



CANTERBURY CHRIST CHURCH UNIVERSITY ACCESS AGREEMENT 2018 – 19

FULL AND PART-TIME ENTRANTS

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).

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1. Introduction and Context

For more than 50 years, Canterbury Christ Church University has played a significant role in the Kent community, providing education which makes a real and positive difference to people's lives. Inspired by our Church of England foundation, the University's mission is to pursue excellence in higher education: transforming individuals, creating knowledge, enriching communities and building a sustainable future. This mission is re-enforced by our Strategic Framework for 2015–2020 which highlights six cross-cutting themes of "Internationalisation", "Widening Access, Inclusion and Participation", "Employability", "Sustainability", "Partnerships and Community" and "Technology". As a University, we value the development of the whole person, respecting and nurturing the inherent dignity and potential of each individual; the integration of excellent teaching, research and knowledge exchange; the power of higher education to enrich individuals, communities and nations; our friendly, inclusive and professional community of students and staff, preparing individuals to contribute to a just and sustainable future.

Canterbury Christ Church University believes in inclusive education that provides equal opportunities to those who have the potential to reach higher education, but may not consider higher education to be an option that is available to them. This is demonstrated by our strong partnership links with local schools (over 1000 formal partnerships through our Teacher

Education programmes) to enhance progression to higher education especially for those from lower socio-economic groups and first generation higher education entrants.

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 students from under-represented groups to access and succeed in HE, where success in a life-cycle approach, is recognised to include retention, attainment and employment. The Agreement applies to partner colleges and institutions in receipt of public funding via CCCU. These partner colleges include several Further Education Colleges and some private providers.

2. Leadership and Management

The creation and implementation of the 2018–19 Access Agreement has been and will continue to be the responsibility of the University's Senior Management Team (SMT). The Deputy Vice-Chancellor is the SMT lead in this work, supported at SMT level by the Pro-Vice Chancellor (Education & Student Experience). Together they are responsible for the delivery of the Agreement – including oversight of the monitoring, evaluation and reporting. The Manager of the Outreach Team, together with the Director of Learning & Teaching will be responsible for the day to day management of the Agreement.

The Access Agreement and Widening Participation Executive Group (AAWPEG), led by the Deputy Vice-Chancellor, and reporting to SMT, brings together academic, professional services staff, Senior Management Team members and student representatives to agree an institutional approach to widening access, student success and progression. 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 student access, success and progression. The Access Agreement has been developed to align with existing Learning and Teaching, Retention

and Alumni strategies and equality objectives as well as the institution's Student & University Partnership Agreement and 2015–20 Strategic Framework.

For this year's submission, two working groups have been created and led by members of SMT to look at two key areas of the agreement; financials (including balance of spend and financial support arrangements) and evaluation (including target setting and approach to evaluation).

The Access Agreement is thus developed by the AAWPEG and agreed by the Pricing & Fees Committee (Chaired by the Director of Finance) before passing to the Senior Management Team for approval prior to submission to OFFA. The annual monitoring return is developed and approved following the same process.

3. Fees, Student Numbers and Fee Income

The proposed fees to be charged by Canterbury Christ Church University comply with the Government's student fee regulations. The higher level 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 £9,250 to new, regulated, full-time entrants on designated courses including formerly Department of Health funded Health students. Other courses may have lower fees. For full-time students studying at Partner Institutions, the intended fee starts from £6,165. The BA (Hons) Primary Education (7– 11) Part Time, at a cost of £6,165, remains our only part-time programme above the basic fee (£4,625).

Fee levels for regulated, designated courses may be adjusted annually each year in line with an appropriate inflationary measure subject to Government Policy and Parliament's approval. In

addition, our four year degrees with an integrated foundation year will have a reduced fee of £6,165 in year 0; and Year 3 of the LLB course with Bromley College will increase from £8,635 to £9,250. Fee levels for other courses may be adjusted annually each year to reflect cost inflation in the University, or in line with any inflationary measures approved by the Government. The total estimated fee income above the basic level for full-time and part-time students is £28,798,720

4. Expenditure on Access, Student Success and Progression.

Our estimated spend on access, success and progression measures will be 18.2% (£5,244,956). This is line with our profile as an institution with a high proportion of students from under-represented groups. This reflects our institutional values and commitment to supporting our increasing student population from under-represented and disadvantaged communities and is 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, student success and progression and addressing the priorities identified as a result of our detailed assessment.

Based on our assessments, we will seek to maintain our generally strong performance in access and continue our significant investment in success and progression across a range of measures. Access priorities include an ongoing involvement in collaborative outreach activity and a mixture of long term and short term measures. We have factored in the reduction to the Student Opportunity fund allocation in 2018/19 and have made the decision to maintain institutional levels of spend on Widening Access activity that was previously funded by SO.

Balancing expenditure between Access, Student Success and Progression.

The assessment of CCCU performance suggests a generally stronger profile for Access measures than Success and Progression. We therefore intend to continue to invest heavily

in success and progression activity (including student retention, attainment and employment).

The balance between non-financial measures and financial support.

Based on evidence of our performance in relation to Access, Student Success and Progression, we propose to use a mixture of financial measures 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 18.2% (£5,244,956). of additional fee income which is to be spent on widening access measures, 14.3% (£750,000) will be for targeted outreach activity, 20% (£1,050,000) on student success and 4.3% (£225,000) on 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).

In line with OFFA guidance the University will spend 61.4 % (£3,219,956) on financial support through scholarships and grants. This reduction on the previous year is due to continuing students on previous financial support schemes graduating from University. In consultation with the Students' Union the institution intends to continue to provide financial support to its students from low income households and introduce accommodation support to students moving in to Halls of Residence. There will also be a choice for eligible students to increase the percentage of the CCCU Grant allocation towards the cost of university accommodation from 50% to 100%.

5. Widening Access – Assessment of performance, Activity, Targets and Monitoring Arrangements

The University is committed to working with students from our outreach partner institutions at the earliest opportunity and tracking them into university via the Higher Education Access Tracker (HEAT). We have therefore analysed the performance across access, success and progression of both our tracked student cohort and the whole student population.

Canterbury Christ Church University is proud of its record in attracting more students from under-represented groups. In 2015/16 97.4% of young, full-time Undergraduate entrants came from state schools or colleges. Achievement in this area can be evidenced by evaluating HESA performance indicators against benchmark. The following figures are based on the most recent HESA Performance indicators (2015/16) for the student population at CCCU:

	Performance indicator	Location adjusted benchmark
Young FT Undergraduate entrants from Low Participation Neighbourhoods (LPN)	13.2%	10.8%
Young, FT Undergraduate entrants from state schools	97.4%	94.4%
BME Student population	20.2%	N/A
Students with a declared disability as a percentage of the total population	13.8%	N/A

We analyse our HESA data to determine additional areas of investment. This analysis highlights the need for continuing attention to be given to the targeted recruitment of students from low participating neighbourhoods, particularly of 'other full-time undergraduates'. A concern for the institution is the recruitment of male students into the professions of Teaching and Health, as well as improving the representation of mature and part-time students.

The University is a member of the Higher Education Access Tracker (HEAT) membership service which assists Higher Education Institutions in England to target, monitor and evaluate their

outreach activity.

The University records data about its outreach and participants on the HEAT database. This is entered into the HEAT longitudinal tracking system which matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT help the University to better understand the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including this institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

Being part of the HEAT service also enables the University to engage with collective WP sector research. By using data from all members as an aggregate, the HEAT service is now able to explore new multi-dimensional ways of defining under-representation, disadvantage and differential outcomes and the effect that outreach can have on different groups of participants.

By subscribing to HEAT we can take an evidence based approach to planning outreach delivery so that we can continue to invest in outreach activities that optimise progression with disadvantaged cohorts.

Our Access Agreement Monitoring Return for 2015/16 indicated some very encouraging progress made year on year, in increasing participation from BME students and students with a disability.

	2010-	2011-	2012-	2013-	2014-	2015-
	11	12	13	14	15	16

Proportion of BME students	13.9%	14.2%	15.5%	16.2%	18.3%	20.2%
Proportion of students with a disability	10.2%	10.5%	11%	11.4%	12.6%	13.8%

Targets and Milestones

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:

- Low Participating Neighbourhoods
- Low income groups
- Target groups to include gender, disability and care leavers

As a result of the analysis of our performances, our access interventions will concentrate on the following:

- Continuation of involvement in collaborative outreach activity via the KMPF
- Complementing NCOP activity, including summer schools for targeted students
- Recognition of the importance of carefully targeted activity
- The importance of long-term outreach to include the whole student lifecycle
- The helpfulness of Higher Education Access Tracker (HEAT) for evaluating the impact of interventions
- The importance of student attendance monitoring
- Ease of access to information and student welfare support

Given our relatively strong record to date for widening access and student success, most of the targets seek to maintain, and where possible 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 Low Participating Neighbourhoods (LPNs), given the demographic decline in the number of young people (aged 18–21) in the population and the University’s already high recruitment levels from these groups.

HEAT TRACKED COHORT

Access

First Generation HE: When the data were collected, 85% of Canterbury Christ Church University's tracked cohort 2007–2016 declared themselves First Generation Higher Education. This compares favourably with the National HEAT cohort 2007–2016 of 78%. We have consistently tracked more First Generation HE students than the National HEAT cohort since 2007/08.

POLAR: 57% of the total tracked population with known postcodes were from POLAR3 quintiles 1 and 2 (least likely to go on to Higher Education). A higher proportion of POLAR3 Q1 and Q2 are being reached, 57% in 2015–16, compared with the 2014–15 National HEAT cohort at 48%. Canterbury Christ Church University has consistently tracked more Polar 3 Q1–2 students than the National HEAT cohort since 2007/08.

Canterbury Christ Church University has worked with a total of 22,205 participants who were eligible to progress to HE between the academic years 2007/08 and 2015/16. Of this total 40% (7,750) have so far entered Higher Education as first time entrants. The university is delighted to announce an increase from last year’s figure of 36% and is proud to have helped more than 1,000 extra young people access Higher Education especially from high attainment but high disadvantage areas.

Over the eight years from 2007/08 to 2015/16 the average Young Participation Rate(YPR) of

the 18 year olds in Canterbury Christ Church University's tracked cohort (worked out in accordance with the HEFCE YPR) was 32%. The average YPR (% of those progressing to HE – Age 18 years and Polar3 Q1&2 only) of the tracked cohort was 29%. This compares well with national statistics where the likelihood of young people entering HE from POLAR3 quintiles 1 and 2 is 25%.

Our Access Agreement Monitoring Return for 2014–15 indicated that some of the most important findings from the evaluation of our widening participation (WP) activities in 2014–15 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 40 non-selective schools.

It is interesting to note that the University's commitment to sustained activities with students has helped Participant Prior Attainment (Key Stage 4) rates of 5 A*–C GCSEs (or equivalents) including English and Maths reach 70% before entering HE. This will be the fifth year on year rise for the University further demonstrating the commitment to raising attainment and aspiration to progress to Higher Education. Sector research tells us that achieving good results at Key Stage 4 is the key determinant in progression to Higher Education and our programme of outreach addresses and responds to the challenges posed in helping to improve the academic attainment of our target schools and their disadvantaged students.

With a view to the future contribution of the university to the work of NCOP it is encouraging to see that year on year gains have been made in the percentages of high attainment, high disadvantaged students immediately entering Higher Education after completion of their studies, since 2012/13. In 2012/13 19% of high attainment, high disadvantaged students were immediately entering Higher Education after completion of their studies compared to 30% in 2015/16.

Furthermore, students who participated in a range of HE activities such as talks, campus visits, subject taster sessions and a summer school were also more likely to progress than those who engaged in one low intensive activity (e.g. High intensive 34% vs 33% for low intensive); participants who took part in a Summer School also had a higher than average HE entry rate (53% vs 33%). It is encouraging to note that of students who participated in a summer school (one of 2 component activities for the university's NCOP strands) from the NCOP classified group of high attainment, high disadvantaged students 62% Progressed to HE.

Current evaluation data shows that 83% of Canterbury Christ Church University's tracked cohort who have so far entered HE have done so to study for a First Degree.

Canterbury Christ Church University's Total First or Upper Second (2007/08 – 2012/13) for Q1&2 students achieving a Good Degree of 63%. This compares very favourably to national average for Q1&2 students achieving a Good Degree is 61%; it should be noted that this national statistic includes all Q1&2 students, some of whom will have attended grammar schools, Independent schools or high performing State Schools

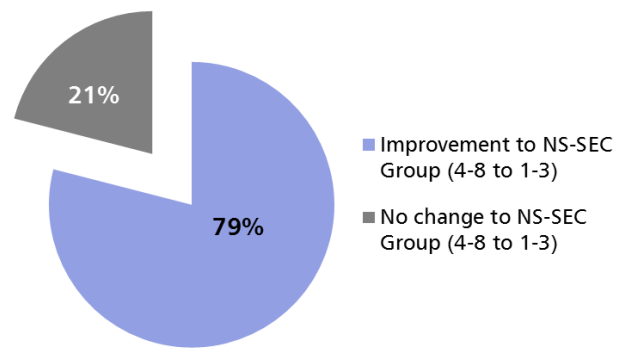
Progression

88% of Canterbury Christ Church University's tracked participants were in work and or further study six months after graduation in 2014/15. This compares with an average of 90% for leavers from all UK HEIs in 2014/15, taken from a population that includes students from the most advantaged backgrounds in the country.

Of Canterbury Christ Church University's tracked participants (2014/15) who were classified as NS-SEC 4-8 when they entered HE (605 students), 79% (475

students) had improved their NS-SEC group to 1-3 based on their occupation six months after graduation (this represents a 26% increase on the previous year in the number of students improving socially in NS-SEC Groups). This provides evidence for Higher Education contributing to social mobility.

% CCCU tracked participants improvement in NS-SEC Group



Source: Canterbury Christ Church University, HEAT (Higher Education Access Tracker) and HESA (Higher Education Statistics Agency).

Monitoring Arrangements

Combined targets from the collaborative KMPF project (agreed by all partners) are to raise applications and subsequent conversions to higher education from within the target schools and colleges in LPNs. These targets will continue to be reviewed in the coming years to reflect changes to GCSE grading in schools. Our institutional and collaborative targets are included in tables 7a and 7b respectively.

This section details how the measures set out in the Agreement (including collaborative work) are monitored and evaluated. 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 via the Higher Education Access Tracker (HEAT).

Canterbury Christ Church University is a founding member of the collaborative Higher Education Access Tracker Service (HEAT) that assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Fair Access activities. It allows member universities to demonstrate outreach participation in relation to success at key transition point, collectively explore best practice in combining qualitative and quantitative research on outreach and in the future, perhaps, facilitate the development of collaborative targets.

Membership of the HEAT service assists Canterbury Christ Church University in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. Individual members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.

It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in HE as well as their retention and success rates. In the meantime, the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which will afford the University a better understanding of the relationship between outreach and key educational outcomes at both pre and post 16, before any enrolment takes place. The collective size and diversity of the database will mean this relationship can be explored against multiple participant characteristics, contributing to the University and the sector's understanding of outcomes for different underrepresented groups and recognising that widening participation students are not a homogenous group.

Where HEAT data has matured it allows the University to understand the relationship between outreach participation and HE access, success (retention and attainment) and progression. We are able to see if and when our outreach participants enrol in HE. Crucially these data show enrolment not only to Canterbury Christ Church University but to all other HEIs. This allows us to demonstrate our contribution to the sector as a whole. Furthermore, as data has matured, the University can now build a picture of the retention and degree classification of our outreach participants, as well as seeing destination data. For the first time in 2016/17, the HEAT service will also be able to show members postgraduate enrolment data.

We are delighted to see that the tracking of our targeted students over a number of years is starting to reveal some encouraging data across access, success and progression. As part of our ongoing commitment to building a robust evaluation framework and to better measure the impact of support on our current student population, the University is increasing its investment in student success, specifically to establish, as indicated in our 2017/18 Access Agreement, a post to oversee the evaluation of its targeted success and progression activity and financial support; these plans to increase evaluation capacity are on track.

Responding to emerging issues

CCCU intends to spend most of its expenditure on additional access measures on working towards institutional targets. Within this we will continue to build on the success of a collaborative model and intend to continue our commitment to £75,000 of our expenditure to collaborative outreach activity. This collaboration is a partnership operating as the Kent and Medway Progression Federation (KMPF) and comprises of 3 universities (CCCU, the University of Kent and the University of the Creative Arts), Kent local authority and 40 schools 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.

We will continue to invest in a variety of aspiration and attainment raising activities in order to improve the University's Access record.

Early engagement. We will continue to offer Outreach activities to students from years 7–13 at our partner institutions and also deliver our Primary Schools project to a number of our partners' feeder schools. We have now formalised these partnerships to secure sustained engagement with students likely to progress to our partner secondary schools. These earlier interventions increase awareness of higher education from a younger age and are in line with OFFA recommendations.

Raising aspirations. A large number of campus visits and taster day opportunities will be offered to our partner institutions. These give young people the chance to spend time on our campuses taking part in subject-specific activities. Student ambassadors also share their own university experiences and demonstrate that universities are inclusive institutions open to anyone with the academic ability. We will continue to run residential summer schools (including a summer school for looked after children and an all-boys summer school) that have a proven track record in raising aspirations and attainment.

Raising attainment. Partner institutions will be offered student ambassador led activities in school including subject-specific mentoring and study skills projects over a period of weeks. On campus, students will participate in masterclasses, Extended Project Qualification (EPQ) support and showcase events developed and delivered by academic staff, where they will have hands-on experience of different subject areas. New initiatives include a series of interventions for gifted and talented cohorts at our partner institutions. In partnership with the Faculty of Education, we have developed Loving Literacy, a six-week literacy course for students at KS3 with low reading ability. It has been designed to run alongside curriculum and encourage young people to be creative with language and find greater enjoyment through reading. We share attainment targets with other member HEIs in the Kent and Medway Progression Federation.

These include improving core subject results in KS4 and KS5 and will be monitored through HEAT annual report for the federation.

Working with parents and carers. The Outreach Team and student ambassadors support schools and colleges including HE evenings for students, parents and carers, offering finance advice, course information and the benefits of a higher education experience.

Supporting a strong UCAS application. We will continue to offer UCAS application support for our students from partner institutions. Workshops cover comparing universities, studying HE at FE colleges, the application process and a series of Personal Statement workshops.

Supporting the transition into Higher Education. For students in years 12 and 13, we will run a series of workshops that cover budgeting, moving away from home, the difference between schools and university, library tours and an introduction to the Students' Union. Prospective students can also benefit from Pre-Entry Advice and Guidance, information on the Clearing process and outreach support at Open and Applicant Days. We will also host Disability Orientation events to familiarise students with a disability with the University.

Supporting the collaborative network. We will offer enhanced online resources for teaching staff and students for all state schools. This will include our interactive pages for school aged children that introduces higher education using video, student diaries and quizzes as well as teaching materials that can be used by schools supported by the network.

Sponsorship arrangements. The University acts as sole sponsor of Dover Christ Church Academy, an improving school in Dover, which is oversubscribed for Year 7 entry for 2017 and has a growing sixth form. The University provides governance leadership for the Academy pro bono, and supports it further through its Outreach activities and an initial teacher education partnership. Of the young people the University engaged with at DCCA in 2016/17, 85% were

from Polar 3 Quintiles 1 and 2, 76% were on the IDACI (Income Deprivation Affecting Children Index) and 76% were on the EST (Education Skills, Training Deprivation) indexes. Year on year we have increased our activities with years 7–13 with a focus on sustained attainment raising activity. A small but annually increasing number of students are applying to higher education from the Academy. The University is also a co-sponsor of the John Wallis Academy in Ashford, which has primary and secondary provision, acting in a supportive role to the lead sponsor, again by providing a pro bono contribution to governance.

The University has aspirations to develop a Multi Academy Trust, and while no project is currently confirmed to proceed, it has developed a proposal for a University Training School, and is currently in negotiation with relevant stakeholders about the need for a new secondary Special Education School in Dover. The University also supplies governors and trustees for several other individual academies and academy trusts, and is working in partnership with Bromley FE College to open an academy in Bromley with a projected opening date of 2019. This school will be part of the Bromley Education Trust on which the University is represented at trustee level.

Supporting staff at our partner institutions. We are committed to providing accurate and up to date information to academic staff and support staff at partner institutions. We hold teacher conferences relating to specific subject areas throughout the year as well as an HE Advisors conference in the summer term which provides the latest UCAS, Student Finance England, Admissions and course information to staff who support progression in their institution.

6. Student Success and Progression – Assessment of performance, Activity, Targets and Monitoring Arrangements

Background

The University continues to invest in improving student retention, attainment and employability

and in particular to ensure there is equality of outcomes across its diverse student body. Our success in achieving this is evidenced in our Teaching Excellence Framework, 2017, metrics for FT and PT students, as well as performance against the Access Agreement KPIs.

Our strategy draws on research, policy and practice based approaches drawing from Developing a Management Model for Improving Student Retention (James, 2010), What Works? Student Retention and Success (Thomas, 2012), recent insights from What Works 2 (Advisory Board member, James) and significant learning from recent institutional research (CCCU papers to Academic Board, Education & Student Experience Committee, Senior Management Team, Christ Church Process Improvement Process Board (CCPIP) and the Senior Leadership Group). An ambitious holistic institutional approach, that has transformational change at its heart, has been adopted. This commenced informally and 'softly' from September 2014, increased its visibility in 2015/16 and in 2016/17 it has been confidently explicit across all leadership groups. It is now embedded in the narrative of the University and is fully embraced in the Learning & Teaching Strategy, 2015–2020.

As a widening participation institution, our student profile is significantly influenced by non-traditional students, who indeed for us, are traditionally the majority of our students. We provide bespoke services and interventions where necessary; this document draws some of these out, specifically where further development is underway.

Doing the 'right thing' for all our students requires a holistic institutional approach which by definition has relevance to everyone in the University. We continue to have student retention as an institutional priority which also seeks to ensure visibility, priority, alignment of resources and a high level of confidence in continuous improvement expectations.

Being Responsive to Emerging Issues

Since the publication of the Access Agreements 2016/17 and 2017/18 a number of areas have

required additional attention above that which was outlined. These are:

- The increase in mental health events, particularly in the high to severe categories. A new mental health strategy is being developed, additional services supporting self-harm will be established and a new 'connected network' model of student support including drawing on external agencies is being implemented in 2017/18;
- 'Expect Respect', our response to the violence against women (although not exclusively), 'lad culture', and sexual harassment including the bystander initiative, has been a significant additional focus of work for 2016/17 which will continue into 2017/18 and beyond;
- The 'inclusive learning and teaching' focus, arising in part as a result of the reduction in DSA funding, has developed at a more rapid pace, adopted a greater scale of change and broader engagement than had originally been anticipated.

These developments will be integrated into this Access Agreement, 2018/19, alongside continuation of addition to continuing with existing priorities.

Monitoring and Evaluation

In 2018/19 we intend to continue with our current institutional approach to student retention, success and progression. We believe our monitoring and evaluation strategy is providing evidence of influence and impact as well as clear areas for new developments, further enhancement and repositioning of current focus. Monitoring and evaluation reports including detailed student outcome and impact reports are available in Academic Board, its Sub-Committees and Management Groups. The following section provides a brief insight into high level monitoring and evaluation.

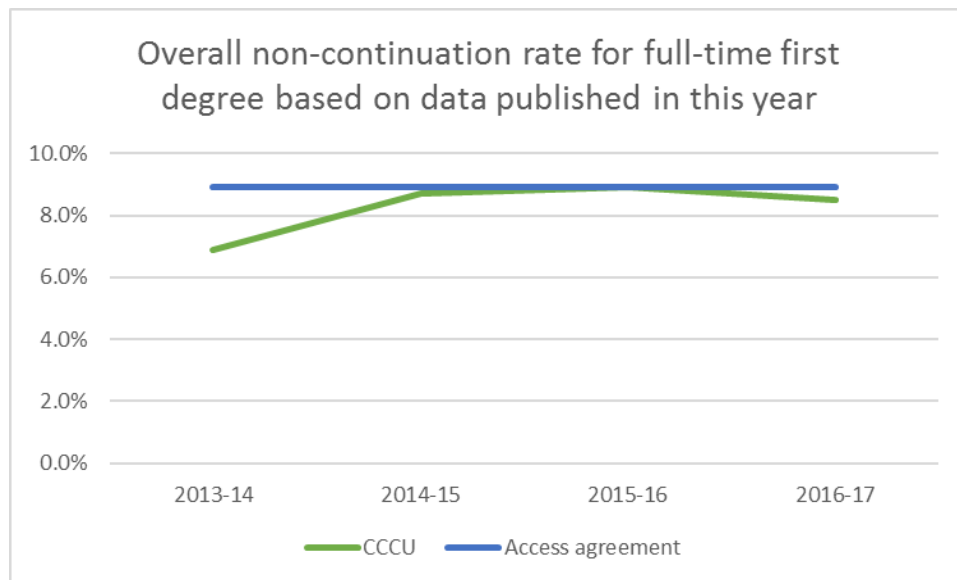
Student Outcomes and Evidence of Impact

The strategic, operational and tactical investment in retention, success and progression since 2014 continues to influence process and systems improvements, staff and student behaviours,

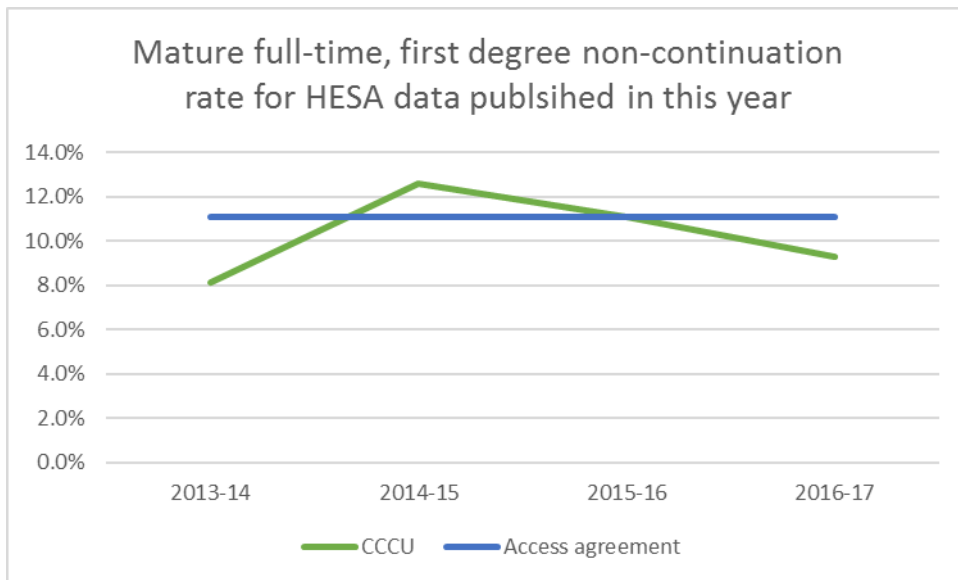
data and management information developments and greater use of evidence based approaches which emphasize student outcomes, which are delineated across Specific Widening Participation Indices (SWPi) (James, 2010). High level monitoring of progress against targets provided in the 2017/18 Access Agreement is provided below:

Student non-continuation

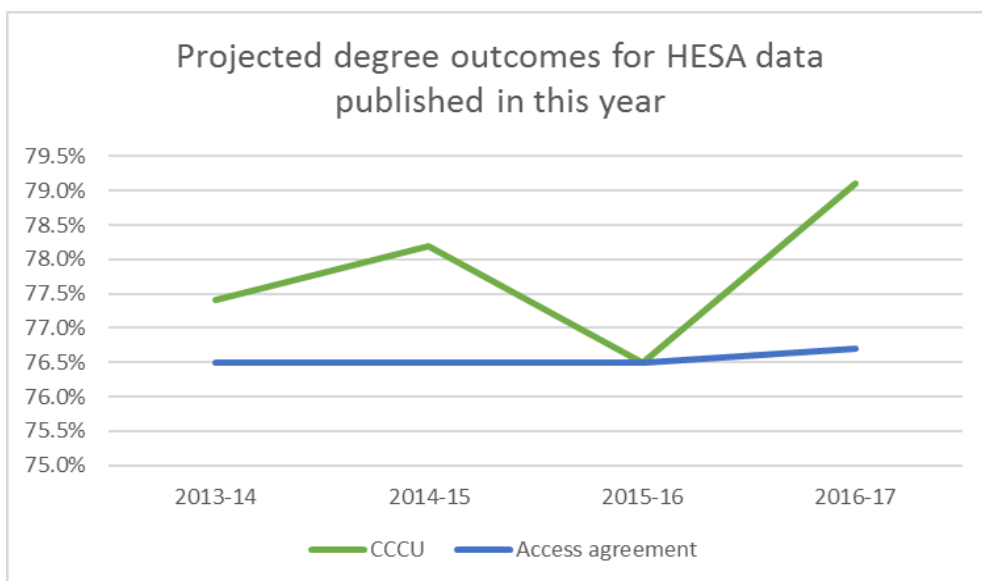
HESA T3a - non-continuation full-time, first degree with a 2013/14 baseline of 8.9% and targets for HESA data published in 2016/17 (8.9%) and 2017/18 (8.4%). The 2016/17 published rate is 8.5%.



HESA T3a - non-continuation mature, full-time, first degree with a 2013/14 baseline of 11.1% and targets for HESA data published in 2016/17 (11.1%) and 2017/18 (10.9%). The 2016/17 published rate is 9.3%.



HESA T5 – projected degree outcomes full-time, first degree with a 2013/14 baseline of 76.5% and targets for HESA data published in 2016/17 (76.7%) and 2017/18 (77.7%). The 2016/17 published rate is 79.1%.



There is also one non-HESA based success target:

Student Withdrawal

Withdrawal- bursary/not in receipt of bursary

The table below shows the withdrawal rate for students in receipt of a CCCU bursary, compared to those students not in receipt of a bursary. The withdrawal rate of students in receipt of a bursary, whilst increased on 2014/15, continues to be materially less than for those students not in receipt of a bursary, although by a reducing margin.

<i>Year</i>	<i>Bursary Student withdrawal rate</i>	<i>Non-bursary Student withdrawal rate</i>	<i>Percentage point difference</i>
<i>2015/16</i>	<i>4.07%</i>	<i>5.80%</i>	<i>1.73</i>
<i>2014/15</i>	<i>3.96%</i>	<i>6.62%</i>	<i>2.66</i>
<i>2013/14</i>	<i>2.43%</i>	<i>5.65%</i>	<i>3.22</i>

This analysis indicates that students who received financial support in 2015/16 were 30% less likely to withdraw than non-bursary students.

The following table shows the most recent performance data from four student groups:

2014/15 HESA data	LPN Q1 -	BME	Disability	NS-SEC 4-
	2			7

Non-continuation /withdrawal: withdrawal rates have been calculated as the number of students withdrawing in the PC Grouping divided by the total number of registrations for that PC grouping. The comparable percentage of the non-PC grouping is given in brackets.	6.3% (6.3%)	8.5% (5.8%)	6.5% (6.3%)	6.6% (5.9%)
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Attainment

The following table shows the most recent performance data from four student groups:

2014/15 HESA data	LPN Q1-2	BME	Disability	NS- SEC 4- 7
Percentage of students from the following groups obtaining a good degree (2:1 or above) vs. comparator group (in brackets)	63.6% (68.4%)	46.5% (71.0%)	62.7% (67.4%)	66% (70%)

Ethnicity

Reduction of the degree attainment gap for BME students from a 2013/14 baseline of 27% with a target for 2016/17 (27%) and 2017/18 (26%). We await the publication of the 2016/17 attainment gap rate, which will be included in the annual Student Outcomes Report to Academic Board.

Disability

There is no clear trend in any of the four Faculties with regard to the outcomes of disabled

students. In some years and in some Faculties they outperform their non-disabled peers. We await the publication of the 2016/17 attainment gap rate, which will be included in the annual Student Outcomes Report to Academic Board.

Progression- Employment data

	2010- 11	2011- 12	2012- 13	2013- 14	2014- 15	Sector average	+ -
Employment or further study after 6 months	92.8%	94.0%	92.9%	93.2%	94.1%	93.9%	+
Graduate employment after 6 months	57.3%	54.8%	57.2%	54.9%	58.0%	70.5%	-
Employment or further study after 3½ years	98.0%	-	*	-	**	94.5%	+
Graduate employment after 3½ years	84.2%	-	*	-	**	80.5%	+

* The DLHE Longitudinal Survey is currently undertaken every two years. The 2012-13 cohort was surveyed winter 2016/17 and results will be published summer 2017.

** The 2014–15 cohort would have been surveyed over the winter of 2018/19, with results published summer 2019; however, with the launch of New DLHE in December 2018, the Longitudinal survey will be discontinued (New DLHE will see leavers surveyed after 15 months, rather than 6 months).

A target has been added to this Access Agreement to capture our focus on graduate employability. The University's KPI in this regard is to achieve 65% by 2020. We are currently at 58%.

Strengthening of Monitoring and Evaluation for 2018/19:

- The monitoring and evaluation strategy adopted during 2016/17 and strengthened in 2017/2018 will be further developed to establish a holistic institutional change model for improving retention, success and progression. This will support the sustainability and 'stick-ability' of the change being introduced and will provide for dissemination of learning across the sector.
- The revised Annual Programme and Professional Services Review processes implemented in 2017 will be evaluated.
- The new case management system, implemented in 2016/17, will be used to strengthen monitoring and evaluation of student support services and enable broader institutional learning as to how best to realign services to meet changing needs.
- A new attendance monitoring system being rolled out across our three campuses in 2016/17 and 2017/18 will provide important new analytics which will further inform our retention strategy.
- A new Library Management System, implemented in 2017 in collaboration with the Universities of Greenwich and Kent, will provide a new set of analytics on students' engagement with learning resources.
- The Academic Journey Project, a major institutional change initiative delivering modernised academic regulation and academic architecture and infrastructure will be in

phase 2, the implementation of semesters, with phase 1 being the introduction of new assessment and reassessment regulations.

- Reassessment and Engagement, developing since 2015, will be in a position to evaluate its impact following the move of reassessment to be closer to the original learning.
- Transition, Orientation and Induction and First Year Experience will be evaluated in full following a deepening academic engagement in 2016/17 and 2017/18 and developing a more joined up Institutional and Students' Union approach in 2016/17 and 2017/18.
- A new Academic Management Information Dashboard being rolled out in 2017/18 will provide real time progression management information to inform programme and subject monitoring, as well early insight into student retention.
- Evaluation of impact of 'Expect Respect', Street Marshals, Bystander Initiative, Safe Zone App.
- Monitoring and evaluation of the introduction of Placement Bursaries in 2016/17, continued into 2017/18 and 2018/19 as well as the introduction of a new model for career development including placements.
- Whilst these are all subject to monitoring and evaluation in their own right there will be strengthened evidencing and they will be considered as a whole. The evaluation resource will also support 'tools' for adoption across the University.

We have extended our success targets and added a new progression target for 2018 that aims to keep us around or above the sector benchmark for the Employment Indicator from the DLHE survey:

UK-domiciled graduates – graduate employment after completion of studies (DLHE) in line with our continuing commitment to secure graduate employment for our alumni.

Strategic Priorities supporting retention, success and progression into employment/further study

Leadership.

Institutional leadership is provided by the Pro-Vice Chancellor (Education & Student Experience) and Chair of Education and Student Experience Committee. She is supported through the Senior Leadership Team, wider communities, Faculty leadership teams in Quality, Learning and Teaching and Professional Services as well as Academic Board and its Sub-Committees.

The additional investment in faculty learning and teaching leadership roles (+2FTE) and the dedicated strategic lead for student retention and success (1FTE) will continue as they are critical to all aspects of the developments (processes, systems and academic regulations and infrastructure). The initial investment in 2016/17 of a new post of Director of Graduate Employment and Career Development will lead a reshaping of services which will include a new placements unit for 2017/18 and beyond. The fourth key area of leadership investment for 2017/18 and beyond is a Deputy Director of Student Experience which will provide increased resilience for the higher risk areas of student support, health and wellbeing. This post will also support the increased focus on mental health, sexual violence, harassment and 'Expect Respect'. As part of the refocusing of library services the Head of User Experience role / team within Library and Learning Resources will support greater engagement of all new students across all campuses within the first 6 weeks at university.

Student retention, success and progression continues to be prominent in SMT and SLG agendas as well as Academic Board and its sub-committees. The Governing Body is also provided with student outcomes with respect to SWPi.

The student experience.

A student lifecycle approach has been taken to review current business processes that expect, require or involve student interactions. The Christ Church Process Improvement Programme (CCPIP) Board, developed in 2014/15 and repositioned as the Change Portfolio Assurance Board in 2016/17, continues to support key priorities: student attendance; individual student

timetables, access to student support; transition, orientation and induction continuing throughout the first year and a reassessment and engagement programme.

The 'Expect Respect' campaign, our response to the violence against women, harassment and concerns over broader social exclusions, including a single University reporting point, will be continued following its introduction in 2016/17. Keeping students safe is also supported through the Street Marshal Scheme which is collaborative venture between two large universities and students' unions in Canterbury.

Information for students.

Providing timely, relevant, consistent and accurate information throughout the student journey delivered across platforms, that is based on student need and preferences, continue to influence resource allocation. The Student Portal and Apps accessible across mobile platforms that focus information relevant to the student's journey are crucial.

The Transition, Orientation and Induction programme, informed by research, student and staff feedback has student communications, the student voice, academic belonging, student support and wellbeing informing enhancements, and continues to be a significant investment. In 2018/19 the impact on students with multiple disadvantage (Multiple Widening Participation Index (James, 2010) will be considered.

Deep understanding of our student populations, their behaviours, expectations, concerns, motivations and their engagement with academic programmes, processes and resources are central to our work. Engagement methods continue to vary and develop with need: world café events, focus groups, student representation on committees and groups, consultations, on-line surveys, social media and increasing use of vlogs. Supporting a University-wide, coordinated approach to student communication is provided by a dedicated team. This resource investment will continue into 2018/19.

Excellence in learning and teaching.

The Learning and Teaching Strategy, 2015–2020, designed around nine principles enables alignment with the OFFA Agreement and Equality and Diversity Objectives is well embedded and informing our work. A specific area of development for 2017/18 and 2018/19 is dig lecture capture which responds to our focus on enhancing the inclusive environment.

The leadership of learning and teaching in faculties was strengthened by an additional 0.5fte in each Faculty, in direct response to the important modernising agenda. This involved a repositioning of assessment, reassessment and progression regulations; with reassessment timing brought closer to the original assessment, the introduction of semesters in 2017/18; and a new student record system to be fully implemented in 2019/20. These changes aim to improve the experience for all students.

The repositioned Teaching Excellence Awards, recognising excellence wherever it occurs, in 2018/19 will seek particular responses to retention, success and progression. The new programme development team (2016) and the Curriculum Design for Transformation Tool (2016/17) will continue into 2018/19. The University's successful Catalyst project (2017), supporting growth mindsets supports our focus on enabling success of BME students. There will be a greater focus on students with SWPi and MWPi during 2018/19; this will particularly be the case when considering student withdrawals, interruptions and reassessments.

'Students as Partners in Learning' including our commitment to Peer Mentoring, will continue to inform academic support, learning, teaching and assessment enhancements. Peer Mentoring and Academic Learning support will continue to be provided for dedicated groups.

Student Support, Health and Wellbeing.

During 2016/17 Student Support Health and Wellbeing was relocated within the Department of

Student Experience and a new senior role of Deputy Director has been created to provide greater resilience to this growing area of student need. In 2018/19 we will continue with the investments made 2016/2017 and 2017/18 namely, realignment of services under new managers, greater joined up working across teams (disability, mental wellbeing, wellbeing advisors) and departments (i-zone, security, accommodation, community liaison). These are being supported by systems and process developments such as the continued expansion of the 'case management system' and the student enquiry management system, 'Sostenuto'.

The introduction of the 'Stepped Model of Care', the 'connected network model' for accessing student support as well as the greater networking, reference and use of external services all provide enhanced services to students and will be continued. The 'Expect Respect' work introduced in 2016/17 and recognised by HEFCE in a successful Catalyst Bid, will also be continued into 2018/19 and learning will be shared with the sector.

Enabling progression into employment/further study.

The investment in the new appointment of Director of Graduate Employment and Employability and the embedding of our Graduate Attributes is evidence of the strategic importance of this work. Its aim is not only to improve graduate level employment for all students but also to ensure that those with SWPi are benefitting.

There will be continued investment into Unitemps, the University's student employment agency, as well as employability embedded into all undergraduate programmes including as appropriate the use of placements and work-related experience. Career development provision will be supported in a redesigned form which will be determined during 2016/17. This will include increased emphasis on preparing our students to be 'work-ready', recognizing that many of our students need additional support in developing their social capital and networks, enabling them to compete successfully in the graduate jobs market.

A greater focus of work is emphasizing further study and preparing students for ‘Life After Uni’ (2017). The Academic Strategy Committee is reviewing postgraduate pathways and bringing forward new developments in line with the University’s Strategic Framework, 2015–2020. This should have positive impact on the Graduate Employment or Further Study KPI.

Enabling transparent, accessible and timely management information.

This remains a key investment strand. Student Number Planning continues to work on enhancing the management information available to inform student retention and success. The Student Survey Unit supports all the engagement and perception surveys for Level 4, 5 and 6 as well postgraduate students, this includes the NSS, UKES and DLHE. It is anticipated that by 2018/19, the Academic Management Information will be well embedded, as will the various standard reports that are being made available during 2016/2017 and 2017/18.

7. Financial Support

The following table indicates new financial support that is specifically targeted at new entrants in 2018/19. These measures are to run in addition to financial support already committed in previous Access Agreements.

Type of award	Amount	For whom	Number available	CCCU Expenditure	Eligibility criteria
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CCCUC Grant (full time and part time entrants from 17/18 onwards)	£800 – £1,000 per year, to be reviewed annually. 50–100% towards university accommodation	Those from low income backgrounds (under £25k) including those with income of under £25k but not qualifying for full state support	Variable, depending on identified need and allocated funds	£850,000	<p>(i) Income backgrounds of up to £25,000 Maintenance grants or loans OR students from other under-represented groups who have progressed from the CCCU Outreach partner school scheme</p> <p>(ii) Eligible part time students will receive a pro-rata grant according to their course intensity %</p> <p>(iii) Ordinarily resident in UK (Home students), or EU student</p> <p>(iv) Priority given to target groups</p>
Pre-Registration Health and Social Care Bursary	£800 – £1,000 per year, to be reviewed annually. 50–100% towards	To maintain representation of WP students in Health and Social Care	Variable, depending on identified need	£200,000	<p>(i) Income backgrounds of up to £25,000 Maintenance grants or loans</p> <p>(ii) Eligible part time</p>

	university accommodati on	workforce during transition in funding arrangemen ts	and allocate d funds		students will receive a pro- rata grant according to their course intensity % (iii) Priority given to target groups
Access to Learning Fund	Varied amounts	Students in extreme financial hardship	Variable , dependi ng on need	£400,000	All awards based on needs assessment
Support for dyslexic students (to replace DSA funding)	Variable up to £200	Dyslexic students who will no longer qualify for support through DSA to help with the cost of IT equipment	Approxi mately 800 student s	£150,000	All students who are assessed as dyslexic, not in receipt of DSA
Care Leaver Bursary	£1200 per annum	For statutory care leavers of the UK	25	£30,000	(i) For statutory care leavers of the UK (people who are under 25 years of age and have been looked

		who meet the eligibility criteria			after for at least 13 weeks since the age of 14 and who were in care on their 16 th birthday; also students who are recognised by the Foyer Federation; or students who have been homeless prior to entry (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
Work Experience Bursary	Up to £150 per Student	Travel expenses support for students on work placements in 2017/18	Variable	£40,000	Priority given to students from low household income and other target groups including, BME, Care Leavers and student with disabilities
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
Ambassador or Award	£500 per annum	Local students committed to inspiring the next generation of WP students in Kent	30	£15,000	(i) Previous institution in specific catchment area (ii) belonging to at least one of target groups, under-represented in HE
Total bursaries and other awards for new entrants 2018/19		£1,705,000 as part of a total institutional spend of £3,419,956 (approx.) for all years			

Financial Support for Continuing Students

Any continuing students who started their programmes 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 2018–19 will receive the institutional financial support as detailed in the relevant annually approved Access Agreements for their relevant year of entry.

8. Commitment to Equality, Diversity and Inclusion

Our Access Agreement is an important tool for promoting equality, diversity and inclusion (EDI) both within the University and through our partnerships with schools, businesses and local community. Through interpretation of student data by protected characteristics and wider demographic details such as socio-economic, or care leaver status; we are able to identify target groups possibly facing additional challenges in Higher Education. We have identified areas where outcomes for BME, male, disabled and mature students etc. could be improved. This has informed our access agreement.

Widening Access, Inclusion and Participation is one of the six cross-cutting themes that run through all areas of our Strategic Framework 2015–2020. To ensure a consistent approach to EDI in widening participation, the ‘Partnerships and Widening Participation Manager’ is a member of the EDI Committee. In turn the Equality Diversity and Inclusion Manager (who can offer advice on identifying and creating actions to raise outcomes for identified groups) sits on the Access Agreement and Widening Participation Working Group as well as other groups with a link to this area such as the Inclusive Curriculum Working Group.

Our EDI Committee is chaired by our Deputy Vice-Chancellor with the Director of Human Resources and Organisational Development having overall responsibility for this area. The

committee has overall responsibility for the development of the EDI action plan and supporting implementation.

Currently our EDI action plan focuses on 4 areas, all of which to a greater or lesser extent have an impact on widening participation.

- Leadership and Management – looking at the makeup of senior staff, University wide commitment to equality, diversity and inclusion such as Athena SWAN
- Estates and facilities – improving physical access to the University and access to information and services
- Student Education and Experience – analysing student data to identify differences in attainment, employment etc. and looking at how this can be addressed
- Staff Experience – acting on feedback from staff surveys and providing equality, diversity and inclusion support and advice.

Many actions in the EDI action plan link to widening participation and improving attainment, career prospects etc. for the targeted groups identified in this agreement. Actions are updated annually following any updated data analysis, review of existing initiatives and new initiatives. Proposed future actions linked to widening participation include widening our Expect Respect campaign to explore issues faced by disabled, BME students and training students on how to conduct accessibility audits.

This agreement meets our responsibilities as outlined under the Equality Act 2010 as well as fulfilling the strategic objective for student experience: ‘To actively reach out to students from disadvantaged groups to raise aspirations, attainment and employment and work in partnerships with schools and colleges’.

9. Provision of Information to Prospective Students

CCCU has put structures and processes in place to deliver accurate course and student recruitment related online content. A continual process of user testing ensures the expectations of stakeholder groups are met. Rigorous QA with legal, finance, quality and standards, marketing and student recruitment teams maintain compliance with Competitions and Markets Authority guidelines and HEFCE guidance relating to digital course information provision.

Workflows are set between the central Digital Communications Unit, Faculty Editors, Programme Leads/Directors and Faculty Directors of Quality to ensure that timely updates to course information are made throughout the recruitment cycle and all issues are quickly snagged and resolved. We have developed an online prospectus template to allow us to clearly present course fees and make any further expenditure outside of stated fees visible. Additional fees will either be displayed directly on each course page or a link will be displayed, directing the user to a clear matrix of fees. A clear signpost to funding and financial support will also be visible on every course pages as well as links within the main navigation area of the Study Here section of the website. A matrix of continuing fees is available to current students within the Tuition Fees area of the CCCU site that can be browsed online or downloaded as PDF documents.

All course related pages can be downloaded in a durable PDF format which is dated and timestamped.

The University's website is fully responsive, following Google's recommended design pattern. The nature of this format not only increases search engine optimisation, but also extends the accessibility of the site by allowing content consumption across desktop and mobile devices. The University Virtual Open Day gives users who might not be able to attend an Open Event a remote view of the University through videos, 360 degree images of campuses and accommodation and student commentary.

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 works with potential students and with the Students' Union to test the clarity of the information we intend to publish.

10. Consulting with Students

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

Christ Church Students' Union is thankful for our continued involvement in the development of this Access Agreement. With several opportunities to discuss the funding options for students with students across the university, we have been able to fully include the student perspective and voice into the funding opportunities for all students.

As in previous years, the main discussion this year has been the appropriate allocation of funding to students, so they can focus on their journey through university. The importance of financial support for additional costs such as childcare, course expenses, accommodation and more has been highlighted. The Access Agreement always puts the student as top priority and maintains the financial support for students as and when appropriate. With new decisions on funding allocations this year such as Bursaries, even though a more difficult decision process, the Access Agreement still enables students to progress through their degrees while minimising financial worry wherever possible. It enables the continued high retention in the university and lowers the chances of students needing to rely on employment that could interfere with their studies.

The Students' Union supports the University's continued efforts to widen access and enable student success, and commends the University for focusing on the importance of retention and student experience of our students. The Students' Union also acknowledges the Universities

continued support to its students.

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	Maintain, and slightly increase if possible, levels of recruitment from LPNs	No	2013-14	34.9%	36%	36.5%	37%	37.5%	38%	
T16a_02	Access	Low participation neighbourhoods (LPN)	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	2013-14	43.7%	44%	44.1%	44.2%	44.3%	44.4%	Baseline = % of those paying the higher fee from income backgrounds of less than £25,000
T16a_03	Access	Gender	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	2013-14	32%	33.5%	34%	34.5%	35%	35.5%	Baseline = % all CCCU students in health and education faculties that are male
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Maintain, and slightly increase if possible, strong recruitment of students from minority ethnic groups	No	2013-14	16.2%	16.4%	16.5%	16.6%	16.7%	16.7%	
T16a_05	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Increase the proportion of disabled students (especially part-time in receipt of DSA).	No	2013-14	11.4%	12.5%	13%	13.5%	13.6%	13.7%	
T16a_06	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase enrolments from 'care-leavers'	No	2014-15	25	35	40	43	45	46	
T16a_07	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Increase enrolments from 'care-leavers'	No	2014-15	25	35	40	43	45	46	
T16a_08	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Reduce non-continuation rate for all, full time first degree entrants.	No	2013-14	8.9%	8.4%	8.4%	8.15%	7.9%	7.8%	Replacing the OFFA agreement target with the similar data from HESA allows for national benchmarking to be undertaken in order to ensure that the University is maintaining its commitment to these students.
T16a_09	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Reduce non-continuation rate for mature, full time first degree entrants.	No	2013-14	11.1%	10.9%	10.6%	10.3%	10%	9.3%	Changing the target to clearly focus on mature full-time first degree students (to match the national HESA data) ensures that we focus our efforts on this section of the student population and for the outcomes to be compared with HESA benchmarks rather than internally produced data.
T16a_10	Student success	Other (please give details in Description column)	HESA T5 - Projected degree (full-time, first degree entrants)	Improve degree attainment rate	No	2013-14	76.5%	77.7%	78.7%	79.2%	79.2%	79.2%	This is a whole institutional target as the university is committed to student success and is proactive in improving the degree attainment rate for students.
T16a_11	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	To reduce the degree attainment gap between BME and other students	No	2013-14	27%	26%	24%	22%	20%	18%	BME: the University will replace the current phrasing of the target around BME success (which is unclear) with a clearer and more explicit aim of reducing the success gap experienced by BME students.
T16a_12	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	UK domiciled Full-time, first degree leavers in employment and/or further study, six months after completing their programme (DLHE EI)	No	2014-15	93%	93.5%	93.5%	94%	94%	94%	Progression: the University has added a progression target which aims to keep us around or above the sector benchmark for the Employment Indicator from the DLHE survey.
T16a_13	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	UK-domiciled graduates - graduate employment after completion of studies (DLHE)	No	2013-14	54.9%	62%	63%	64%	65%	65%	Progression: the University has added a progression target which aims to keep us around or above the sector benchmark for the Employment Indicator from the DLHE survey. The University's Strategic Framework 2015-2020 for Progression includes ambitious graduate employment targets given our current levels. the 2021-22 target might change when the 2020-2025 Strategic Framework is developed in the coming years.

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (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)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Maintain engagement in member schools	Yes	2014-15	40 Schools	40 Schools	40 Schools	40 Schools	40	40	Maintain and increase level of participation in each school
T16b_02	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - years 7&8	Yes	2014-15	Yr7-8 1222	1222	1222	1222	1222	1222	Maintain same rate of engagement achieved in baseline year across a range of year groups
T16b_03	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - year 9	Yes	2014-15	Yr9 1831	1831	1831	1831	1831	1831	Maintain same rate of engagement achieved in baseline year across a range of year groups
T16b_04	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - year 10	Yes	2014-15	Yr10 2160	2160	2160	2160	2610	2610	Maintain same rate of engagement achieved in baseline year across a range of year groups
T16b_05	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - year 11	Yes	2014-15	Yr11 2542	2542	2542	2542	2542	2542	Maintain same rate of engagement achieved in baseline year across a range of year groups
T16b_06	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - years 12/13	Yes	2014-15	Yr12-13 8063	8063	8063	8063	8063	8063	Maintain same rate of engagement achieved in baseline year across a range of year groups
T16b_07	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - FE	Yes	2013-14	FE, 108	108	108	108	108	108	Maintain same rate of engagement achieved in baseline year across a range of year groups
T16b_08	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	% of KS5 entrants who stay on to any education destination in year following KS4 exam entry	Yes	2012-13	KMPF - 84%	85%	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort	DFE Destination Measures (note census year for this metric is usually 2-3 years behind, 2012-13 data was published in Spring 2015) 2014 cohort data will be available in 2017.
T16b_09	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Improve KS4 results of disadvantage students 5A*-C including English and Maths	Yes	2013-14	30%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Take into account changing examination practice and elimination of modular exams and early entry, these targets will need to be reviewed.
T16b_10	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Increase UCAS applicant rate as % of students entering for KS5 exam	Yes	2013-14	52%	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	
T16b_11	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	KS5 Destination – Increase proportion who stay on in education after KS5, % of KS5 entrants who stay on to any education destination in year following KS5 exam entry	Yes	2012-13	54%	59%	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort	DFE Destination Measures (note census year for this metric is usually 2-3 years behind, 2012-13 data was published in Spring 2015) 2014 cohort (data will be available in 2017)

T16b_12	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Improve KS4 results of all students 5A*-C including English and Maths	Yes	2013-14	45%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Take into account changing examination practice and elimination of modular exams and early entry, these targets will need to be reviewed.
T16b_13	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Improve KS4 % of disadvantaged students making expected progress in English	Yes	2013-14	52%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Take into account changing examination practice and elimination of modular exams and early entry, these targets will need to be reviewed.
T16b_14	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Improve KS4 % of disadvantaged students making expected progress in Maths	Yes	2013-14	45%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Take into account changing examination practice and elimination of modular exams and early entry, these targets will need to be reviewed.
T16b_15	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Average point score per exam entry	Yes	2013-14	177 APS (Exam entry)	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	
T16b_16	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Increase UCAS accepted applicant rate as % of students entering for KS5 exam	Yes	2013-14	40%	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	
T16b_17	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	HE entrant rate - % of participants entering HE at 18 or 19	Yes	2013-14	30%	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Given end of NSP etc and A level curriculum change these targets may need to be reviewed
T16b_18	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	HE entrant rate - % of Polar Q1 entering HE at 18 or 19	Yes	2013-14	28%	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Increase by 1% point	Given end of NSP etc and A level curriculum change these targets may need to be reviewed

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.