CANTERBURY CHRIST CHURCH UNIVERSITY

ACCESS AGREEMENT 2015 – 16

Full and Part-time Entrants

1. INTRODUCTION

1.1 This Access Agreement (hereafter referred to as 'The Agreement') is submitted by Canterbury Christ Church University (CCCU) for approval by the Office for Fair Access (OFFA). This Agreement is written and submitted in accordance with the Guidance (January 2013/01 and 2014/02).

1.2 An approved Agreement is required as:

(i)   CCCU is a publicly funded institution providing full-time and part-time undergraduate Higher Education (HE) programmes and postgraduate initial teacher training (ITT) which are subject to regulated fees;

(ii)   CCCU is directly funded by the Higher Education Funding Council for England (HEFCE) and the Teaching Agency;

(iii)   CCCU is intending to charge fees above the basic fee of £6,000 for full-time Home and European students (and above £4,500 for part-time) for some of its regulated programmes for new entrants from September 2015.

1.3 The Agreement seeks to ensure that in a context of increased tuition fees, CCCU sustains and, where possible improves, its performance in assisting and supporting suitably qualified, under-represented students to access and succeed in HE, where success in a life-cycle approach, is recognised to include retention, attainment and employment.

1.4 The Agreement applies to partner colleges and institutions in receipt of public funding via CCCU. These partner colleges include YMCA George Williams College, several Further Education Colleges and some private providers. Fee levels and access measures will be agreed in consultation with partners. Where a fee above the basic fee of £6,000 full-time equivalent is to be charged, the Access measures identified in this Agreement will apply pro-rata, relative to the level of additional fee. It is the responsibility of CCCU to monitor these arrangements.

2. FEES, STUDENT NUMBERS AND FEE INCOME

2.1 The tuition fees for new fee-regulated full-time entrants 2015/16

The proposed fees to be charged by CCCU comply with the Government's student fee regulations. The new regulated tuition fee rates do not apply to any students who are continuing studies which started before 1 September 2012, including those who have transferred and who are progressing to 'end-on' programmes such as Foundation Degrees to Honours degrees.

CCCU intends to charge up to £9,000 to new, regulated, full-time entrants. For full-time students studying at YMCA George Williams College, the intended fee is £8,000. The full-time provision above the basic level is as follows:

Course Type	Partner	Description	Mode of Study	Course Fee Per Year(£)
First degree		BA Primary Ed	Full Time	9,000
First degree	University Of Kent		Full Time	9,000
First degree	Bromley College		Full Time	8,400
First degree	YMCA		Full Time	8,000
Foundation degree	YMCA		Full Time	8,000
Cert HE Dip HE			Full Time	9,000

First degree		Excluding BA Primary Ed	Full Time	9,000
Postgraduate ITT			Full Time	9,000
Foundation Degree			Full Time	9,000

2.2 The tuition fees for new fee-regulated part-time entrants 2015/16

CCCU intends to charge new fee-regulated part-time entrants up to £6,750. The maximum a part-time student will pay in any single year is £6,000. There is currently only one part-time programme above the basic fee (£4,500):

First degree		BA (Hons) Primary Education (7-11)	Part Time	6,000

2.3 Any real term rises in fees for new fee-regulated full-time and part-time entrants

CCCU is not planning any real term rises in fees for those entering in 2015/16 for 2016/17 onwards. The fee levels for those entering in 2015/16 will apply to students for the duration of their studies, but may be adjusted annually each year in line with an appropriate inflationary measure set by Government (i.e. the inflationary measure relating to the retail price index).

2.4 The estimated number of full-time students at each fee level for all students for each academic year (including fees at the basic fee and below)

Currently, we estimate a total of 8,827 full-time fee-regulated students of whom 8,369 are estimated to pay above the basic fee.

2.5 The estimated total number of regulated part-time students and the number for whom we anticipate the fee will exceed the basic fee in an academic year

We estimate a total of 4,600 regulated part-time students of whom we anticipate a total of 65 (new and continuing students) will have a fee which exceeds the basic fee in 2015/16.

2.6 Estimated fee income above the basic level for full-time and part-time courses

The total estimated fee income above the basic level for full-time and part-time students is £23,591,630.

2.7 Fees for Erasmus/Study Abroad and Sandwich Placement Years

It is expected that there will be a total of 43 students on full-time sandwich placements or 'year abroad' experiences during 2014/15. The fees for Erasmus/study years abroad will be in line with the Government maximum fee cap (at 2013-14 prices) of £1,350 (subject to verification).

3. ACCESS AND STUDENT SUCCESS MEASURES

3.1 An Assessment of CCCU's Access and Student Success Record

Assessment based on HESA Performance Indicators

The following table provides details of CCCU's latest performance (2012/13) in relation to access and success (including retention and employability) based on the most recent HESA Performance Indicators.

Where performance is better than benchmark it is assessed as either excellent or good. Where it is below benchmark, it is identified as a potential target area for activity and investment.

HESA Performance Indicators (HESA 2012-13)

Performance Indicator	CCCU 2012/13 Performance (2011-12)	National Benchmark	Location Adjusted Benchmark	Performance Category
T1a) Young Full-time First Degree Entrants				
% from state schools or colleges	97.0 (95.9)	94.8 (94.4)	93.4 (92.8)	Excellent
% from lower socio-economic groups	36.2 (34.9)	39.2 (36.5)	36.0 (33.3)	Good
% from low participating neighbourhoods (LPN)	13.1 (13.8)	13.5 (12.6)	10.5 (9.7)	Excellent
T1b) Young Full-time Undergraduate Entrants				
% from state schools or colleges	97.1 (96.0)	94.9 (94.6)	93.5 (92.9)	Excellent
% from lower socio-economic groups	36.2 (35.1)	39.4 (36.8)	36.1 (33.6)	Good

Performance Indicator	CCCU 2012/13 Performance (2011–12)	National Benchmark	Location Adjusted Benchmark	Performance Category
% from low participating neighbourhoods (LPN)	13.4 (13.7)	13.7 (12.8)	10.8 (9.8)	Excellent
T1c) Young Full-time Other Undergraduate Entrants				
% from state schools or colleges	98.8 (99.2)	97.9 (97.8)	96.2 (97.6)	Excellent
% from lower socio-economic groups	35.2 (38.9)	47.1 (41.7)	41.0 (38.4)	Target
% from low participating neighbourhoods (LPN)	20.5 (12.4)	18.6 (17.3)	17.4 (13.5)	Excellent
T2a) Mature Full-time Undergraduate Entrants				
% first degree entrants with no previous HE & from LPN	14.0 (12.9)	13.0 (11.8)	11.6 (10.5)	Excellent
% all undergraduate entrants with no previous HE & from LPN	14.0 (12.8)	13.5 (12.4)	11.9 (10.4)	Excellent
T2b) Part-time Undergraduate Entrants				
% young entrants with no previous HE & from LPN	6.1 (15.3)	10.4 (12.8)	7.1 (12.3)	Target
% mature entrants with no previous HE & from LPN	5.1 (5.9)	6.4 (7.1)	4.9 (5.9)	Good

Performance Indicator	CCCU 2012/13 Performance (2011-12)	National Benchmark	Location Adjusted Benchmark	Performance Category
% all entrants with no previous HE & from LPN	5.1 (6.2)	6.6 (7.3)	5.0 (6.0)	Good
T2c) Mature Full-time Other Undergraduate Entrants				
% with no previous HE & from LPN	13.5 (12.6)	16.0 (13.4)	14.5 (10.1)	Target
T3a) Non-continuation Following Year of Entry: Full-time First Degree Entrants				
% young entrants not in HE	6.6 (4.7)	7.3 (8.3)		Excellent
% mature entrants not in HE	8.1 (8.3)	9.9 (9.8)		Excellent
% all entrants not in HE	6.9 (6.7)	8.0 (11.2)		Excellent
T3b) Non-continuation Following Year of Entry: Young Full-time First Degree Entrants				
% from LPNs not in HE	8.1 (7.2)	9.2 (10.5)		Excellent
% from other neighbourhoods not in HE	6.3 (4.2)	6.9 (7.6)		Good
T3c) Non-continuation Following Year of Entry: Mature Full-time First Degree Entrants				

Performance Indicator	CCCU 2012/13 Performance (2011-12)	National Benchmark	Location Adjusted Benchmark	Performance Category
% with previous HE qualification not in HE	5.7　　(8.3)	8.8　　(9.8)		Excellent
% with no previous HE qualification not in HE	9.4　　(6.7)	10.4　　(11.2)		Excellent
T3d) Non-continuation Following Year of Entry: Full-time Other Undergraduate Entrants				
% young entrants not in HE	14.7　　(19.2)	13.9　　(16.9)		Target
% mature entrants not in HE	15.8　　(14.0)	10.0　　(10.5)		Target
% all entrants not in HE	15.5　　(15.5)	11.3　　(12.3)		Target
T5) Projected Learning Outcomes: Full-time Students Starting First Degree Courses				
% Projected to achieve degree	77.4　　(81.4)	78.0　　(76.8)		Target
% Projected to achieve neither award nor transfer	10.7　　(9.9)	12.9　　(14.1)		Target
T7) All Undergraduate Students in Receipt of DSA				

Performance Indicator	CCCU 2012/13 Performance (2011-12)	National Benchmark	Location Adjusted Benchmark	Performance Category
% Full-time first degree	6.5 (6.7)	7.2 (6.5)		Target
% Full-time Undergraduate	6.7 (6.8)	7.1 (6.4)		Target
% Part-time undergraduate	2.7 (2.3)	3.8 (3.5)		Target
EI) Employment Indicator (2012/13 data will not be available until 5th July)				
% Full-time first degree students in employment or further study after graduation	(94.0)	(91.6)		Excellent

(a) Assessment of performance in absolute terms

The following table which uses HESA PI data as well as other sources such as POLAR3, Student Loans Company data and analysis of internal University data generally shows the University to be performing well in relation to Access and Student Success across a range of indicators. However, a more detailed analysis by demographic characteristics highlights some areas of relative under-performance for specific groups (shaded rows) and these are addressed in the priorities for new spend in this 2015/16 Access Agreement.

Performance measure	CCCU performance (2012/13)
Access	

% from state schools or colleges	97– 98.8%
% from lower socio-economic groups	35.2 – 36.2%
% from low participating neighbourhoods (LPN)	13.1 – 20.5%
% mature entrants with no previous HE & from LPN	5.1 – 14%
% part-time entrants with no previous HE & from LPN	6.2 – 15.3%
% higher fee payers from POLAR3 Q1 (young)	13.8%
% higher fee payers from POLAR3 Q1 or 2 (young)	35.3%
% higher fee payers from low income groups (in receipt of a bursary)	59%
% full-time in receipt of DSA	6.7%
% part-time in receipt of DSA	2.7%
% declared disabled	11%
% ethnic minorities	15.5%
% female:male	68%/32%
% mature (over 30) (compared to 2011/12)	36% (40%)
% part-time	40%
Care leavers applications	128
Retention	
Non-continuation following year of entry (all full-time first degree)	6.9%
Projected learning outcomes (neither award nor transfer)	10.7%
% disabled of those repeating a year (compared to % disabled students studying at the University)	13% (11%)

% disabled of those withdrawing (compared to % disabled students studying at the University)	12% (11%)
% BME student withdrawals (compared to representation within student body)	19% (15%)
% BME students of all students repeating a year (compared to representation within student body)	29% (15%)
% male (of those repeating a year) (compared to representation within student body)	42% (32%)

Student Success

% in employment or further study (2011-12. Data for 2012-13 available after 5th July 2014)	94%
% female:male in employment % female:male in employment/study	88%:85% 94%:91%
% BME v white graduate employment % BME v white graduate employment/study	81%:88% 89%:94%
% BME v white postgraduate employment % BME v white postgraduate employment/study	84%:93% 84%:95%
% disabled v non-disabled in employment % disabled v non-disabled in employment/study	84%:86% 90%:94%
% disabled v non-disabled postgraduate in employment % disabled v non-disabled postgraduate in employment/study	94%:93% 97%:94%

% good honours degree	67%
% BME students of those gaining a first class honours (compared to BME representation of total graduates)	6% (13%)
% BME students of those attaining a 2:1 degree (compared to BME representation of total graduates)	16% (13%)
% BME students of those gaining a 2:2 degree (compared to BME representation of total graduates)	17% (13%)
% BME students of those gaining a third class degree (compared to BME representation of total graduates)	35% (13%)
% female:male good honours degree (compared to 69:31% of total student population)	69%:31%

(b) Assessment of performance in relative terms

In relative terms, the University performs well in relation to the national benchmarks (including the location-adjusted benchmarks). The data indicate that CCCU performs equal to or above the benchmarks in 20 of the 31 measures.

The measures where performance is below HESA Performance Indicator 2012/13 benchmarks are:

T1c) Young Full-time Other Undergraduate Entrants							
% from lower socio-economic groups	35.2	(38.9)	47.1	(41.7)	41.0	(38.4)	Target
T2b) Part-time Undergraduate Entrants							
% young entrants with no previous HE & from LPN	6.1	(15.3)	10.4	(12.8)	7.1	(12.3)	Target
T2c) Mature Full-time Other Undergraduate Entrants							

% with no previous HE & from LPN	13.5 (12.6)	16.0 (13.4)	14.5 (10.1)		Target

T3d) Non-continuation Following Year of Entry: Full-time Other Undergraduate Entrants (HNCs/ HNDs/ PGCE/ Foundation Degree)

% young entrants not in HE***	14.7 (19.2)	13.9 (16.9)			Target
% mature entrants not in HE***	15.8 (14.0)	10.0 (10.5)			Target
% all entrants not in HE***	15.5 (15.5)	11.3 (12.3)			Target

T5) Projected Learning Outcomes: Full-time Students Starting First Degree Courses

% Projected to achieve degree	77.4 (81.4)	78.0 (76.8)			Target
% Projected to achieve neither award nor transfer	10.7 (9.9)	12.9 (14.1)			Target

T7) All Undergraduate Students in Receipt of DSA

% Full-time first degree	6.5 (6.7)	7.2 (6.5)			Target
% Full-time Undergraduate	6.7 (6.8)	7.1 (6.4)			Target
% Part-time undergraduate	2.7 (2.3)	3.8 (3.5)			Target

This relative analysis based on HESA Performance Indicator data highlights the need for continuing attention to be given to the targeted recruitment of students from lower socio-economic groups and low participating neighbourhoods, particularly of 'other full-time undergraduates'. It should be taken into account that five of the Target measures relate to very small student numbers and are also close to benchmark. A growing concern for the institution is the recruitment of students with a disability as well as improving the representation of mature and part-time students.

Comparing the relative performance of different groups to the over or under-representation **within the institution** and taking into account our current

performance in our Access Agreement milestones, areas for particular focus include:

- Increasing the proportion of male students – especially into professions such as Education and Health which are currently female dominated
- Male student recruitment, performance (proportion of those repeating years of study) and employment
- The need to continue to monitor the participation of mature students
- Black and minority ethnic (BME) group retention, attainment and employment (graduate and postgraduate)
- Overall participation levels of both NS SEC 4-7 and LPN students
- Overall retention rates
- Recruitment and employment (graduate and postgraduate) of students with a disability

(c) Assessment based on monitoring and evaluation of current access plans

The Access Agreement Monitoring report for 2012-13 showed that the University exceeded its declared milestone to grow the participation of students from low income backgrounds on bursaries by 3% over a three-year period.

Our Widening Participation Strategic Assessment Monitoring Return for 2012-13 indicated that the most important findings from the evaluation of our widening participation (WP) activities in 2012-13 related to the collaborative outreach work undertaken as part of the Kent and Medway Progression Federation (KMPF). In collaboration with other local Universities (The University of Kent and the University for the Creative Arts), the Federation currently provides outreach to 42 non-selective schools and colleges.

These schools and colleges are selected based on a range of criteria including the proportion of pupils eligible for FSM, low attainment at KS4, the proportion of pupils who are classified as living in an area of disadvantage and who send the fewest learners to HE. A HESA tracking study evaluating the relationship between participation in outreach and HE entry revealed that:

- 86% of outreach participants tracked were first generation HE and 57% lived in an area classified as educationally disadvantaged using POLAR3 (Q1-Q2).

- The overall progression rate for collaborative outreach participants tracked through HESA was 33%. This is similar to the national YPR rates of between 33%-37% despite the fact that the majority of outreach participants were first generation HE and from low performing schools. Moreover, the HE rate for those young outreach participants who live in a POLAR3 quintile 1 area was 26% and this is higher than the national Q1 YPR rate of 20%.
- Participants who only took part in an activity during Years 9-11 were less likely to go on to HE than those who took part in both Pre and Post-16 activity (e.g. Years 9 through to Years 13 and/or Further Education. This is evidence that outreach work should be started early and sustained through to at least 18 years. (39% vs 30%)
- Students who participated in 4 or more activities were more likely to progress to HE than those students who participated in just a few activities. Furthermore, students who participated in a range of HE activities such as HE talk, campus visits, subject tasters and a summer school were much more likely to progress than those who just engaged in one low intensive activity, e.g. HE Talk. (51% vs 30% for HE talk only).
- Participants who took part in a Summer School also had a higher than average HE entry rate (43% vs 33%).

As a result of these findings, the current Access Agreement includes:

- Continuation of involvement in collaborative outreach activity via the KMPF
- Recognition of the importance of carefully targeted activity
- The use of serial rather than one-off interventions
- The importance of a whole institution approach
- The importance of long-term outreach to include the whole student lifecycle
- The helpfulness of monitoring tools such as Higher Education Access Tracker (HEAT) for evaluating the impact of different interventions.

3.2 Our whole institution approach to access and student success based on the evidence provided in our assessment of our performance

The creation and implementation of the 2015-16 Access Agreement has been and will continue to be the responsibility of key stakeholders within the institution. An Access Agreement Working Group has been established, led by a member of the Senior Management Team, to bring together academic, professional services staff,

Senior Management Team members and student representatives to agree an institutional approach to widening access and student success. In line with CCCU's commitment to promoting equality and diversity, the University's Annual Report to the Equality and Diversity Committee of the Governing Body has been central in designing the plans within this Agreement to improve access and student success. The Access Agreement has been developed to align with existing Learning and Teaching, Equality and Diversity, Retention and Alumni strategies as well as the institution's Student Charter and Strategic Plan.

Based on the above assessment, we will seek to maintain our generally strong performance in access and student success across a range of measures in what is a more challenging financial environment for students. However, the detailed analysis has shown that there are some areas to be addressed and to which funding will be targeted and activity monitored. The priorities include an ongoing involvement in collaborative outreach activity and a mixture of long term and short term measures.

Focus	Key investment priorities
Access / Outreach A1	Continued involvement in successful collaborative outreach through KMPF
A2	Enhanced monitoring through continued subscription to Higher Education Access Tracker (HEAT)
A3	Careful targeted and serial interventions for students from low participating neighbourhoods (including an increase in primary school interventions)
A4	Increase targeted activity focusing on attainment of school and college students from disadvantaged groups
A5	Maintain relatively strong profile for outreach

	especially through ongoing use of student ambassador schemes, mentoring and summer schools
A6	Targeted work in relation to improving the representation of male students
A7	Initiatives to encourage mature student participation (including part-time and part-time disabled students)
A8	Increase outreach activity specifically for care-leavers
A9	Increase outreach activity specifically for disabled student groups
Student Success S1	Seek to maintain strong levels of student retention in a more challenging student financial environment.
S2	Targeted work to improve the continuation rates of full-time 'other' undergraduate entrants
S3	Targeted work to improve the retention, attainment and employment of male students
S4	Targeted work to improve the retention, attainment and employment of BME students
S5	Targeted work to improve the employment of disabled students
S6	Targeted work on retention and success of part-time mature students

3.3 Estimated spend on outreach and student success measures

Our estimated spend on access and success measures remains at 22.9% (£5,402,483). Given our relatively strong record this may be higher than expected by OFFA but reflects our institutional values and commitment to supporting our increasing student population from under-represented and disadvantaged communities as integral to our Mission as a University with a Church Foundation.

This level of spend also reflects what we consider to be necessary for maintaining and improving our current record for access and student success and addressing the priorities identified as a result of our detailed assessment. Spend on financial support remains high based on high percentage of qualifying students and in light of the government withdrawal of National Scholarship Programme funding.

3.4 Balancing expenditure between Outreach and Student Success

(i) CCCU intends to spend most of its expenditure on additional access and success measures on working towards institutional targets. Within this we will continue to build on the success of a collaborative model and intend to continue to commit £50,000 of our expenditure to collaborative outreach activity (as accounted for in previous Access Agreements). This collaboration is a partnership operating as the Kent and Medway Progression Federation (KMPF) and in 2015/16 is expected to comprise of 3 universities (CCCU, the University of Kent and the University of the Creative Arts), 2 local authorities (Kent and Medway), 40 schools and two FE College from low participation neighbourhoods. As highlighted in the above assessment, impact data from this project has shown that young people selected for support are likely to be more successful at every stage than their peers in progressing to and achieving in HE.

 (ii) The assessment of CCCU performance in relation to Access and Success suggests a generally strong profile for both measures and we intend to continue to invest in both strands of activity: outreach and student success (including student retention, attainment and employment).

3.5 The balance between non-financial measures and financial support

Based on evidence of our performance in relation to Access and Student Success, we propose to use a mixture of financial measures (student bursaries, hardship fund and scholarships) and non-financial measures (e.g. outreach activities with target schools and colleges and activities for enhancing student success including improving employability and access to the professions) within the proposed expenditure covered by this Agreement.

Of the 22.9% (£5,402,483) of additional fee income which is to be spent on access measures, 69.8% (£3,773,131) will be spent on financial support through scholarships and bursaries. Following the University's successful allocation of all of

its NSP awards, the subsequent removal of the scholarship for undergraduate students from 2015/16 and in consultation with student focus groups and the Students' Union, the institution intends to continue to provide financial support to its students from low income households. Our own internal survey carried out with students in receipt of financial support found that 84% of students felt that the award contributed to their CCCU retention in 2011/12 academic year.

13.9% (£750,000) will be for targeted outreach activity and 16.3% (£879,352) on student success including progression. This includes the administration of the schemes (including administration carried out on our behalf by the Student Loans Company [SLC] under the Higher Education Bursary and Scholarship Scheme.

3.6 Broad overview of investment in outreach and student success*

*The table below indicates new spend that is specifically targeted at new entrants in 2015/16. These measures are to run in addition to and complement those already accounted for in the previous Access Agreements. The new spend identified follows from our assessment of our access and student success record

Investment in access / outreach			
Example Activities	Proposed New investment	Evidence base	Comparison with arrangements prior to 2015/16
CCCU Outreach and Partnerships Team (developing targeted activity with schools and colleges and working with the KMPF to improve research, monitoring and evaluation including continued subscription to HEAT).

This will also include more fine-tuned targeting of resource to support sustainable progression related partnerships | £95,000 new spend | See 3.2 above re assessment of success of existing measures A1,A2,A3, A4, A5, A7, A8, S1 | Pre-allocated expenditure for 2014/15 of approx. £348,000 (pay and non-pay) to be increased by £33,000 to facilitate new activity.

Specific work (also linked to WPSS objectives) to include:

– Maintain Frank Buttle Trust Quality Mark (including £1k per annum |

including with Further Education Colleges and academies.			subscription)
			– Maintain £6,000 HEAT subscription
			– £50,000 contribution to the Kent and Medway Progression Federation
			– £2,500 annual subscription for the Young Care Leavers in Post 16 - Education: Partnership Fund
			– Targeted serial interventions
			– Residential Summer school
			– Mentoring / ambassador schemes to improve attainment such as Study Skills programme
			– School / visit days and master classes
			– Academy sponsorship: raising attainment in 'failing' schools
			– Progression Agreements with schools and colleges
			–Pre-arrival programme for

			inbound students from targeted groups
Targeted work to improve attainment in feeder Primary schools and raise aspiration of both students and parents	£20,000 new spend	A3	New spend
Targeted work to encourage increased male participation in HE	£20,000 new spend	A6	£8,000 already allocated
Additional resource to support activity of new Pre-Entry Guidance Officer role, particularly targeting mature and PT students in the community	£15,000 new spend	A7	£31,000 already allocated
New spend to strengthen the collection of evidence in developing effective interventions and evaluating impact	£10,000 new spend	A2, S1, S3, S4, S5, S6	New spend
Communication materials and marketing activity to improve the participation of mature students	£25,000 new spend	A7	£15,000 already allocated
Supporting FE/HE progression including progression from HNC/HND/Foundation Degree and apprenticeships (including for mature and part-time learners)	£25,000 new spend	A7	£33,000 already allocated

New outreach activity to raise aspirations as well as new activity supporting the transition to HE for care leavers and students with a disability	£15,000 new spend	A8, A9	Enrichment programmes for care leavers and targeted HE transition activity for disabled student groups,
Total investment in outreach / Access measures	**£225,000 for new measures from a total of £750,000**		

Investment in success (specific measures for improving retention, attainment and employability)			
Student retention target (<4% maintained within a more challenging context (inc Peer mentoring scheme with specific attention to target groups)	Maintain current expenditure	Improved student retention of under-represented groups from evaluation of existing PAL Scheme S1,S2, S3, S4, S5, S6	Current expenditure of approx. £100,000 (pay and non-pay)
Enhanced student pre-arrival / induction / orientation including initiatives to enhance engagement and a sense of belonging	New activity spend £50,000	Internal evaluation reports on existing initiatives S1,S2, S3, S4, S5, S6	Current total expenditure of approx.. £60,000 (pay and non-pay)
Development of institutional personal tutoring programme with specific attention to	New activity spend £40,000	National Audit Office report on student retention	Current expenditure of approx. £30,000

students from disadvantaged groups to improve retention, attainment and employability		highlights effectiveness of Personal Tutoring in improving student retention S1,S2, S3, S4, S5, S6	(pay and non-pay)
Student retention / re-engagement personnel for targeted intervention work	New activity spend £60,000	S1, S2, S3 and S4	Existing expenditure £30,000
Targeted work on male students retention and success	New activity spend £30,000	S3	
Targeted intervention for unemployed graduates (with specific attention to target groups) identified through the DLHE survey	New activity spend £50,000	S2, S3, S4, S5, S6	Existing expenditure £40,000
Targeted work to improve BME retention and attainment	New activity spend £30,000	S4	Existing expenditure £30,000
Targeted work to improve BME and disabled student employment	Additional spend £20,000	S4 and S5	Existing expenditure £30,00
Targeted initiatives to enhance access to postgraduate study and access to the professions	Additional spend £10,000	A6, S2, S3, S4, S5.	£20,000
Total Investment in Success Measures	**£290,000 for new measures from a total of £879,352**		

TOTAL (Access and Success): £515,000 for new measures from a total of £1,629,352

4. FINANCIAL SUPPORT FOR STUDENTS

4.1 Plans for expenditure on bursaries and scholarships

The amounts of support and eligibility for new entrants

The following table indicates new financial support that is specifically targeted at new entrants in 2015/16. These measures are to run in addition to financial support already committed in previous Access Agreements. The University has also made arrangements to backfill the Access to Learning Fund from the Student Opportunity Fund.

Type of award	Amount	For whom	Number available	CCCU Expenditure	Eligibility criteria
CCCU Bursaries (entrants from 15/16 onwards)	£1000 per annum	Those from low income backgrounds (under £25k) including those with income backgrounds of under £25k but not qualifying	1500	£1,500,000	(i) Income backgrounds of up to £25,000 Maintenance grants or loans (iii) Excluding those from low income backgrounds in receipt of Government educational support of £5,000 or more per annum (this is other than maintenance grants or loans). (iv)Part time students who are paying more

		for full state support.			than £4,500 per year and studying more than 25% of a full time equivalent course.
Care Leaver Bursary	£1200 per annum	For statutory care leavers of the UK who meet the eligibility criteria	25	£30,000	(i) For statutory care leavers of the UK (people who are under 25 years of age and have been looked after for at least 13 weeks since the age of 14 and who were in care on their 16th birthday; also students who are recognised by the Foyer Federation; or students who have been homeless prior to entry (in all cases, status will need to be verified with the Local Authority, the Foyer Federation or relevant organisation) (ii) Income background below £25,000 (iii) Not in receipt of other CCCU financial support.

Part Time New System Support bursary (15/16 entrants)	£1000 per annum, pro-rata	Pro-rata cash bursary for entrants who are paying more than £4,500 per annum and studying at more than 25% fte	10	£5,000	Part time students who are paying more than £4,500 per year and studying more than 25% of a full time equivalent course. Income backgrounds of up to £25,000 Maintenance grants or loans Excluding those from low income backgrounds in receipt of Government educational support of £5,000 or more per annum (this is other than maintenance grants or loans).
Hardship Fund	Grants of up to £1,000	Students who experience extreme financial hardship	n/a	£300,000	Individual assessment upon application. Priority shall be given to students from vulnerable groups, especially those not in receipt of university bursary
Sports	Up to £1000 per annum	Elite sports performers from target groups	20	£20,000	(i) Income backgrounds up to £42,600 OR identified as belonging to other target groups including BME, care leavers and students with a disability (ii) Elite level sports performer as judged by CCCU Sports Scholarships panel.

Total bursaries and other awards for new entrants 2015/16		£1,855,000 as part of a total institutional spend of £3,773,131 (approx.) for all years			

Financial Support for Continuing Students

Continuing students who started their programmes before 2006–07 and before 2011–12 will remain on the institutional financial support (including the minimum bursary) that was advertised when they applied, subject to annual inflationary increases.

Similarly, new system students who started their courses before 2015–16 will receive the institutional financial support as detailed in the relevant annually approved Access Agreements for their relevant year of entry.

5. TARGETS AND MILESTONES (5 YEAR TARGETS WITH INTERIM MILESTONES)

Based on the assessment of our Access and Success record as detailed in Section 3 above, we set out in this section our five year targets and annual milestones. These are clustered around the core reporting criteria of:

1. Socio economic factors
2. Low Participating Neighbourhoods
3. Low income
4. Target groups to include ethnicity, gender, disability and care leavers
5. Completion rates

Given our relatively strong record to date for widening access and student success, most of the targets seek to maintain, and where possible to improve, this performance within a more challenging financial environment. Such targets may be especially challenging and stretching in relation to the access of those from lower

socio economic backgrounds (NS SEC 4-7) and from Low Participating Neighbourhoods (LPNs), given the demographic decline in the number of young people (aged 18-21) in the population, the increased proportions of those young people nationally in the higher socio-economic groups (NS SEC 1 and 2) and the University's already high recruitment levels from these groups.

These targets and milestones are based on those submitted in the 2012/13 Access Agreement, and although there is some variation over and under the milestones, the trends are broadly in line with expectations. Where there is less progress, in each case this relates to greater variation than expected due to cohorts or changes in national policy priorities.

The targets and annual milestones are as follows:

Target	Baseline from previous Access Agreement	Annual Milestones				
(i) ACCESS	2009/10	2012/13	2013/14	2014/15	2015/16	2016/17
Maintain, and slightly increase if possible, overall participation levels of NS SEC 4-7	39%	39.5%	40%	40.5%	40.5%	41%
Maintain, and slightly increase if possible, levels of recruitment from LPNs (using LPN – Young Participation Quintile)	37%	37.50%	38%	38.50%	38.50%	39%
Maintain, and slightly increase if possible, proportion of students from low income backgrounds (less than	35%	35%	35.50%	36%	36.50%	37%

£25k)					
Improve recruitment of young males into the professions (especially Primary Teaching and Health and Social Care)	29% of all CCCU students are male	30%	30%	31%	31%	32%
Maintain, and slightly increase if possible, strong recruitment of students from minority ethnic groups	14%	14%	14%	14.5%	14.5%	15%
Increase the proportion of disabled students (especially p/t in receipt of DSA)	11%	11.5%	11.5%	11.5%	12%	12%
Increase participation levels from 'care leavers' who are supported by their local authority	25 in 2013/14	Not available	25	25	27	30

Target	Baseline	Annual Milestones				
(ii) STUDENT SUCCESS INCLUDING RETENTION	2009/10	2012/13	2013/14	2014/15	2015/16	2016/17
Maintain annual student w/d level at less than 4% (Planning Office statistics, HESA withdrawals)	3.6%	<4%	<4%	<4%	<4%	<4%

Maintain part–time continuation rates after 2 years of entry (HESA Table T3e)	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%
Improve the representation of BME students gaining a good honours degree by 2% (relative to the proportion of BME within the graduate student population [currently 11%]) (impacting on retention and employability also)	7%	7%	7%	7%	8%	9%

Collaborative Targets

Combined targets from the collaborative KMPF project (agreed by all partners) are to raise applications and subsequent conversions to higher education from within the 42target schools and colleges in LPNs

Outcome	Measure	Baseline	Target	Actual	Target			
			2012-13		2013-2014	2014-2015	2015 - 2016	2016 - 2017
Increase range of year groups who participate in outreach programmes	Year group participation across years 7-13 in each school	2011-12 – Number and % of total student exchanges Yr 7-8, 631 Yr 9, 657 Yr 10,2395 Yr 11, 3007 Yr 12- 13, 5061 Total - 11751	Same as 2011-12		Yr7-8, 1116 Yr9, 1116 Yr10, 2093 Yr11, 3627 Yr12-13 5999 Total 13951	Yr7-8, 1204 Yr9, 1204 Yr10, 2258 Yr11, 3913 Yr12-13 6472 Total 15051	Yr7-8, 1292 Yr9, 1292 Yr10, 2423 Yr11, 4199 Yr12, 6945 Yr13, 16151 Total	Yr7-8, 1292 Yr9, 1292 Yr10, 2423 Yr11, 4199 Yr12, 6945 Yr13, 16151 Total

Outcome	Measure	Baseline	Target	Actual	Target			
			2012-13		2013-2014	2014-2015	2015-2016	2016-2017
							16151	16151
KS4 Destination – – Increase proportion who stay on in education after KS5 Reduce the gap between KMPF schools and LA average	% of KS5 entrants who stay on to any education destination in year following KS4 exam entry	2009-10 KMPF – 80% LA average – 85% Gap – 5% pts	2010-11 81%	2010-11	2011-12 82%	2012-13 83%	2013-14 84%	2014-15 84%
Improve KS4 results	% of disadvantage students 5A*-C including achieving English and Maths Measure gap between KMPF schools and LA average	2011 21% average across KMPF schools a Kent LA average 29% b Medway LA average 25%	25%	30%	32%	34%	36%	36%

Outcome	Measure	Baseline	Target	Actual	Target			
			2012-13	2012-13	2013-2014	2014-2015	2015-2016	2016-2017
Increase UCAS applicant rate Maintain stable conversion rates as applicant volumes increase	UCAS applicants as % of students entering for GCE exams	**2011** 59% KM Average 71%	62%	49% KM Av 65%	64%	67%	69%	69%
Increase UCAS accepted applicant rate	UCAS accepted applicants as % of students entering for GCE exams	**2011** 41% KM Average 58%	43%	38% KM Av. 53%	45%	49%	52%	52%

6. MONITORING AND EVALUATION

6.1 Monitoring and evaluating the measures set out in the Agreement (including collaborative work)

(i) Statistical measures will be monitored on an annual basis by the Planning Office as part of the analysis of the HESA return and HESA Performance Indicators. Collaborative targets will be monitored by KMPF.

(ii) The impact of CCCU work with target schools and colleges and with target students will be monitored by the University's Outreach Team and is facilitated through our subscription to the HEAT service.

(iii) Monitoring data will be collected in respect of all our initiatives and activities to enable effective evaluation of demonstrable impact. The outcomes will be used to

ensure that the targeting of our outreach and retention work is as efficient and effective as possible.

(iv) At a University level, the Widening Access, Participation and Retention Sub-Committee of the Academic Planning Committee (a Committee of the Academic Board) will receive regular monitoring reports from the Manager of the Outreach Team.

(v) An annual monitoring report which includes progress in relation to the interim widening participation strategic statements (IWPSS) required by HEFCE and the Access Agreement will be received by the Senior Management Team and the Widening Access, Participation and Retention Sub-Committee.

6.2 Senior Persons and Bodies responsible for delivery of the Agreement

The Pro-Vice Chancellor (Research and Knowledge Exchange) will be responsible for delivery of the Agreement – including oversight of the monitoring, evaluation and reporting requirements.

The Manager of The Outreach Team, together with the Director of Learning and Teaching (Student Engagement) will be responsible for day to day implementation of the Agreement.

The Academic Board, a Committee of the Governing Body, and Chaired by the Vice Chancellor or his nominee is responsible for ensuring delivery of the Access Agreement through the delegated work of the Academic Planning Committee (chaired by the Vice Chancellor or his nominee) and the Widening Access, Participation and Retention Sub-Committee (chaired by the Pro-Vice Chancellor [Research and Knowledge Exchange])

6.3 Student representation on the responsible Committees

The President of the Students' Union is a member of Academic Board. There is also student representation on the Access Agreement Working Group, the Academic

Planning Committee and the Widening Access, Participation and Retention Sub-Committee.

7. EQUALITY AND DIVERSITY

In focusing on the differential performance of groups (having shared protected characteristics) in relation to their access and success in HE, the Agreement is designed to impact positively on equality and diversity within and beyond the University.

The Agreement includes a strong focus on targeted initiatives for BME student (with a particular focus on attainment), male students, disabled, part-time and mature students.

In monitoring and evaluating the Agreement, this will in turn monitor the impact of our Access and Success plans on equality and diversity, since the Agreement has been designed with these outcomes in mind.

This Agreement is underpinned by equality and diversity data covering student admissions, retention, attainment and employability. The University ensures the integration and implementation of its improvement strategies across these areas via the cross-representation of key staff on relevant committees and working groups (for example the Widening Access, Participation and Retention Sub-Committee and the Equality and Diversity Committee).

8. PROVISION OF INFORMATION FOR PROSPECTIVE STUDENTS

CCCU Marketing and Communications Department will be responsible for publishing clear, accessible and timely information for applicants and students on the fees to be charged for our programmes and the financial support that is available to students in each year of their studies.

The information will be provided to applicants and to students through CCCU web pages, through the Prospectus and at Open Days.   This will be updated to reflect any changes.

CCCU will also provide timely information to UCAS and the Student Loans Company (SLC) to enable them to populate their applicant-facing and student-facing web pages. CCCU will work with potential students and with the Students' Union in testing the clarity of the information we intend to publish.

9. CONSULTING WITH STUDENTS

Comment from the Vice President (Welfare & Education), Canterbury Christ Church University, Students' Union.

'Canterbury Christ Church University Students' Union is pleased to have been engaged in the development of this Access Agreement and involved in consultations relating to financial support, particularly in light of the withdrawal of the National Scholarship Programme.

The Students' Union appreciated the university holding focus groups as it gave students from different socio-economic backgrounds the opportunity to share their experiences and offer opinion relating to bursaries. Through the focus groups, students who were in receipt of bursaries and Union representatives highlighted the importance of financial support to help with costs such as childcare, additional course expenses, accommodation, travel and much more. With the bursaries going towards those unavoidable costs, it gives the students a better chance to concentrate on their studies. The students expressed that without the bursaries they would have had to take on a job or even a second job in some cases which could have an impact on their retention and success.

The Students' Union supports the university's approach to widening access and student success.'

Access agreement 2015-16 resource plan (submission 1st May 2014)
(Table 7) Targets and milestones

Institution name: Canterbury Christ Church University

Institution UKPRN: 10001143

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	**Other statistic** - Socio-economic (please give details in the next column)	Maintain, and slightly increase if possible, overall participation levels of NS SEC 4-7	No	2009/10	39%	40.5%	40.5%	41%			
2	**Other statistic** - Location (please give details in the next column)	Maintain, and slightly increase if possible, levels of recruitment from LPNs	No	2009/10	37%	38.5%	38.5%	39%			
3	**Other statistic** - Low-income backgrounds (please give details in the next column)	Maintain, and slightly increase if possible, proportion of students from low income backgrounds	No	2009/10	35%	36%	36.5%	37%			Baseline = % of those paying the higher fee from income backgrounds of less than £25,000
4	**Other statistic** - Gender (please give details in the next column)	Improve recruitment of young males into the professions (especially Primary Teaching and Health and Social Care)	No	2009/10	29%	31%	31%	32%			Baseline = % all CCCU students that are male
5	**Other statistic** - Ethnicity (please give details in the next column)	Maintain, and slightly increase in possible, strong recruitment of students from minority ethnic groups	No	2009/10	14%	14.5%	14.5%	15%			
6	**Other statistic** - Disabled (please give details in the next column)	Increase the proportion of disabled students (especially part-time in receipt of DSA).	No	2009/10	11%	11.5%	12%	12%			with most increase from part-time
7	**Other statistic** - Care-leavers (please give details in the next column)	Increase participation levels from 'care-leavers' who are supported by their local authority	No	2013/14	25	25	27	30			it will not be possible to verify the status of those students who self-declare care leaver status on UCAS, hence change from applications to enrolment target
8	**Other statistic** - Completion/Non continuation (please give details in the next column)	Retention: maintain annual withdrawal level at less than 4%	No	2009/10	3.6%	<4%	<4%	<4%			
9	**Other statistic** - Part-time (please give details in the next column)	Maintain part-time continuation rates after 2 years of entry	No	2009/10	13.2%	13.2%	13.2%	13.2%			
10	**Other statistic** - Ethnicity (please give details in the next column)	Improve proportion of BME gaining a good honours degree by 2% (impacting on retention and employability also)	No	2009/10	7%	7%	8%	9%			

Table 7b - Other milestones and targets.

Number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Outreach / WP activity (collaborative - please give details in the next column)	Increase UCAS applicant rate. Maintain stable conversion rates as applicant volume increase. Measured as UCAS applicants entering for GCE exams	Yes	2011	59%	67%	69%	69%	69		This will equate to an additional 186 applicants from the collaborative project.
2	Outreach / WP activity (collaborative - please give details in the next column)	Increase UCAS accepted applicant rate as a % of students entering for GCE exams	Yes	2011	41%	49%	52%	52%	52		This will equate to an additional 162 accepted applicants from the collaboratiev project
3	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - years 7&8	Yes	2011	631	1204	1292	1292	1292		Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
4	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - year 9	Yes	2011	657	1204	1292	1292	1292		Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
5	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - year 10	Yes	2011	2395	2258	2423	2423	2423		Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
6	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - year 11	Yes	2011	3007	3913	4199	4199	4199		Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
7	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - years 12/13	Yes	2011	5061	6472	6945	6945	6945		Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
8	Outreach / WP activity (collaborative - please give details in the next column)	KS4 Destination - – Increase proportion who stay on in education after KS5 in 2009/10: KMPF – 80% LA average – 85% Gap – 5% pts Reduce the gap between KMPF schools and LA average	Yes	2011	82%	84%	85%	85%	85%		DfE Destination Measures Create new base-line for 2014 cohort (data will be available in 2017)

9	Outreach / WP activity (collaborative - please give details in the next column)	Improve KS4 results % of disadvantage students getting 5 A*-C including achieving English and Maths 2011 21% average across KMPF schools A. Kent LA average 29% B. Medway LA average 25% Measure gap between KMPF schools and LA avera	Yes	2011	21%	34%	36%	36%	36%		Take into account changing examination practice and elimination of modular exams – monitor reduction in gap between KMPF schools and LA average

Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.	
targets 1,2,3,5,6,8,9,10 in 7a were reselected in error - no changes made to target. Target 4 - capitalised 'I' in increased.	