-19 pandemic has reduced the in-person activity we were able to undertake and limited our ability to capture engagement data. However, we believe it is likely that we exceeded the 5,400 target through unrecorded online engagement.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We feel confident that our engagement numbers will remain stable going forward and that these will be evidenced more readily when face to face engagement is resumed.

Target reference number: T16b_04
How have you met the commitments in your plan related to this target?
The COVID-19 pandemic resulted in the cancellation of all on-campus activity from March 2020 onwards. Until this point in time we had been making good progress against the target.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No additional steps due to COVID-19 restrictions.

Target reference number: T16b_05
How have you met the commitments in your plan related to this target?
We were unable to run the summer schools as planned due to the restrictions imposed on face-to-face interactions by COVID-19.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No alternative steps were taken due to the uncertainty surrounding school closures and COVID-19 restrictions.

Target reference number: T16b_07
How have you met the commitments in your plan related to this target?
We have made significant progress towards this target in the last 12 months as evidenced by the fall from 29% in 2018-19 to 20% in 2019-20. The 2020-25 APP set a revised targeted of 26% for 2020-21 which has been exceeded.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Closing the gaps in attainment between Black and White students remains a primary concern for the University. Our current APP (2020-25) sets out revised targets including a value-added metric. Additional work in this area includes the implementation of an inclusive curriculum toolkit and reviews of learning and teaching structures, staff training (e.g. unconscious and cultural bias) and specific practices (e.g. academic misconduct). The implementation of an institutional-wide BAME action plan drives our actions and interventions in this area.

Target reference number: T16b_12
How have you met the commitments in your plan related to this target?
Two primary school activities were cancelled as a result of the coronavirus pandemic. Further engagement activities have been hampered by Government restrictions and school closures.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No alternative steps have been planned for this year due to the uncertainty surrounding school closures and COVID-19 restrictions.

Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	Hertfordshire, our primary recruitment area, is one of the least deprived regions in England and has one of the lowest number of young people not in education, employment or training. Although we have not made progress against the POLAR target, 77% of our undergraduate Home/EU population meet our widening participation definition (2019-20).
T16a_03	
T16a_04	Institutional data for mature students shows a 2.4% decrease in the non-continuation rate for year 1 students in comparison to 2018-19 which is encouraging (13.3% down to 10.9%). However, this data is not specific to mature students undertaking their first degree and so provides a close, but not exact, comparison to the HESA data.
T16a_05	
T16a_06	
T16a_07	
T16a_08	The 2017-18 GO data shows considerable improvement.
T16a_09	Data sources for the ITT measure as cited in column G are no longer available. Census based data has therefore been used instead. This is no longer a target in the 2020-25 APP.
T16a_10	
T16a_11	
T16a_12	
T16a_13	Positive improvement according to 2017-18 GO data. Unable to select the correct year in column S.
T16a_14	Unable to select correct year in column S.
T16a_15	
T16a_16	
T16a_17	The 2016-17 DLHE data shows a gap of 7%. However, the 2017-18 Graduate Outcomes show a more positive position with 75.2% for full-time, undergraduate, 1st degree students compared to 74.6% for students in the Herts Success cohort (widening participation) students. On this measure, there is now just a 0.6% gap.
T16a_18	

T16a_19	
T16a_20	
T16a_21	
T16a_22	
T16a_23	
T16a_24	
T16a_25	This outcome shows a positive differential
T16a_26	
T16a_27	
T16b_01	Comparison year in column S is incorrect as there is no data source/year for this measure.
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	Units not selected in columns Q and T as no specific measure for target. We continued to work with our selected UTC and Free Schools in 2019-20.
T16b_07	
T16b_08	
T16b_09	
T16b_10	
T16b_11	Unist in column Q and T not selected as this target has no specific measure of progress. However, our work in support of teacher development continues. This is no longer a target in the 2020-25 APP.
T16b_12	
T16b_13	