

APP Tableau Training

This course is designed to help you navigate the Tableau dashboards related to the Access and Participation Plans

Useful links:

[Tableau Server](#)

[The UoN Access and Participation Plan](#)

[An Introduction to Access and Participation Plans](#)

What is the APP/ it's purpose within the university?

All universities have APPs, which are five-year plans setting out how higher education providers will improve equality of opportunity for [underrepresented groups](#) to access, succeed in and progress from higher education. Access and Participation Plans are a condition of registration in England, and they are approved and monitored by the Office for Students (OfS). Each institution sets out targets based on data from their own students. For the University of Nottingham, the following targets have been set:

Access to Higher Education

1. To reduce the difference in access rates between students from low participation neighbourhoods compared to those from high participation neighbourhoods. ([POLAR4](#) quintile 1 compared to quintile 5)
2. To reduce the difference in access rates between students from the most and least deprived areas of the England ([IMD](#) quintile 1-2 and quintile 3-5 students)
3. To increase access to research-intensive universities by underrepresented groups through a collaboration with Realising Opportunities.

Success – Continuation through higher education

4. To reduce the difference in non-continuation rates between young (under 21) and mature (21 and over) students

Success – Attainment at University

5. To reduce the difference in good degree attainment (those who get a 1st or a 2:1) between black and white students
6. To reduce the difference in good degree attainment (those who get a 1st or a 2:1) between disabled and non-disabled students.

There is more information about APPs on the OfS website [here](#). The University of Nottingham Access and Participation plan can be found [here](#) and you can find the specific targets for each of the above measures in the plan.

How does it impact university staff?

All colleagues have a role to play in improving equality of opportunity for underrepresented groups at the University of Nottingham and the APP is part of our overall approach to achieving equality, diversity and inclusion for our students. There are a number of initiatives happening across the university to support us in achieving these targets and you may well be aware of many within your school / department, many of these are contained within School Enhancement Plans.

We have a range of data sets that show our progress, held on [Tableau](#) and available to be viewed at multiple levels to understand the key challenges at a course level. The use of Tableau is essential for our work toward our Access and Participation plan targets.

We also have an APP Steering Group which is chaired by Sarah Speight, Pro Vice Chancellor for Education and Student Experience and a range of subgroups to support lead and support work happening at an institutional level to meet the targets.

Glossary of Terms:

OfS definition of under-represented groups:

Some groups of people are less likely to achieve the qualifications needed to study in higher education and these gaps in achievement are apparent from a young age. There is also inequality between groups once they get into higher education and some people are more likely to do well than others, even when their prior academic performance is the same.

The OfS consider underrepresented groups to include:

- students from areas of low higher education participation, low household income or low socioeconomic status
- some black, Asian and minority ethnic students
- mature students
- disabled students
- care leavers
- carers
- people estranged from their families
- people from Gypsy, Roma and Traveller communities
- refugees
- children from military families.

POLAR Quintiles

The participation of local areas (POLAR) classification groups areas across the UK based on the proportion of young people who participate in higher education. It looks at how likely young people are to participate in higher education across the UK and shows how this varies by area. POLAR classifies local areas into five groups - or quintiles - based on the proportion of young people who enter higher education aged 18 or 19 years old.

Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.

IMD Quintiles

Indices of multiple deprivation (IMD) is a measure of relative deprivation for small, fixed geographic areas of the UK. IMD classifies these areas into five quintiles based on relative disadvantage, with quintile 1 being the most deprived and quintile 5 being the least deprived.

Continuation

‘Continuation’ refers to a student who after one year and 14 days after they have started their studies, continue to study at the same institution.

Attainment Gap/Awarding Gap

The degree attainment gap is the difference in ‘top degrees’ – a First or 2:1 classification – awarded to different groups of students. At Nottingham, there is a target in place to reduce the awarding gap between black and white students and non-disabled and disabled students.

Widening Participation

The University defines the following groups of students as underrepresented in higher education:

- students from areas of low higher education participation
- students with low household income and/or low socioeconomic status
- students of particular ethnicities
- mature students
- disabled students
- care leavers
- students with ‘disrupted education’ (carers, people estranged from their families, people from Gypsy, Roma and Traveller communities, refugees, people with specific learning difficulties and mental health problems, children of military families).