**UON Access and Participation Glossary**

**Office for Students** [**Access and Participation glossary**](https://www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/glossary/) **resource.**

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| **Term** | **Definition** |
| **Academic Self-Efficacy** | Academic self-efficacy refers to a learner’s beliefs and attitudes towards their capabilities to achieve academic success, as well as their belief in their ability to fulfil academic tasks. Learners with high academic self-efficacy are less likely to attribute failures to their own lack of ability and are more likely to have higher self-belief when faced with complex tasks. |
| **Access** | Access refers to a learner’s transition point into Higher Education up until the end of their first semester. |
| **Access and Participation Plan (APP)** | An Access and Participation Plan (APP) sets out how Higher Education institutions will support underrepresented groups get into and through university while addressing any barriers to equality to opportunity that they may face. An APP also demonstrates how a provider intends to reduce any gaps between different groups at access and student success stages of the student lifecycle. |
| **APP Governance Structure** | The APP is governed by the APP Steering Group, which is chaired by our Vice Chancellor and features representation from key internal stakeholders. It is the role of this group to monitor the development, delivery and impact of the APP. Additionally, intervention strategy owners are expected to report updates on their intervention strategies to this group throughout the year and will be supported by a strategy sponsor, who is a member of ULT. |
| **Active and Blended learning** | Active and blended learning enables students to study in the ways and times that suit them best, without sacrificing peer group learning and support. It is underpinned by a belief that the best way to teach is through small, interactive, face to face group teaching and teamwork that promote experimentation, creativity, problem solving and feedback.  |
| **AdvanceHE** | Advance HE is a British charity and professional membership organisation promoting excellence in Higher Education. It advocates evidence-based teaching methods and awards fellowships as professional recognition for university lecturers. |
| **Alumni** | A graduate or former student of UON. |
| **APP Award Gap Working Group** | An academic, professional service and student working group focused on reducing the good degree award gap between White and GEM students, co-chaired with a UON undergraduate student |
| **APP Operations Group** | A group of staff representatives from all faculties and professional services who were instrumental to the development of our Access and Participation Plan. |
| **APP Priority Groups** | The students that will be specifically targeted with support by this Access and Participation Plan, they include the following groups and must be home, full-time, undergraduate students:GEM studentsA student from an area of high socio-economic deprivation (IMD Q1/2)Male studentsA student with a declared disabilityA care leaver (previously named Looked after Child) also known as Care ExperiencedA student who is estranged from their family or classed as independent. |
| **APP Steering Group** | This is a cross-university working group that has overall responsibility for the development, operationalisation, embedding and governance of the APP at UON, chaired by the Vice-Chancellor. |
| **Apprenticeships (Higher or Degree)** | A degree or higher apprenticeship is a particular type of job which combines work with higher-level learning which can be at a university, and which leads to an undergraduate or postgraduate degree. |
| **Aspire Higher** | A partnership between the Universities of Bedfordshire, Hertfordshire, and Northampton that connects local schools and colleges with universities and employers. |
| **Assessment of Performance** | A review of our data focused on home, full-time, undergraduate students’ access, continuation, completion, degree outcomes, and progression. These data are from several sources including the Office for Student’s Access and Participation Data Dashboard and National Student Survey (NSS). |
| **Attainment** | Attainment refers to the academic outcomes that a student achieves at school or college. In a university context, it is sometimes called **award** and refers to the academic outcomes that a student achieves in Higher Education. In the data annex, the award indicator measures the percentage of students that achieve a first or upper-second class degree (sometimes called a **good degree**). |
| **Attainment 8** | The average score of an individual pupil’s progress across their 8 best performing subjects taken at GCSE. A student's Attainment 8 score is used to help calculate a school's overall Progress 8 score. |
| **Attainment/Award Gap** | This refers to a difference in the academic outcomes that different students achieve. When referring to students at university, we may also use the term degree outcome gap or degree awarding gap. |
| **Award** | Refers to the academic outcomes that a student achieves in Higher Education. In the data annex, the award indicator measures the percentage of students that achieve a first or upper-second class degree (“good degree”). |
| **BIMI** | Business Intelligence Management Information Unit. They lead on our institutional data and provide reports for faculties, directorates, and the University Leadership Team. |
| **Black Student Advocates** | An APP funded initiative in collaboration with our Students' Union to highlight Black students’ voice and support as well as advancing Black students’ outcomes at UON. |
| **C.** | Shorthand for circa, which means approximately. |
| **Connexions** | Was a government funded careers service that supported schools and their pupils with relevant and up-to-date careers information and guidance. |
| **Continuation** | These measures show whether students continue their studies or not. The OfS definition measures the proportion of students continuing their studies in Higher Education one year and 15 days after they started their course. UON internal continuation data measures students continuing with progression from one level of study to the next (e.g. Foundation to Level 4, Level 4 to Level 5, and Level 5 to Level 6) within UON. |
| **Completion** | These measures track students through later stages of their studies to see whether they have qualified or remain studying. Completion refers to the proportion of students who received their qualification four years and 15 days from the course start. |
| **CPD** | Continued Professional Development. Opportunities for staff and students to develop their skills and knowledge through training. |
| **Cross Intervention Strategy** | Identifies if a specific activity within an intervention strategy also impacts an additional intervention strategy. |
| **Declared Disability** | A student can declare a disability via UCAS or to the University via the Additional Student Support and Inclusion Services Team (ASSIST), either pre-entry or while on-course. |
| **Disabled Student Allowance (DSA)** | A grant to help with any extra essential costs students may have as a direct result of their disability. For more information see: <https://www.gov.uk/disabled-students-allowance-dsa.> |
| **Dissemination** | Outlines how the evaluation outcomes of our interventions will be distributed, usually ranging from our APP Steering Group to journal publications and conference proceedings. |
| **EDI** | Equality, Diversity, and Inclusion, a pillar to all our activities as a University. |
| **Equality of Opportunity** | In the context of Higher Education, equality of opportunity means ensuring that no individuals are hindered in accessing and succeeding in Higher Education because of their background or circumstances. |
| **Equality of Opportunity Risk Register (EORR)** | A list of national risks to equality of opportunity identified by the Office for Students. This risk register sets out the greatest sector-wide risks to equality of opportunity in English Higher Education. |
| **FAST** | Our Faculty of Arts, Science, and Technology – often referred to as FAST. |
| **FBL** | Our Faculty of Business and Law – often referred to as FBL. |
| **FHES** | Our Faculty of Health, Education, and Society – often referred to as FHES. |
| **First-generation** | This means neither of your parents went to university. Even if a sibling went to university before you, you are still a first-generation student. |
| **First in Family** | The first person in your family to go to university. |
| **FIT Document** | This document records all the **f**ees, APP **i**nvestment, and **t**argets that are key to this Access and Participation Plan. |
| **Free School Meals (FSM) eligibility** | Whether or not a student has been eligible to receive free school meals in the six years prior to the end of year 11. This eligibility criterion can be used as an indication of students’ disadvantage. |
| **GEM** | Global Ethnic Majority is the term we use instead of BAME when referring to those from Black, Asian, and other majority ethnic groups. |
| **Good Degree** | The award indicator measures the percentage of students that achieve a first or upper-second class degree (“good degree”). |
| **Graduate Outcomes** | A student getting a graduate-level job or going onto further Post Graduate study. You may also hear Graduate Outcomes referred to as Progression in the sector.  |
| **Graduate Outcomes Survey** | A national survey of students 15 months after they have graduated from university to see what type of employment or further study they are in. For more information, see: [www.graduateoutcomes.ac.uk](http://www.graduateoutcomes.ac.uk/) |
| **GRIT** | Grit, a term developed by Angela Duckworth, refers to passion and perseverance for long-term goals. It is not talent or luck. Instead, grit involves a true commitment to a concern, a deeply valued goal that gives meaning to one’s actions despite setbacks or slow progress. |
| **HE** | Higher Education. Education that comes after secondary and further education, leading to a qualification or credit awarded by a degree-awarding body. |
| **County Head of 6th Form Network** | The network is made up of Heads of 6th forms in the county of Northamptonshire who meet three times a year for continued professional development and to share best practices. The network was developed by and is led by the Head of Access and Participation and supports the outcomes of post-16-year-old students in the county. |
| **HEAT Tracker** | The Higher Education Access Tracker helps widening access teams across England monitor and evaluate their outreach activity in schools and colleges. |
| **HESA** | The Higher Education Statistical Agency are experts in Higher Education statistics and data. They assure and distribute data about Higher Education in the UK. |
| **Higher Fee Income** | Any income to a university from student fees that is above the basic fee of £6165. For example, if a provider charges £9250 for a year of study, the higher fee income per student would be £3085. |
| **Home Student** | Home students are those living in England, Wales, Scotland, or Northern Ireland, who meet certain criteria related to residency and immigration status and have ‘home’ fee status. Typically, this means they are funded by the Student Loans Company. |
| **Indices of Multiple Deprivation (IMD)**  | The Index of Multiple Deprivation ranks every small area in England from 1 (most deprived area) to 5 (least deprived area). The Index is based on seven domains: income, employment, education, skills and training, health and disability, crime, barriers to housing services, and the living environment. |
| **Impact** | The extent to which an intervention strategy achieves the overall aim to reduce or eliminate the specific gap as well as the magnitude of this gap. |
| **Inclusion** | Where people feel valued and respected. In an inclusive environment, everyone has equal access to opportunities and resources. |
| **Indicator of Risk** | An indicator of risk is the term used by the OfS to refer to a potential impact of a risk to equality of opportunity in relation to Higher Education. For example, lower continuation rates for a specific student group may be a potential indication of ‘risk of insufficient academic support’ (a risk to equality of opportunity). May also be known as a Risk Indicator.  |
| **ISII** | The Institute for Social Innovation and Impact (ISII) at the UON evaluates and measures the social impact of social innovations in the UK and around the world, as well as exploring the financing of, and policy support for, social innovation. The Institute is leading the evaluation and research of this APP. |
| **Integrated Learner Support Model** | Delivers a student experience by ensuring that all our taught students are aware of, and able to access the full range of support services that the University provides. |
| **Intervention Strategy** | A targeted approach designed to impact risks to equality of opportunity that manifest in a performance gap (or gaps) outlined within our Access and Participation Plan. Each intervention strategy will have an overall aim to reduce or eliminate the specific gap as well as intended outcomes and a theory of change. |
| **Intervention Strategy Owner** | A member of our University team who is linked to the intervention strategy and is responsible for the delivery and coordination of the intervention strategy. |
| **Intervention Strategy Sponsor** | A member of our University Leadership Team who is ultimately responsible for the success and impact of an intervention strategy. Their role is to ensure that, the work is governed effectively, delivers objectives and meets specified needs. The sponsor provides leadership from a strategic perspective, setting goals and direction making key go or no-go decisions and providing a link within ULT to support the owner.  |
| **Key Stage 2** | Years 3 to 6 in English primary schools. |
| **Key Stage 3** | Years 7 to 9 in English primary schools. |
| **Learning and Teaching Enhancement Hub** | Is an umbrella term for our [Skills Hub](https://skillshub.northampton.ac.uk/about-the-skills-hub/) which is an open access resource containing videos, guides, interactive tutorials and blog posts covering core academic skills areas at different levels. It is uses by students, schools, researchers and the community. |
| **Learning Development Team** | Is a support service available at UON to support students with their academic development needs and goals. |
| **Learning, Library and Student Services (LLSS)**  | One of our directorates dedicated to student academic and personal support. It contains a variety of teams including our Learning Development and Counselling and Mental Health teams. |
| **Level Three Qualifications** | Qualifications which are equivalent to an A Level. A full list can be seen [here.](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) |
| **Methods of Evaluation** | Our plan for how we intend to evaluate the activities within our intervention strategies, completed by the Institute for Social Innovation and Impact (ISII). |
| **MyEngagement** | MyEngagement is a student-facing dashboard that shows how well students are engaging with their academic studies, available via the Student Hub for all undergraduate students. |
| **National Student Survey (NSS)**  | The National Student Survey (NSS) is a national survey, which gathers opinions from mainly final year undergraduates on the quality of their courses. It covers all publicly funded universities in the UK and has been running since 2005. With over 350,000 participants it is the 3rd largest survey in the UK. It is funded by the Office for Students and run by Ipsos-MORI. For more information, see: [www.thestudentsurvey.com](http://www.thestudentsurvey.com/)  |
| **NEON** | The National Education Opportunities Network - founded in 2012 is the professional organisation that supports those working in widening access to higher education (HE) and social mobility.  |
| **NSU** | Northampton Students’ Union. The NSU is the primary student representation body associated with UON. They are a registered charity, completely independent from the University, based in the Learning Hub on Waterside Campus. They are led by students, underpinned by volunteers and staff, and seek to ensure that students’ time at the University of Northampton is rewarding, fulfilling, and memorable. |
| **Office for Students (OfS)** | The independent regulator for all English Higher Education Institutions. |
| **OfS APP Data Dashboard** | The data dashboard is a data platform which the Office for Students and UON use to track progress across the student lifecycle for a wide range of student cohorts. |
| **On-Course** | The stages of the lifecycle that include continuation and award. Effectively, it is the time students are studying on their programme. |
| **Outcome indicator**  | An outcome indicator is data that represents the presence of an outcome. |
| **Outcome**  | An outcome is the change that we want to see having undertaken an activity. An outcome may represent a change in a group of people, organisations, or places. |
| **Outputs** | An output is something that is directly produced having undertaken an activity. |
| **Personal Academic Tutor (PAT)** | A PAT is a member of staff who will usually be from your main subject area and may teach you in one or more of your modules. They are there to provide an extra layer of academic and personal support. |
| **Pedagogy** | Refers to the methods and practices of a teacher.  |
| **Progression** | Progression measures report on whether students are in highly skilled employment, further study or have other positive outcomes 15 months after leaving higher education. This data represents the results of the Graduate Outcomes (GO) survey from 2017-18 onwards. |
| **Q1 – 5 (IMD)** | IMD (see: **Indices of Multiple Deprivation)** is indicator of socio-economic status. It is measured in quintiles with 1 being the most deprived and 5 being the least deprived. English postcodes are used to identify which quintile a student is within. |
| **Risk Indicator**  | A risk indicator is the term used by the OfS to refer to a potential impact of a risk to equality of opportunity in relation to Higher Education. For example, lower continuation rates for a specific student group may be a potential indication of ‘risk of insufficient academic support’ (a risk to equality of opportunity). May also be known as an **Indicator of Risk**. |
| **Risk Register** | This is the OfS [risk register](https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/equality-of-opportunity-risk-register/) that sets out the greatest sector-wide risks to equality of opportunity in English Higher Education. |
| **Sandwich Courses** | Higher Education courses that include a one-year placement in industry. |
| **Self-Efficacy** | Self-efficacy is essentially what a student can see themselves doing/achieving. For more, see **Academic Self-Efficacy.** |
| **Semester** | A half-year term at university, typically lasting twelve weeks. |
| **SEMLEP** | South East Midlands Local Enterprise Partnership is an organisation we have worked with to develop a programme outlining the variety of routes into higher education and careers. |
| **SITS** | The University’s Students record system to help manage all aspects of the students’ journey. |
| **Spotlight Activity** | These are key activities within each intervention strategy which are either new activities or will significantly add to the knowledge base of research. |
| **Stipend** | Is a form of lump sum payment that is paid to an individual for work completed or while they receive training instead of a regular monthly wage. |
| **Student Equality Consultants** | A paid group of students from underrepresented groups that have developed their knowledge about the APP, helped to consult during the development of the APP, wrote the University’s student submission and will work closely with the APP Steering Group to deliver a successful APP. |
| **Student Outcomes** | The grades and achievements of students while on their programme of study. |
| **Student Life Pulse Survey** | A monthly survey administered over 9 months by our Students’ Union to monitor key aspects of student life and experience at UON. Each month a 9th of the whole student cohort are surveyed resulting in a complete data set each year. |
| **Student Success** | Is a stage of the student lifecycle that starts from 1st term to the completion of a degree. Student success includes student **Continuation** and **Award.** |
| **Student Lifecycle** | There are 5 stages to an undergraduate student's lifecycle; access, continuation, completion, award and graduate outcomes. |
| **SU** | Students Union. See: **NSU**. |
| **Target Cohorts** | Groups of students supported within our APP. They are:Students from area of high socio-economic deprivation (IMD Q1/2)GEM studentsMale studentsA student with a declared disabilityA care leaver (previously named Looked after Child)A student who is estranged from their family or classed as independent. |
| **TASO** | Transforming Access and Student Outcomes in Higher Education, is an independent organisation providing Higher Education professionals access to research, toolkits and evaluation guidance to help improve equality. For more information, see: [www.taso.org.uk](http://www.taso.org.uk/)  |
| **TEF** | The Teaching Excellence Framework is a national graded award (bronze, silver and gold) that Higher Education institutions apply for to outline the quality of their student experience and outcomes. For more information, see: [www.officeforstudents.org.uk/for-providers/quality-and-standards/about-the-tef](http://www.officeforstudents.org.uk/for-providers/quality-and-standards/about-the-tef)  |
| **Theory of Change** | A theory of change is a visual representation of a programme’s inputs, activities, outputs, outcomes and underlying causal mechanisms. |
| **Times Higher Education Impact Awards** | Identify and celebrate universities that excel across multiple United Nations Sustainable Development Goals. Universities showcase their commitment to addressing the world's most pressing challenges, including environmental sustainability, reducing inequalities and economic growth and partnerships. For more information, see: [www.timeshighereducation.com/impactrankings](http://www.timeshighereducation.com/impactrankings)  |
| **Type 1, 2 and 3 Evaluations** | Is an approach to classifying evaluation evidence into three categories:**Type 1** – Narrative: there is a clear narrative for why we might expect an activity to be effective. This narrative is normally based on the findings of other research or evaluation.**Type 2** – Empirical Enquiry: there is data which suggests that an activity is associated with better outcomes for students.**Type 3** – Causality: a method is used which demonstrates that an activity has a ‘causal impact’ on outcomes for students. |
| **Underrepresented Groups** | Groups of students who share the following particular characteristics where data shows gaps in equality of opportunity in relation to access, student success or progression:Students from areas of low Higher Education participation, low household income or low socioeconomic statusSome global ethnic majority (GEM) studentsMature studentsDisabled studentsCare leavers.National data indicates that there are additional groups of students with particular equality gaps and support needs that can be addressed in an Access and Participation Plan. These are also included in our definition of underrepresented groups:CarersPeople estranged from their familiesPeople from Gypsy, Roma and Traveller communitiesRefugeesChildren from military families. |
| **Uni Connect**  | A national collaborative outreach programme targeting and supporting school children from underrepresented areas transitioning into Higher Education.For more information, see:[www.officeforstudents.org.uk/for-providers/equality-of-opportunity/uni-connect](http://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/uni-connect)  |
| **University Leadership Team** | This team consists of the Vice Chancellor, Deputy Vice Chancellor, Chief Operating Officer, Chief Finance Officer, The Students’ Union CEO, Students’ Union President, Faculty Deans and Professional Services Directors as well as other senior members of the University, although this may vary from university to university. |
| **UON Deanery** | The academic leadership group consisting of The Deans, Deputy Deans and Associate Deans situated within each of the faculties; FAST, FBL and FHES. |
| **Value Added** |  The difference between the expected grade from a student's entry tariff at the beginning of their course and the grade they actually achieve. |
| **Widening Access** | Widening access is the process by which universities work to support learners from underrepresented cohorts into Higher Education. |