



CANTERBURY CHRIST CHURCH UNIVERSITY ACCESS AND PARTICIPATION PLAN 2019 - 2020 FULL AND PART-TIME ENTRANTS

This Access and Participation Plan is submitted by Canterbury Christ Church University (CCCU) for approval by the Office for Students (OfS)

Contents

- 1 Introduction and Context
- 2 Leadership and Management
- 3 Expenditure on Access, Student Success and Progression
- 4 Widening Access - Assessment of performance, Activity, Targets and Monitoring Arrangements
- 5 Student Success - Assessment of performance, Activity, Targets and Monitoring Arrangements
- 6 Progression - Assessment of performance, Activity, Targets and Monitoring Arrangements
- 7 Financial Support
- 8 Commitment to Equality, Diversity and Inclusion
- 9 Provision of Information to Prospective Students
- 10 Consulting with Students

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 Plan 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 Plan 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 2019-20 Access and Participation Plan 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 Senior Pro-Vice Chancellor (Education, Enhancement & Student Experience) and the Pro Vice-Chancellor (Research and Enterprise).

Together they are responsible for the delivery of the Access and Participation Plan – including oversight of the monitoring, evaluation and reporting. The Manager of the Outreach Team, together with the Director of Learning & Teaching and the Director of Enterprise and Employability will be responsible for the day to day management of the Plan.

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 Plan to improve student access, success and progression. The Access and Participation Plan 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.

The Access and Participation Plan Financial Working Group, led by the Deputy Vice-Chancellor and includes representation from the student body, takes a whole institutional approach to determining the balance of spend and financial support arrangements for future APPs.

The Access and Participation Plan 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 OfS. The annual monitoring return is developed and approved following the same process.

3. Expenditure on Access, Student Success and Progression.

Our estimated spend on access, success and progression measures will be 18.3% (£5,195,000). This is in line with our profile as an institution with a high proportion of students from under-represented groups. Outside of our Access and Participation Plan-countable spend, our total investment across Access, Success and Progression remains high at over £6m. 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. The total investment includes exciting new NCOP activity, supporting students and staff from targeted schools as well as new projects to tackle barriers to student success such as the *Changing*

Mindsets project, helping overturn sometimes deeply-held beliefs and prejudices that an individual can't achieve. This level of investment 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.

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 Plan.

Of the 18.3% (£5,195,000). of additional fee income which is to be spent on widening access measures, 14.4% (£750,000) will be for targeted outreach activity, 20.2% (£1,050,000) on student success and 4.4% (£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).

The University will spend 61% (£3,170,000) 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 continue 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%.

4. 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 2016/17 97.5% 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 (2016/17) for the student population at CCCU:

| | Performance indicator | Location adjusted benchmark |
|---|-----------------------|-----------------------------|
| Young FT Undergraduate entrants from Low Participation Neighbourhoods (LPN) | 15.1% | 14.5% |
| Young, FT Undergraduate entrants from state schools | 97.7% | 95.5% |
| BME Student population | 21.5% | N/A |
| Students with a declared disability as a percentage of the total population | 14.2% | 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 2016/17 indicated some very encouraging progress made year on year, in increasing participation from BME students and students with a disability.

| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|---------|---------|---------|---------|
| Proportion of BME students | 13.9% | 14.2% | 15.5% | 16.2% | 18.3% | 20.2% | 21.5% |
| Proportion of students with a disability | 10.2% | 10.5% | 11% | 11.4% | 12.6% | 13.8% | 14.2% |

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 And Participation Plan milestones, areas for particular focus include:

- Increase participation from Low Participating Neighbourhoods
- Increase participation from Low income groups
- Increase participation from target groups to include gender, disability and care leavers
- Improve BME attainment
- Reduce non-continuation rates for all (in particular mature) full time first degree entrants

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 sustained, 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.

We have carried out additional analysis of intersectional groups in an attempt to direct our engagement with underrepresented groups in an even more targeted way. Building on existing targeting by the National Collaborative Outreach Programme (NCOP), we wanted to see whether white males from low participating neighbourhoods were particularly underrepresented at Canterbury Christ Church University.

| | | LPN | | | | | |
|--------|-----------|----------|----------------------------|------------|------|----------------------------|------------|
| | | | % of University population | % of group | | % of University population | % of group |
| Gender | Ethnicity | Not Q1/2 | Not Q1/2 | Not Q1/2 | Q1/2 | Q1/2 | Q1/2 |
| Female | BME | 1203 | 10% | 63% | 616 | 5% | 32% |
| | White | 3644 | 30% | 57% | 2382 | 19% | 38% |

| | | | | | | | |
|--------------|-------------------------|------|-----|------|------|----|-----|
| | Refused, unknown | 71 | 1% | 33% | 27 | 0% | 13% |
| Male | BME | 518 | 4% | 60% | 293 | 2% | 34% |
| | White | 1712 | 14% | 60% | 1007 | 8% | 35% |
| | Refused, unknown | 32 | 0% | 25% | 25 | 0% | 20% |
| Other | White | 1 | 0% | 100% | 0 | 0% | 0% |

This continuing piece of research shows that students from POLAR3 Quintiles 1 and 2 broadly reflect the same percentages as the student population. The University is developing strategies to address the imbalance of male to female entering HE, especially from Quintiles 1 and 2 through National Collaborative Outreach Programmes (NCOP) and targeted Outreach support such as Summer Schools, in school activity and sustained activity projects. Work is also continuing to address the balance of students from BAME backgrounds although it should be noted that significant progress is being made in this area. Work continues to target and work sustainably, with young men from BAME backgrounds, especially in the London area through a dedicated schools liaison provision.

HEAT TRACKED COHORT

Latest findings from the annual HEAT Canterbury Christ Church University HESA Tracking Report 2007/8 to 2016/17

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: 56% 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, 56% in 2016/17, compared with the HEAT membership average of 47%. 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 23,735 participants who were eligible to progress to HE between the academic years 2007/08 and 2016/17. Of this, total 40% (8,655) have

so far entered Higher Education as first time entrants.

Over the nine years from 2007/08 to 2016/17 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 33%. Analysing the intersectional data, the average YPR (% of those progressing to HE - Age 18 years and Polar3 Q1&2 only) of the tracked cohort was 28%.. 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 2016-17 indicated that some of the most important findings from the evaluation of our widening participation (WP) activities in 2016-17 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 67% before entering HE. 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.

Further more Outreach activity has increasingly been focused on working more with HEAT Groups 1 and 2 those high disadvantaged groups but with both high and low attainment. 40% of students who participated in a range of HE activities (4 or more) such as talks, campus visits, subject taster sessions and a summer school and from HEAT Group 2 (high disadvantage, high attainment) were also more likely to progress than the total tracked population 31%. This is also true of high intensive activity such as a Summer School, 40% of students from Heat Group 2 progressed to HE compared to 29% of students from the total tracked population.

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. The following statistics highlight Canterbury Christ Church University seeing the benefits and return on investment in strategic targeting of HEAT Groups 1 and 2. In 2016/17 25% of HEAT Group 1 (low attainment, high disadvantage) students were immediately entering Higher Education after completion of their studies

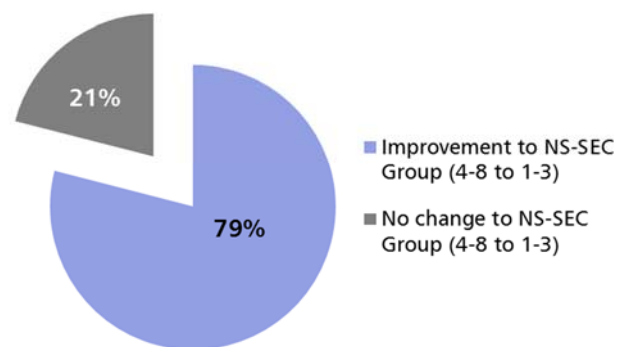
in 2016/17 compared to 6% in n2015/16 a rise of 19%. In addition, 46% of HEAT Group 2 (high attainment, high disadvantaged) students were immediately entering Higher Education after completion of their studies in 2016/17 compared to 33% in 2015/16 a 13% rise on the previous year. Current evaluation data shows that in 2016/17 95% of Canterbury Christ Church University's tracked cohort who have so far entered HE have done so to study for a First Degree compared to 90% in 2015/16 a rise of 5%.

Canterbury Christ Church University's 2016/17 POLAR 3 Q1&2 students achieving a Good Degree was 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 89% for leavers from all UK HEIs in 2015/16, taken from a population that includes students from the most advantaged backgrounds in the country.

% CCCU tracked participants improvement in NS-SEC Group



Of Canterbury Christ Church University's tracked participants (2016/17) who were classified as NS-SEC 4-8 when they entered HE, 79% had improved their NS-SEC group to 1-3 based on their occupation six months after graduation. In addition, the majority of tracked participants in full time work six months after graduation (80%), found employment in occupations classified as belonging to a high socio-economic group (groups1-3) according to the National Statistics Socio-economic Classification (NS-SEC). This provides evidence for Higher Education contributing to social mobility.

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 Plan (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 enroll 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.

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.

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. These earlier interventions increase awareness of higher education from a younger age and are in line with OFS 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), IBCP Core Module 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. 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 and enhanced induction for student from a care background.

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 currently acts as sole sponsor of Dover Christ Church Academy, an improving school in Dover, with 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. 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. Last year the Academy, strongly supported by the University, saw its 1st application to Oxbridge. 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 also supplies governors and trustees for several other individual academies and academy trusts, and is working in partnership with London South East Colleges (LSEC) to open an academy in Bromley with a projected opening date of 2020.

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. We offer a range of CPD courses to staff at partner institutions and are supporting partner schools in meeting Gatsby benchmarks under the new schools employability strategy.

Complementarity with externally funded projects. A series of successful interventions have been delivered to schools under the National Collaborative Outreach Programme. The University's outreach activities continue in addition to NCOP projects. We intend to continue to deliver events developed using NCOP funds beyond the lifespan of the project.

5. Student Success- Assessment of Performance, Activity, Targets and Monitoring Arrangements

Background

The University continues to invest in improving student retention, attainment and success, in particular to ensure there is equality of outcomes across its diverse student body. As a widening participation institution, our traditional students are indeed non-traditional. Our success in achieving this is evidenced in our Teaching Excellence Framework (2017) Statement of Findings where the Panel found evidence those

- *'students from disadvantaged backgrounds, ethnic minority backgrounds and those with disabilities, showing strong learning gain in terms of long term employment outcomes, and disadvantaged students achieving good degrees at the same rate as other students;*
- *students and staff working in partnership on projects, including working with the Students' Union in engaging students and rewarding excellent teaching*
- *academic and peer support systems which are in place for students*

- *high levels of student engagement and commitment to learning and study as exemplified by students and staff working as partners on projects'*

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), 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, Academic Journey Project, Senior Management Team and the Senior Leadership Group. It is an ambitious holistic institutional approach that has transformational change at its heart. This commenced informally from September 2014, increased in visibility in 2015/16 and has been confidently explicit across all leadership groups since. It is fully embedded in the narrative of the University and embraced in the Learning & Teaching Strategy, 2015-2020.

Strategic priorities supporting retention and success

Leadership.

Institutional leadership is provided by the Senior Pro-Vice Chancellor (Education, Enhancement & Student Experience) who is also Chair of Education and Student Experience Committee; the key Committee of Academic Board for this work. She is supported through the University's Senior Leadership Team and specifically Faculty Directors of Quality and Learning and Teaching. SMT, Academic Board and its Committees regularly and systematically receive reports on dimensions of student experience, retention and success.

The additional leadership capacity in faculties is embedded and working well as is the central dedicated lead for retention and success. This role continues to be critical to our holistic approach which includes student engagement, transitioning into the University, processes and systems interfacing with students' experiences, realignment of our academic assessment regulations and academic infrastructure. There has also been significant leadership development and investment in new staff in the area of Student Support, Health and Wellbeing over the past year and this will be continued into 2019/20, with specific attention given to models of operation. Work has commenced on a single staff and student University Mental Health Framework.

The student experience.

A student lifecycle approach continues to inform strategic investments supporting student experience. The Portfolio Assurance Board provides oversight to the University's strategic projects, including:

- *Modernising Our Student Information (MOSI)* which includes implementing a new student

- record system;
- *Academic Journey* which is transforming the academic architecture and infrastructure supporting student retention and success;
- a restructure of academic administrative functions which will be key to transforming programme organization and management; and
- *Student Attendance Monitoring*, a focus in 2016/17 and now business as usual, forming part of the new Student Engagement in Learning Policy.

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. Supporting a University-wide, coordinated approach to student communication is provided by a dedicated team. This resource investment will continue into 2019/20.

Transition, Orientation and Induction

Our research informed approach to Transition, Orientation and Induction continues to be critical to student retention. Student communications, student voice, developing academic belonging are key components. In 2017/18 additional attention has been provided to TOI across years of study and this will be extended for 2019/20. In 2019/20 a more systematic approach to understanding the impact on students with multiple disadvantage (Multiple Widening Participation Index (James, 2010)) will be introduced.

Excellence in learning and teaching.

The Learning and Teaching Strategy, 2015-2020, designed around nine principles enables alignment with the Access and Participation Plan and Equality and Diversity Objectives, is well embedded and informing our work. Areas of particular focus for 2019/20 is the implementation of a new Student Retention and Success Framework, which emphasizes An Inclusive Approach.

A Framework for Student Retention and Success

We continue to have student retention as an institutional priority, which also seeks to ensure visibility, alignment of resources and a high level of confidence in continuous improvement expectations. Our Student Retention and Success Framework developed through wide consultation with staff and students and informed by management information and insights on student experience and outcomes

as well as from national and international research evidence encompassing best practice was approved in 2018. The strategic objectives of the framework are:

1. To enable students' preparedness for university
2. To provide an effective induction and welcome experience
3. To enhance students' engagement with their learning and the quality of the learning experience
4. To build a sense of belonging within an inclusive learning community
5. To promote health and wellbeing amongst the student community
6. To enhance processes for the early detection and intervention of students at risk
7. To facilitate students' transition through their whole academic journey and into employment
8. To ensure robust data informs ongoing improvement of retention and success strategies

Each objective has a set of associated actions and defined outputs, outcomes and impact. A number of institutional KPIs including student satisfaction, non-continuation, completion, attainment and employment provide senior managers with measures of success. Students will be engaged through our academic governance structures.

An inclusive approach

Doing the 'right thing' for all our students requires a holistic institutional approach, which by definition has relevance to everyone in the University. There are interventions or initiatives that have arisen from the needs of a specific underrepresented group that, when implemented, have the potential to benefit the wider student population whilst remaining mindful to not lose sight of the original objective. An example of this is the work of our *Inclusive Curriculum Group*. Originally, this group was tasked with addressing implications of the reduction in Disabled Students' Allowance but promptly expanded its work under the HEA (now Advance HE) definition of an inclusive curriculum:

"An Inclusive curriculum is one which places student at its centre, anticipating and taking into account all students rights to access and participate in learning from the position of their characteristics, backgrounds and aspirations".

Responding to the analysis of our institutional data, the Inclusive Curriculum group has five overarching aims:

1. To evolve University mechanisms to formalize embedding of inclusive practice and curriculum across the University
2. To review staff development activity encompassing induction and mandatory staff development from a learning and teaching perspective, to update and encompass strategies to support all

- protected characteristics with a particular focus on international and BAME student profiles
3. Work to evolve structures, roles and responsibilities in faculties to ensure consistency across the University
 4. Target the generation of metrics to audit and analyse programmes for inclusive practice and recommend interventions where required.
 5. Engage our students in helping us shape our approaches to the delivery of an inclusive curriculum.

The repositioned University Teaching Excellence Awards, recognising excellence wherever it occurs, in 2019/20, will seek particular responses to retention, success and progression. The Curriculum Design for Transformation guidance and support will continue to be refreshed and developed with a particular focus on inclusivity. The University's successful Catalyst project, supporting growth mindsets supports our focus on enabling success of BME students. Implementation of a revised approach to personal tutoring will further support student retention and success. There will be continued investment and development of IT and technology enhanced learning strategies, including digital learning capture for inclusive practice and student success

We will continue to invest in 'Students as Partners in Learning'. This will include our commitment to Peer Mentoring and will continue to inform academic support, learning, teaching and assessment enhancements. A revised strategy for Peer mentoring and Peer Assisted learning including a specific focus on BME peer mentors is being developed to support existing work in this area. This strategy will be embedded for 2019/20.

There will be further development of flexible, work-based routes into and through the University such as degree apprenticeships in order to maximise choice and optimise success and progression for the local and regional population.

New learning and teaching approaches with clear employability and student success benefits such as CDIO (Conceive, Design, Implement, Operate) will be developed as part of our new engineering and technology offer for 2020 and adopted, where appropriate, more broadly across the university.

Student Support, Health and Wellbeing.

This area of work continues to be a significant investment as the University responds to its success in widening access. The introduction of the 'Stepped Model of Care' and adopting a 'connected network model' for accessing student support continues to inform service improvements.

The increase in students presenting with complex needs, mental health and financial challenges has meant this area of work continues to evolve significantly in relation to the offer and at pace. 2019/20 will see internal services further connected to external local and regional support services, including 'Big White Wall, Samaritans, health trusts, local GP surgeries including access to specialist mental health nursing services.

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. This work was recognized by HEFCE with Catalyst funding. Keeping students safe is also supported through the Street Marshal Scheme, which is a collaborative venture between two large universities and students' unions in Canterbury as well as the implementation of the Safe Zone App, which all students have access to.

Enabling transparent, accessible and timely management information.

This remains a key investment strand. The Planning Office continues to work on enhancing the management information available to inform student retention and success. The Student Survey Unit supports all the engagement and student perception surveys for Level 0, 4, 5 and 6 as well postgraduate students, this includes the NSS, UKES and DLHE. It is anticipated that by 2020, the Academic Management Information dashboard will be well widely available and fully embedded in planning, delivery and evaluation activities.

Monitoring and Evaluation

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.

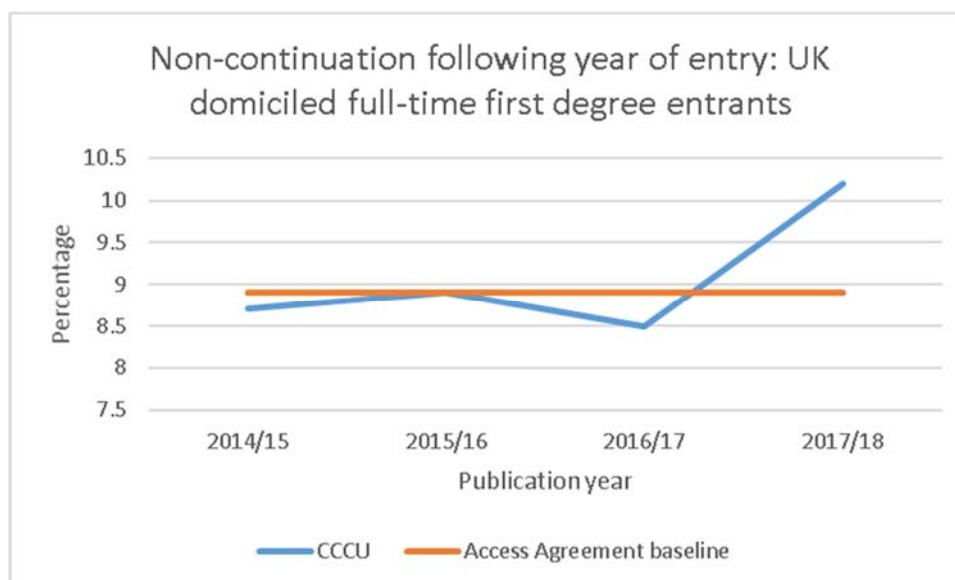
We believe our monitoring and evaluation strategy is providing evidence of influence and impact as well as clear areas for review, enhancement and/or new developments. Monitoring and evaluation reports including detailed student outcome and impact reports are available in Academic Board, its Committees and SMT and its Management Groups. The following section provides a brief insight into high level monitoring and evaluation.

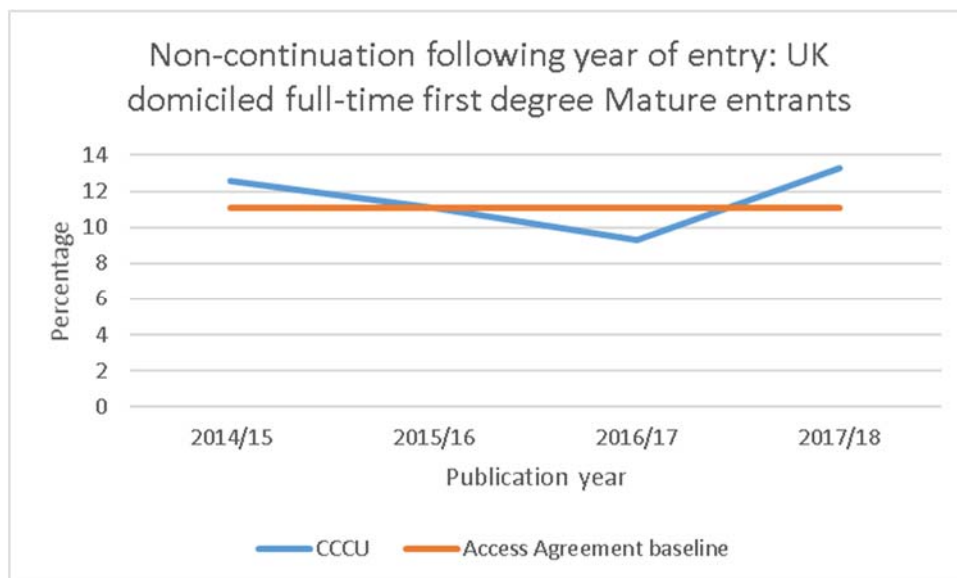
Student Outcomes and Evidence of Impact

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 key dimensions of work is shown below:

Student non-continuation data

Student non-continuation data is reported to Academic Board on an annual basis incorporating further analysis by student age and background. The following graphs show the non-continuation data following year of entry for all students, and for mature students (Access and Participation Statement targets). The data is shown as percentage against year of publication together with the Access and Participation Statement baseline.





For the most recent year (published 2017/18) the rate of non-continuation has risen and is higher than the HESA benchmark (9.1%). The most recent data also shows that mature students are more likely to discontinue, which is the case across the sector. At CCCU, 8.9% of younger students and 13.3% of mature students failed to continue in 2016/17 after their first year. Whilst the younger cohort were close to the benchmark figure, non-continuation of mature students was significantly higher than the benchmark therefore the overall rise in non-continuation is largely due to the mature student population.

Whilst not specific Access and Participation Statement targets, the most recent data indicates the non-continuation rate for Low Participation Neighbourhood (LPN) students has improved and is better than the benchmark. Additionally, the non-continuation of part-time first degree students is significantly better than the benchmark rate and an improvement on the previous 3 years.

Care leavers

Analysis of care leaver data found that care leavers were not significantly more likely to not continue

| Non-continuation rate | 2015/16 | 2016/17 |
|-----------------------|---------|---------|
| Care Leavers | 8.6% | 5.0% |
| Comparator group | 7.8% | 5.9% |

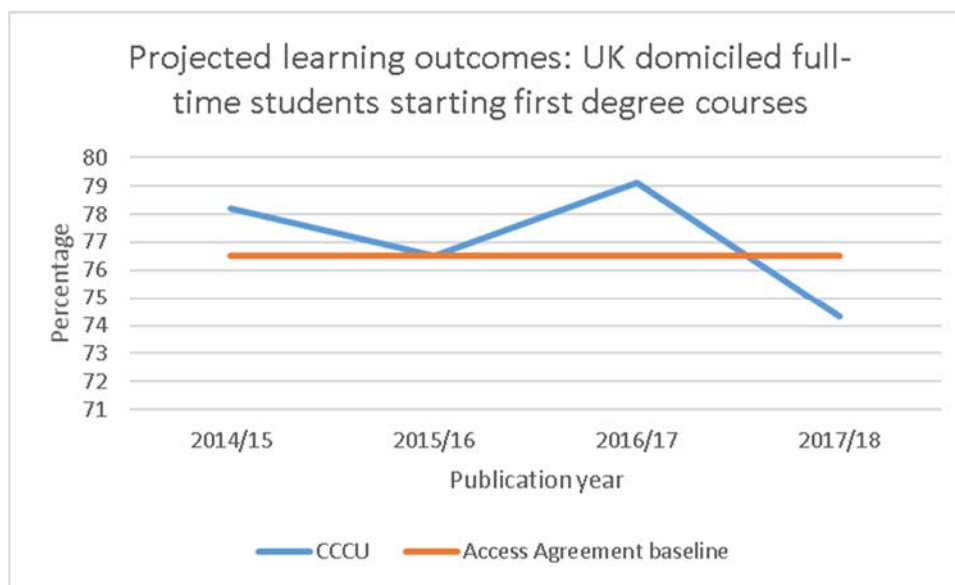
Intersectional data

The table below indicates a statistically significant relationship for students who are BME and Male with respect to non-continuation (in bold). The inclusive practice work, as part of our retention and success framework, considers all students and ongoing monitoring of intersectional data will allow us to target resource and action where appropriate.

| | Non-continuation | BME & Disabled | BME & Mature | BME & Male | BME & LPN | BME & Care Leaver |
|----------------|-------------------------|---------------------------|-------------------------|-----------------------|----------------------|------------------------------|
| 2016/17 | In group | 8.30% | 7.00% | 10.60% | 9.20% | 11.10% |
| | Not in group | 8.10% | 8.30% | 7.90% | 8.10% | 8.20% |
| 2015/16 | In group | 10.20% | 6.90% | 10.70% | 5.80% | 7.10% |
| | Not in group | 5.80% | 5.80% | 5.50% | 5.90% | 5.90% |

Projected Learning Outcomes

The graph below shows projected learning outcomes with percentages against academic year of publication together with the Access and Participation Statement baseline. As expected this trend provides the mirror image of the non-continuation trend.



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 2015/16, 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>2016/17</i> | <i>6.13%</i> | <i>6.45%</i> | <i>0.32</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> |

The University is committed to adopting methods of evaluating financial support that are in line with the recent evaluation toolkit published by the Office for Fair Access. Based on previous evaluation the University has already made a shift in the overall proportion of financial support. Following extensive consultation with the student body, the new arrangement places a greater emphasis on targeted financial support including towards the cost of University accommodation and work experience opportunities. Early indications are that there has been a reduction in accommodation debt in the first year of the scheme. It is challenging to evaluate support during these transitional years and therefore more in depth evaluation will commence from 2018 when we move towards a more permanent financial support arrangement, in line with the commitment made in our 2018/19 Access Agreement.

Student Outcomes

In addition to targeted management reporting with respect to non-continuation, the Academic Board of the University also receives an annual Student Outcomes report. The report summarises the outcomes for students at Canterbury Christ Church University as recorded in the HESA returns. The data is further analysed by a number of sub-categories including faculty, school, age, ethnicity, disability, gender and entry tariff. The report gives the university a robust basis for targeting activity and resource through data-driven decision-making.

The following section is taken from the most recent Student Outcomes report and indicates trends in outcomes for particular groups relevant to this Access and Participation Statement.

Ethnicity

The Student Outcomes report indicated students from a black or minority ethnic background (BME) were less likely than white students were to gain a 1st/2i degree. BME students were also more likely to withdraw in their first year from first degree programmes. We are actively addressing this by the

formation of an Inclusive Curriculum group with five overarching aims around the embedding of inclusive practice, staff development, targeted interventions and student engagement (see “An Inclusive Approach” p17).

The table below indicates that the proportion of 1st/2i degrees is significantly higher for white students compared with students from BME backgrounds.

| Proportion of 1st/2i degrees by ethnicity | 2014/15 | | | | 2015/16 | | | | 2016/17 | | | |
|---|-------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|
| | 1st/2i | | Other Degree | | 1st/2i | | Other Degree | | 1st/2i | | Other Degree | |
| BME | 191 | 44.4% | 239 | 55.5% | 222 | 47.8% | 242 | 52.1% | 235 | 46.0% | 275 | 53.9% |
| White | 1692 | 70.9% | 692 | 29.0% | 1824 | 74.3% | 628 | 25.6% | 1839 | 76.2% | 573 | 23.7% |
| Total | 1883 | 66.9% | 931 | 33.0% | 2046 | 70.1% | 870 | 29.8% | 2074 | 70.9% | 848 | 29.0% |

Students from Low Participation Neighbourhoods (LPN) and those with disabilities

As a university we value and embrace the transformative power of higher education and are proud that our success in supporting those from disadvantaged backgrounds and those with disabilities was highlighted in our TEF outcomes. The data from the outcomes reports demonstrates that in 2016/17, students coming from low participation neighbourhoods graduated with the same proportion of 1st/2i degrees as students from other areas. There is no statistical evidence that these students perform worse than other students in the past two years.

| Classification of First Degrees by Low Participation Neighbourhoods | Academic year | | | | | | | | |
|---|---------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | | | | 1st/2i | | | Other Degree | | |
| | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 | 2014/15 | 2015/16 | 2016/17 |
| From Low Participation Area | 987 | 1024 | 1096 | 65.4% | 69.3% | 71.2% | 34.5% | 30.6% | 28.7% |
| Not from LP Area | 1757 | 1845 | 1774 | 69.0% | 71.1% | 72.0% | 30.9% | 28.8% | 27.9% |
| Total | 2744 | 2869 | 2870 | 67.7% | 70.4% | 71.7% | 32.2% | 29.5% | 28.2% |

The outcome data below also shows that there is no statistically significant difference in the proportion of 1st/2i degrees awarded for disabled and non-disabled students.

| Proportion of 1st/2i degrees by Disability | 2014/15 | | | | 2015/16 | | | | 2016/17 | | | |
|--|-------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|-------------|--------------|--------------|--------------|
| | 1st/2i | | Other Degree | | 1st/2i | | Other Degree | | 1st/2i | | Other Degree | |
| Disability or Impairment | 227 | 62.7% | 135 | 37.2% | 261 | 63.1% | 152 | 36.8% | 338 | 67.3% | 164 | 32.6% |
| No known disability | 1693 | 67.3% | 819 | 32.6% | 1862 | 71.0% | 757 | 28.9% | 1826 | 71.2% | 736 | 28.7% |
| Total | 1920 | 66.8% | 954 | 33.1% | 2123 | 70.0% | 909 | 29.9% | 2164 | 70.6% | 900 | 29.3% |

The outcome data below shows that there is no statistically significant difference in the proportion of 1st/2i degrees awarded for students who are care leavers and those who are not.

| Proportion of 1st/2i | 2015/16 | 2016/17 |
|----------------------|---------|---------|
| Care Leavers | 58.8% | 70.5% |
| Comparator group | 76.2% | 73.4% |

It is important to note that, whilst there is currently no statistically significant difference in degree outcomes for these particular groups of students, any interventions or developments that have arisen from the needs of a specific underrepresented group have the potential to benefit the wider student population.

Intersectional data

Analysis of intersectional data shows that, whilst there is no statistical difference in outcomes for disabled students, care leavers and those from low participating neighbourhoods, when analysed in combination with BME there is a statistical difference. The table below shows statistically significant differences for BME and disabled students, BME and mature students, BME and male students and BME and low participation neighbourhoods (in bold in the table). There is no statistically significant difference for BME and Care leaver students as the numbers are too small.

As discussed earlier, we are actively addressing this by the formation of an Inclusive Curriculum group with five overarching aims around the embedding of inclusive practice, staff development, targeted interventions and student engagement and will continue to analyse further intersectional data in 2018/19.

| | No. of 1st/2:1 | BME & Disabled | BME & Mature | BME & Male | BME & LPN | BME & Care Leaver |
|---------|-------------------|-------------------|-----------------|---------------|--------------|----------------------|
| 2016/17 | In group | 53.50% | 41.10% | 43.80% | 48.10% | 50.00% |
| | Not in group | 71.10% | 75.20% | 72.20% | 72.20% | 70.07% |
| 2015/16 | In group | 44.50% | 42.70% | 47.20% | 50.00% | 50.00% |
| | Not in group | 70.60% | 73.50% | 71.30% | 71.20% | 70.01% |

Strengthening of Monitoring and Evaluation:

The monitoring and evaluation strategy adopted during 2016/17 and strengthened in 2017/2018 and 2018/19 will be developed further 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 current evaluation strategy draws on evaluation of each area of significant work focus as well as the overall impacts on students' experiences and outcomes. For example:

- The revised Annual Programme Monitoring process introduced in 2016/17 and strengthened with local access to data in 2017/18 has been subject to review.
- The strengthened Professional Services Annual Monitoring processes enhanced during 2017/18, with will be evaluated in 2018/19.
- The new case management system, implemented in 2016/17 continues to be used to monitor and evaluate student support services and enable broader institutional learning as to how best to realign services to meet changing needs.
- A review of the new Attendance Monitoring process reviewed during 2017 now forms part of an integrated supportive approach to Engagement in Learning along with analytics from VLE, assessment and engagement with library and learning resources.
- The Academic Journey Project, a major institutional change initiative delivering modernised academic regulation and academic architecture and infrastructure aligned to our Learning and Teaching Strategy is currently being evaluated at specific improvements level. Higher level evaluation will be undertaken in 2019/20
- Transition, Orientation and Induction and First Year Experience will be evaluated in full following a deepening academic engagement and developing a more joined up Institutional

and Students' Union approach.

- Evaluation of impact of 'Expect Respect', Street Marshals, Bystander Initiative, Safe Zone App.

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.

6. Progression – Assessment of Performance, Activity, Targets and Monitoring Arrangements

Assessment of Performance

As a widening participation institution, the University continues to ensure there is equality of employability outcomes across its diverse student body. Our commitment to widening participation means that a significant number of our students are first generation university entrants, many of whom are likely to have limited experience of graduate employment in their families or friendship networks. This is reinforced by the DLHE data which shows high levels of employment, but low levels of graduate employment after six months, despite levels of graduate employment that exceed the sector benchmark after three and a half years. This suggests that we need to do more to ensure that all of our graduates are fully equipped for the graduate workplace immediately on completion of their studies.

Employment data

| Leaver Cohort | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | Sector average (2014/15) | + - |
|--|---------|---------|---------|---------|---------|---------|--------------------------|-----|
| Employment or further study after 6 months | 92.8% | 94.0% | 92.9% | 93.2% | 94.1% | 94.2% | 94.3% | |
| Graduate employment after 6 months | 57.3% | 54.8% | 57.2% | 54.9% | 58.0% | 61.0% | 71.0% | - |
| Employment or further study after 3½ years | 98.0% | - | 97.4% | - | ** | - | 96.3% | + |
| Graduate employment after 3½ years | 84.2% | - | 86.5% | - | ** | - | 84.1% | + |

** In preparation for the launch of the Graduate Outcomes survey in December 2018, the Longitudinal DLHE survey has been discontinued.

A more detailed breakdown of destinations by different leaver characteristics after six months is presented in the next two tables. These tables highlight the employment, further study and graduate-

level employment rates for graduates with some characteristics remain lower than others. Statistically significant gaps in progression outcomes are highlighted in the tables in red.

It is more difficult to say whether trends in employment and further study gaps are statistically significant as there is natural variation in outcomes year on year. Effectively each cohort of students at CCCU is a sample from a theoretical population of learners that might have come to CCCU. Some variation in learner access, success and progression will be related to this annual 'sampling effect'. The natural variation in employment outcomes each year will be larger for smaller cohorts of leavers with shared characteristics (e.g. care leavers).

Employment or further study – Gap analysis*

| Leaver Cohort Characteristic | 2013/14 | 2014/15 | 2015/16 |
|------------------------------|---------|---------|---------|
| Mature (21 yrs and over) | 97.2 | 97.8 | 97.2 |
| Young (Under 21) | -3.9 | -3.3 | -2.8 |
| Non-disabled | 95.5 | 96.1 | 96.3 |
| Disabled | -2.3 | 0.3 | -4 |
| Female | 96.2 | 97.3 | 97.5 |
| Male | -3 | -3.6 | -5.2 |
| White | 95.8 | 96.4 | 96.2 |
| BME | -4.5 | -1.5 | -2.9 |
| Higher Participation (2-5) | 95.3 | 96.1 | 95.8 |
| LPN (Quintile 1) | -0.2 | 0 | 0.1 |
| SEC – Higher | 95.4 | 96.4 | 95.8 |
| SEC – Intermediate | -1.1 | -0.4 | -1.7 |
| SEC – Routine | -0.6 | -0.8 | 0.8 |
| SEC – Never Worked | -10.2 | 0.2 | 4.2 |
| Non-care leaver | 95.2 | 96.2 | 95.8 |
| Care leaver | -11.9 | -29.5 | 4.2 |

*Chi squared statistically significant gaps highlighted in red. Non-significant gaps are greyed out.

Over the last three years, leavers who were male, were under 21 on registration, had disabilities or were from black or minority ethnic (BME) communities were less likely to be in employment or further study. However, students from low participation neighbourhoods (LPNs) or from more 'working class' social economic categories (e.g. routine occupations) were statistically no less likely to be in employment or further study.

In terms of trends, the gaps for young leavers and BME students appear to have closed a little while

the gap for male students has widened slightly. There is no clear pattern for students with disabilities. It is also not clear why the gap for care leavers is only statistically significant in 2014/15, although this is just based on 6 students and could be an outlier. The University will continue to monitor the data closely, and put in place additional measures as necessary.

Students with some characteristics also remain less likely to be employed in graduate-level jobs. The next table shows that leavers who were under 21 when they first registered and students from more 'working class' Socio-economic Categories (SEC) were much less likely to be in graduate-level jobs.

There is also some apparent evidence that the gap in graduate-level employment for those aged 21 or under on registration at CCCU has narrowed slightly. However, natural variation and smaller sample sizes may account for some of the apparent trends. Although leavers with parents in intermediate and routine occupations and socio-economic backgrounds are less likely to be in graduate-level jobs, the year on year changes in graduate-level employment for leavers from different SEC backgrounds are unlikely to be statistically significant.

Graduate-level employment (as % of those employed) – Gap analysis*

| Leaver Cohort Characteristic | 2013/14 | 2014/15 | 2015/16 |
|------------------------------|--------------|--------------|--------------|
| Mature (21 yrs and over) | 80.4 | 82.7 | 81.5 |
| Young (Under 21) | -33.3 | -31.9 | -29.1 |
| Non-disabled | 64.4 | 67.6 | 68.1 |
| Disabled | -1.2 | -6.7 | -3.9 |
| Female | 63.9 | 66.8 | 67.6 |
| Male | 1.3 | -0.1 | 0 |
| White | 65 | 67.1 | 68.4 |
| BME | -2.8 | 0.7 | -6.2 |
| Higher Participation (2-5) | 64.5 | 67.8 | 68.4 |
| LPN (Quintile 1) | -1.5 | -5.8 | -4.6 |
| SEC – Higher | 68.4 | 68.8 | 71.6 |
| SEC – Intermediate | -12.9 | -4.5 | -9.6 |
| SEC – Routine | -11.3 | -6.9 | -9.3 |
| SEC – Never Worked | -18.4 | -24.4 | -21.4 |
| Non-care leaver | 64.3 | 66.8 | 67.5 |
| Care leaver | -64.3 | -16.8 | 9.4 |

*Chi squared statistically significant gaps highlighted in red. Non-significant gaps are greyed out.

Employment in graduate-level jobs as an outcome can be dependent on a wide range of factors. Older

students are more likely to have wider work and life experience that is valued by employers and students from higher level social economic categories are perhaps more likely to have social connections that they can use to get internships and job interviews after graduating. Nevertheless, ensuring that our young and working class graduates have the opportunities to gain experience and get graduate level jobs sooner rather than later is a priority for the University.

The University is also working to improve its understanding of gaps in access, success and progression, through exploratory analysis of the intersections between student characteristics and outcomes. Several intersections of note were identified this year from a preliminary analysis which explored specific characteristics such as gender, ethnicity, disability, low participation areas, and SEC occupations. This has highlighted some potential priority groups for focused support over the coming year.

Although the intersection between age and these aforementioned characteristics was explored, this is not reported on below. This is because the effect of age was ubiquitous: that is, significant differences between mature and younger students were evident in almost every category of characteristics, particularly in terms of graduate-level employment.

Employment or Further Study Intersections:

- **Male graduates with a disability:** 92% of disabled CCCU graduates were in employment or further study compared with 96% of those without a disability. For male graduates with a disability this figure was just 84% (2015/16 cohort).
- **Male BME graduates:** 93% of BME CCCU graduates were in employment or further study compared with 96% of White CCCU graduates. For male BME graduates this figure was just 87% (2015/16 cohort).
- **Disabled graduates from low participation neighbourhoods:** 96% of disabled CCCU graduates were in employment or further study. However, this figure was just 91% for disabled graduates from low participation backgrounds (2014/15 cohort).
- **Male graduates from working class backgrounds:** 96% CCCU graduates whose parents were in routine (SEC) occupations were in employment or further study. For male graduates whose parents were in routine (SEC) occupations this figure was just 92% (2015/16 cohort).

Graduate-level Employment intersections

- **BME graduates with a disability:** 64% of disabled students were in graduate level of

employment compared with 68% of those without a disability. For BME graduates with a disability this figure was just 48% (2015/16 cohort).

- **Female BME graduates:** 62% of BME CCCU graduates were in graduate level employment compared with 65% of White CCCU graduates. For female BME graduates this figure was just 59% (2013/14 cohort).
- **Male graduates from low participation neighbourhoods:** 67% of male and female CCCU graduates were in graduate level employment. However, this figure was just 53% for males from low participation backgrounds (2014/15 cohort).
- **Disabled graduates from low participation neighbourhoods:** 61% of disabled CCCU graduates were in graduate level employment; however, this figure was just 46% for disabled graduates from low participation backgrounds (2014/15 cohort).

The University is also exploring multilevel statistical analysis to take account of the differences in student profile by subject area. As employment outcomes vary significantly between subject areas, differences in the student profile by subject area can sometimes make it look as if there are outcome gaps where in reality the gaps may be more about access.

Activity

Work Experience Fund

The aim of the Work Experience Fund is to provide financial support to students from low income households and other target groups who wish to undertake work experience. Following the launch of this Fund in 2017, and a review of its effectiveness in 2018, we intend to introduce a number of changes to enable the Fund to support a greater number of students by widening its scope, and increasing the amount a student can claim. Options under consideration include additional financial support for:

- Local travel
- International travel
- Office/work wear
- Business start-ups

We will consult with students in relation to any proposed changes made, to ensure that the Fund is meeting the needs of our student body, and is an effective means of support for students undertaking work experience.

Employer engagement

A dedicated Employment and Enterprise team, established in 2017-18, is focusing its employer

engagement activities on the regional labour market in Kent and Medway, with a particular emphasis on east Kent employers. This takes into account the relatively high proportion of our students recruited locally, many of whom wish to – or need to – stay in the local area for financial reasons or due to caring commitments. During 2019-20, a joint project with the Procurement team will incorporate placement provision and other employability activities into the University's supplier selection processes and with existing service providers – particularly focusing on Kent-based suppliers.

Student Enrichment Programme

This will be available at the start of the 2018-19 academic year and is planned to be developed further during 2019-20. It integrates all the support service provision operated by the University to enable students to 'join the dots' and better articulate their unique offering to employers, which will particularly benefit widening participation students. The extra-curricular offer has been designed with a view to scaffolding skills development, personal resilience and social capital and will include initiatives such as:

- **Grit**, an externally run programme that focuses on building resilience, confidence and self-belief;
- **Networking Skills** as part of preparing final year students to understand the importance of networking in an employment context;
- **Mentoring**, enhanced through Alumni and Employer Mentoring with the proactive recruitment of mentors from the BME, LGBTQ and disabled communities to provide a broad range of mentor opportunities from a wide variety of backgrounds;
- **Disability Café** and other similar events to foster a community of like-minded students, and consideration of similar initiatives for BME students following focus groups held during 2018/19.

Targets and Monitoring Arrangements

Targets for each of the above activities will be developed at the outset, to enable meaningful evaluation to be undertaken, and incorporating a range of quantitative and qualitative measures. Long-term impact will ultimately be measured through the Graduate Outcomes survey.

7. Financial Support

The following table indicates new financial support that is specifically targeted at new entrants in 2019/20. 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 |
|--|--|--|-----------------------------|------------------|---|
| CCCU Grant (full time and part time entrants) | £600 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 | 1,000 | £600,000 | <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> |
| Access to Learning Fund | Varied amounts | Students in extreme financial hardship | Variable, depending on need | £500,000 | 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 | Approximately 800 students | £150,000 | All students who are assessed as dyslexic, not in receipt of DSA |

| | | | | | |
|-------------------------|------------------------|--|----------|---------|---|
| | | the cost of IT equipment | | | |
| 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 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 £500 per Student | Travel expenses support for students on work placements in 2017/18 | Variable | £20,000 | Priority given to students from low household income and other target groups including, BME, Care Leavers and student with disabilities |
| Engineering Award | Up to £1000 per annum | Financial support for students that help meet the WP targets for | Variable | £40,000 | (i) Income backgrounds up to £42,600 AND identified as belonging to other WP target groups |

| | | | | | |
|---|-------------------|--|----|---------|---|
| | | new Engineering EDGE Hub | | | |
| Ambassador 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 | | £1,255,000 as part of a total institutional spend of £3,170,000 (approx.) for all years | | | |

Financial Support for Continuing Students

Any continuing students who started their programme 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. We estimate we will spend £1,915,000 on financial support for continuing students in 2019/20.

Similarly, new system students who started their courses before 2019-20 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 and Participation Plan 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. This Plan 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'.

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 where progress reports on the Access And Participation Plan are shared . In turn the Equality Diversity and Inclusion Manager sits on the Access Agreement and Widening Participation Executive Group.

Our EDI Committee is chaired by our Deputy Vice-Chancellor with the Director of Human Resources and Organisational Development having overall responsibility for the area. The committee has overall responsibility for the development of the EDI action plan and supporting implementation and reports into the Governing body.

Our EDI objectives and action plan were reviewed in 2017. A has a focus on 4 areas, all of which to a greater or lesser extent have an impact on widening participation.

- Leadership and Governance – looking at the makeup of senior staff, University wide commitment to equality, diversity and inclusion such as Athena SWAN
- Inclusive 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.

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. At a University level it has been identified that outcomes for BAME, male, disabled and mature students etc. could be improved. This has informed our access and Participation Plan and our EDI action plan. EDI actions are updated annually following any updated data analysis, review of existing initiatives and new initiatives.

Some of the EDI activities undertaken which are relevant to this Plan include:

- Developing and signing the Time to Change employer pledge focusing on changing attitudes around mental health jointly with the Student's Union.
- Running staff and student activities for World Mental Health Day
- Running an employer Q&A session for disabled students
- Developing and planning the roll out of a disability access checklist and training for staff enabling staff to identify and report potential access barriers making the campus more inclusive
- Opening a new multi faith space
- Agreed and taking steps to introduce gender neutral toilet facilities
- Developing a new campus mapping system due to be rolled out next semester making it easier for disabled students to identify accessible facilities/ routes
- Running an evening event to raise awareness of hate crime
- Introducing a new incident reporting system for the University expanding the reporting of harassment/ violence from gender to all protected characteristics from next semester.
- The Inclusive Curriculum Working Group established following the changes to the Disabled Students Allowance has expanded its remit and addressing the BAME attainment gap through staff training with plans for student involvement.

Looking at the attainment data there is a significant gap between BAME and White students. This increases when focussing on black students. After responding to the changes to the Disabled Students Allowance the Inclusive Curriculum Working Group has identified this as a priority for the group. The group has looked at best practice initiatives from other Universities and developed training to get staff thinking about how they can be more inclusive. Further plans are to be developed but include greater student involvement in curriculum design and review.

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 GDPR and Competitions and Markets Authority guidelines relating to digital course information provision. All course and student recruitment related information, and this will include the Access and Participation Plan, is clearly signposted and can easily be navigated to from the Study Here webpages, the Current Students area and the Outreach area of the University

website.

Workflows are set between the central Digital Communications Unit, Content Editors, Programme Leads/Directors Faculty Directors of Operations, 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 at the last point of edit, though the University does retain an archive of all published changes made to the online prospectus pages dating back to their creation. If necessary, a live page can be rolled back to any previous version.

The University's website is fully responsive, following World Wide Web Consortium's (WC3) 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

The student voice is integral to the development of the University's Access and Participation Plan. Consultation with the Student Union Council determined the financial support arrangements for new students in 2019 and the ambition of our targets across the student lifecycle. The Council will continue to be involved in making decisions relating to future Access and Participation Plans. The

Student Union Council is made up of officers from a diverse range of backgrounds. The roles that make up the Union Council is as follows:

| | |
|-------------------------------------|--|
| Union Council Chair | Placement Students' Officer (Education) |
| Union President | Environmental Officer |
| President (Education and Wellbeing) | Medway Officer |
| President (Student Activities) | International Students' Officer (Overseas) |
| President (Sports) | Placement Students' Officer (Health) |
| Postgraduate Students' Officer | Mature Students' Officer |
| Student Reps Officer | International Students' Officer (EU) |
| Fundraising Officer | LGBT+ Officer (Womens Place) |
| BME Officer | Women's Officer |
| Disabled Students Officer | Broadstairs Officer |
| Transgender/Non-Binary Officer | Gender Equality Officer |
| Part-time Students' Officer | |

The council will be involved in the development of future Access and Participation Plans and we will continue to engage with a representative sample of our student body during the plan's implementation.

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

Christ Church Students' Union is always very thankful to be continually involved in the development of this Access and Participation Plan. 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. The University has done a large amount in order to make sure that students are at the forefront of the formulation of the Plan, including consulting with students and meeting with the Students' Union council, which has 24 students as part time officers, to hear their thoughts.

This year, the Students' Union has worked in partnership with the University in order to deliver funding to students on what matters to them, whether it be help towards their accommodation, money for equipment or some support to cover costs such as childcare. With new decisions on funding allocations this year such as Bursaries, even though a more difficult decision process, the Access And Participation Plan 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 recognises that the University is actively engaging and supporting its students in order for them to achieve success.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The fees for standard undergraduate courses where the fee is set in line with the UK Government's tuition fee cap will rise in line with any subsequent inflationary increase in the Government tuition fee cap approved by Parliament. The University will publish information about the level of any inflationary increase on its website following a Government announcement.

| Full-time course type: | Additional information: | Course fee: |
|----------------------------------|--|-------------|
| First Degree | | £9,250 |
| First degree | First Degree with Foundation Year - Years 1-3 | £9,250 |
| Foundation Degree | | £6,575 |
| Foundation year / Year 0 | Foundation Year 0 | £6,575 |
| Foundation year / Year 0 | International Foundation Programme | £8,230 |
| HNC / HND | | * |
| CertHE / DipHE | Certificate | £6,575 |
| CertHE / DipHE | Business | £9,250 |
| Postgraduate ITT | Full PGCE | £9,250 |
| Postgraduate ITT | QTS only | £5,960 |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| Franchise full-time course type: | Additional information: | Course fee: |
| First Degree | ABDO College | £6,165 |
| Foundation Degree | ABDO College | £6,165 |
| First Degree | London South East Colleges | £6,575 |
| Foundation Degree | London South East Colleges | £6,575 |
| First Degree | London South East Colleges - Social Work Studies year 3 | £9,250 |
| First Degree | London South East Colleges - Law degree year 3 | £9,250 |
| Accelerated degree | London South East Colleges - Accelerated Degree programmes | £9,250 |
| First Degree | University of Greenwich | £9,250 |
| Foundation Degree | Learning & Enterprise College Bexley | £6,575 |
| Postgraduate ITT | Imperial College | £9,250 |
| Postgraduate ITT | Various - School Direct - PGCE - full | £9,250 |
| Postgraduate ITT | Various - School Direct - PGCE - QTS only | £5,960 |
| Foundation year / Year 0 | | * |
| HNC / HND | | * |
| CertHE / DipHE | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |
| Part-time course type: | Additional information: | Course fee: |
| First degree | - condensed BA Primary Ed PT programme | £6,165 |
| Foundation degree | | * |
| Foundation year / Year 0 | | * |
| HNC / HND | | * |
| CertHE / DipHE | | * |
| Postgraduate ITT | | * |
| Accelerated degree | | * |
| Sandwich year | | * |
| Erasmus and overseas study years | | * |
| Other | | * |

Table 8a - 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) |
|------------------|---|---|--|--|--|---|---------------|--|---------|---------|---------|---------|---|
| | | | | | | | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| 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% | 36.5% | 37% | 37.5% | 38% | 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% | 44.1% | 44.2% | 44.3% | 44.4% | 44.5% | 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% | 34% | 34.5% | 35% | 35.5% | 36% | 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% | 16.5% | 16.6% | 16.7% | 16.7% | 21% | Revised targets based on latest Monitoring Report |
| 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% | 13% | 13.5% | 13.6% | 13.7% | 13.8% | |
| 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 | 40 | 60 | 65 | 70 | 75 | Revised targets based on latest Monitoring Report |
| T16a_07 | 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% | 8.15% | 7.9% | 7.8% | 7.7% | 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_08 | 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% | 10.6% | 10.3% | 10% | 9.3% | 9% | 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_09 | 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% | 78.7% | 79.2% | 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_10 | 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% | 24% | 22% | 20% | 18% | 16% | 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_11 | Student success | 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% | 94% | 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_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 graduates - graduate employment after completion of studies (DLHE) | No | 2013-14 | 54.9% | 63% | 64% | 65% | 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. |
| T16a_13 | Progression | Gender | Other statistic - Gender (please give details in the next column) | Recruitment of female students to new Engineering courses. No baseline data available as this is a new programme. | No | Other (please give details in Description column) | n/a | 20% | 23% | 26% | 30% | 33% | This is an entirely new suite of programmes so there is no baseline data available. We have reflected the gender targets that featured in our successful bid to HEFCE. |

Table 8b - 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) |
|------------------|-------------------------------|---|---|---|---------------------------------|---------------|---------------|---|---|---|---|---|--|
| | | | | | | | | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | |
| 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 | 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 | 2160 | 2160 | 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 KS4 entrants who stay on to any education destination in year following KS4 exam entry | Yes | 2014-15 | KMPF - 85% | 86% | Review Target 2019 | | | | Effect of KS5 reforms will not be seen until 2016-17 KS5 data is available in 2019-20. May need to reset then |
| 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% | na | na | na | na | na | Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. |
| 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% | 58% | 59% | 58% | Review Target | Review Target | Effect of KS5 reforms will not be seen until 2016-17 KS5 data is available in 2019-20. May need to reset then |
| 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 | 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 | 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 | 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 | 2016-17 | 21 APS (academic Exam entry) compared to 30 APS for all KM school entrants | 23 | 24 | 25 | 26 | 26 | |
| 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% | Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. | Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. | Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. | Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. | Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. | |
| 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 | 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 | Given end of NSP etc and A level curriculum change these targets may need to be reviewed |