Canterbury Christ Church University
# Access and Participation Plan, 2020/21 to 2024/25

1. Assessment of performance

1.1 Higher education participation, household income, or socioeconomic status

Access

Canterbury Christ Church University (CCCU) is proud of its record in attracting students from under-represented groups. For example, the proportion of 18-year-old undergraduate entrants to CCCU from POLAR4 Quintile 1 neighbourhoods increased from 14.4% in 2013/14 to 18.8% in 2017/18, closing the participation gap in comparison with the national population for this age group (see Figure 1 below).
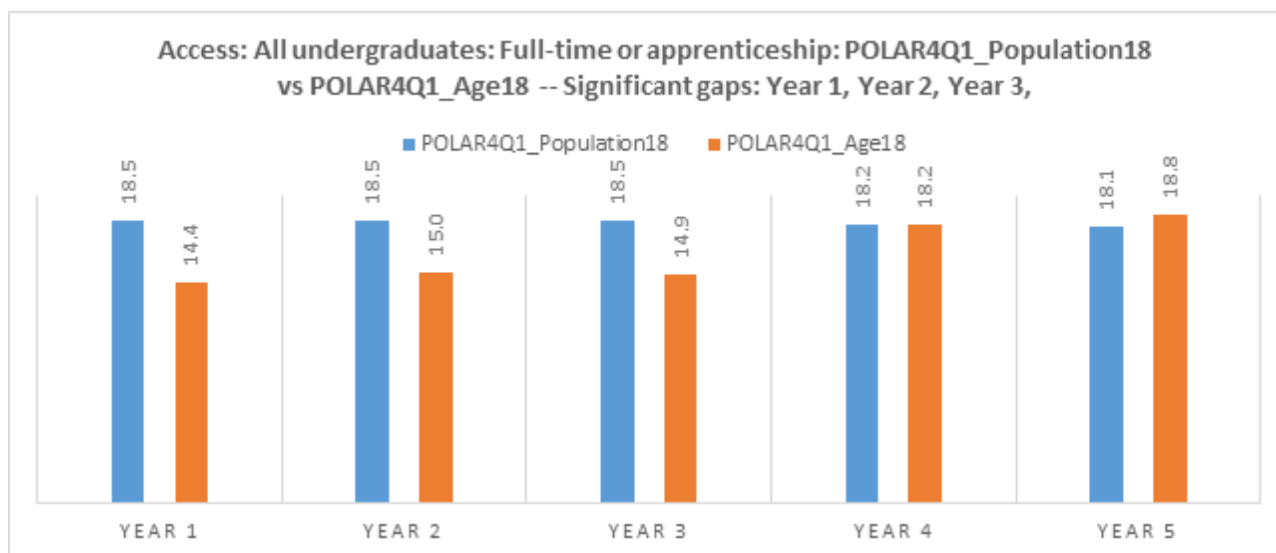
Working collaboratively with local partners and schools and colleges, we have also identified a gap in attainment at KS4 (5 GCSEs at grades 4-9 including English and Maths), which research indicates is a predictor of progression to HE; there is a 16% gap in good attainment between POLAR3 Q1 outreach participants and the Local Authority average (HEAT data). POLAR4 Q1 students are one of the target groups identified in section 2.2 below.

Success: Continuation

There were no statistically significant gaps in the OfS dashboard Continuation data for POLAR quintiles. Among all undergraduates, full-time or apprenticeship, the difference in the continuation rate between Q1 and Q5 at CCCU ranges from 1% to 5%, with the smallest gaps in the most recent two years. This is explored through intersectional analysis in section 1.6 and through target PTS_6.

Success: Attainment

Again, there were no statistically significant gaps in the APP Attainment dataset in the comparisons between POLAR quintiles for all students. In four of the five years, the proportion of first degree full-time or apprenticeship students obtaining a 'good' degree was higher among students from disadvantaged quintiles (Q1-2 compared with Q3-5), although the difference was not statistically significant.

Although our primary reference point throughout this Plan is POLAR data, we note that there is a statistically significant difference in attainment between students from IMD Q1 and IMD Q5 ranging between 15 and 20%. As part of our monitoring we will continue to track both POLAR and IMD indicators to ensure that our reliance on POLAR remains appropriate.

Progression to employment or further study

The Progression dataset finds the gaps in progression rates between POLAR quintiles are not statistically significant. However, the comparison shows that progression rates were lower for Q1 in four of the five years. We have therefore set target PTP_5 to support progression for all students from neighbourhoods with the lowest levels of participation.

1.2 Black, Asian and minority ethnic students

Access

The APP dataset shows that young black students are significantly over-represented at CCCU, with 10.5% of 18-year-old entrants in 2017/18 identifying as black compared to 3.6% in the 18-year-old population. Young black students were significantly over-represented in each of the five years 2013/14 to 2017/18. Meanwhile the proportion of 18-year-old Asian entrants at CCCU was significantly lower than in the 18-year-old population in each of the five years; and the proportion of 18-year-old white entrants at CCCU was below the national average for this population in four out of the five years (in two years this was a statistically significant difference).

Success: Continuation

The statistical tests for gaps in Continuation rates by ethnicity in the APP dataset did not reveal any statistically significant differences. However, the continuation rate for black students was a little lower in each of the five years than the rate for white students, by a margin of between 2% and 6%. This is explored further through intersectional analysis in section 1.6, and addressed in target PTS_1.

In three of the five years the continuation rate was higher for Asian students than for white students. The continuation rate was lower for students of mixed ethnicity in four of the five years, with a gap of 6% in the most recent year. The continuation gap for students of other ethnicities reduced from 20% in 2015/16 to 5% in 2016/17. It should be noted that this population is relatively small which may account in part for the variance from year to year (70 students in 2015/16 and 85 in 2016/17).

Success: Attainment

The attainment data shows a statistically significant difference in outcomes for black students: across each of the five years, the proportion of black students obtaining a first or 2:i was between 32% and 43% lower than for white students. This significant difference is a key finding of our analysis and is explored in detail through a wide range of intersections in section 1.6, and addressed in target PTS_2.
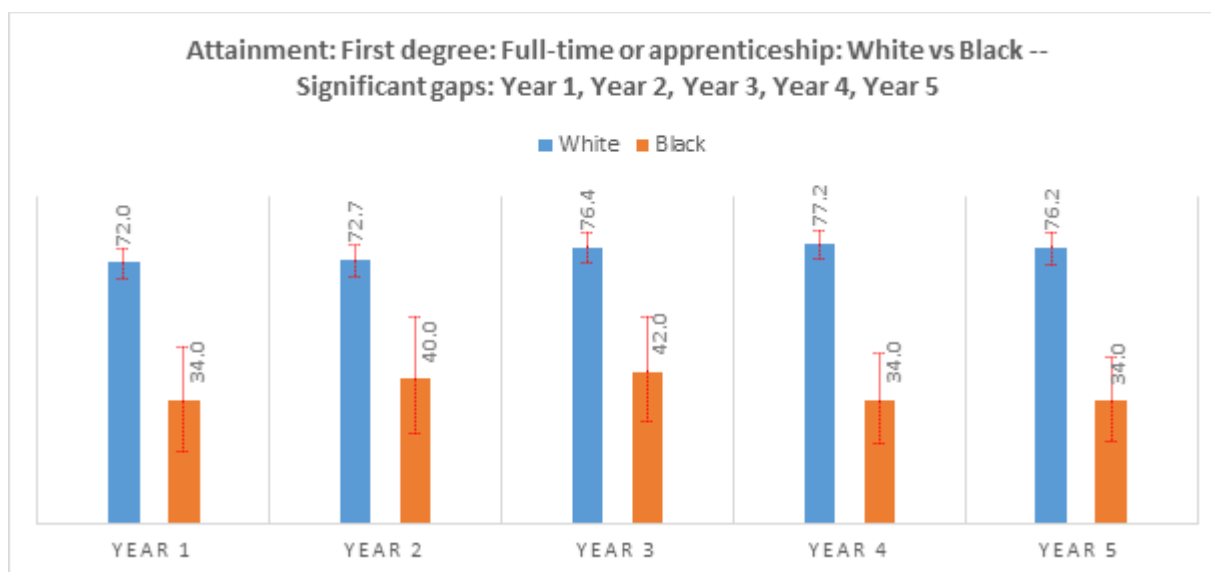
The attainment gap for Asian students compared with white students ranged from 19% to 24%. The attainment rate was lower for students of mixed ethnicities than for white students in four of the five years, with a gap of between 12% and 19%. No students of 'other ethnicity' were returned in the five years covered by the APP dataset.

Progression to employment or further study

The OfS statistics highlight that the high-skill (graduate-level) employment or further study rates of CCCU graduates are not *significantly* different by ethnicity. However, progression rates for black students are consistently lower each year than for white graduates by a gap of between 6% and 10%. While these differences are not statistically significant they are persistent and addressed through target PTP_1.

Asian students had a higher progression rate in two of the five years. The Progression rate for students of mixed ethnicity was 10% lower than that for white students in the most recent year. No students of 'other ethnicity' were returned in the five years covered by the APP dataset.

1.3 Mature students

Access

Mature students were over-represented at CCCU compared with the sector average in each of the five years 2013/14 to 2017/18: for example, in 2017/18 41.4% of UG full-time students were mature, compared with 27.8% nationally (APP data set).

Success: Continuation

The only statistically significant differences for continuation in the APP dataset concerned the earliest year of data (2012/13). This gap narrowed in following years so that the gap was not statistically significant, ranging from 0.6% and 4% for first degree, full-time or apprenticeship entrants.

Success: Attainment

There were no statistically significant differences in attainment by age group: in 2013/14 mature attainment was 2% higher and in the following four years mature attainment was lower by 3%, 2%, 0% and 2% (2014/15 to 2017/18).

Progression to employment or further study

Mature students tend to perform better than young students in terms of progression to highly-skilled work or study at CCCU and nationally. At CCCU this difference is more pronounced, some of which may be explained by mature students being more likely to take subjects with high progression rates, such as Nursing or Teaching.

1.4 Disabled students

Access

Students with disabilities were over-represented at CCCU compared with the sector average for UG full-time students in each of the five years 2013/14 to 2017/18 by a small but persistent margin ranging between 0.7% and 2.5%.

Success: Continuation

The difference in continuation rates is persistently lower by a small amount, although the difference is not statistically significant: for full-time or apprenticeship UG students the difference ranges between 0.4% and 3.4% a year (2012/13 to 2016/17). This difference underlines the importance of our continued work to support the success of students with disabilities.

The differences in continuation rates are not statistically significant for any of the disaggregated disability groupings. However the continuation rate for students with a mental health condition has been an average of 8% below the continuation rate for students with no known disability. We address this below through work to embed CCCU's Mental Health and Wellbeing Framework.

Success: Attainment

Although the APP dataset contains no statistically significant gaps for attainment for students with disabilities, there is some volatility year-on-year in the data: the gap ranges from 0.1% to 11% over the five years. The aggregated data does show the good degree rate is 6% lower for students with disabilities (65% for students with disabilities compared to 71% for the rest of the population).

Progression to employment or further study

CCCU's progression rates for graduates with disabilities seem to be consistently lower than for those without a disability (a difference of between 0% and 8% per year); however, these differences are not identified as statistically significant in the APP dataset. This gap is addressed through target PTP_3.

1.5 Care-leavers

Access

The number of UG care-leavers entering CCCU increased from 36 in 2015/16, to 39 in 2016/17, to 54 in 2017/18. The proportion of care-leaver entrants increased in this period from 1.3% to 2.0%. Given the low numbers of students identifying as care-leavers at UCAS application stage, and enrolment at University, it is challenging to monitor trends. The University is part of a local collaborative partnership (Care Leaver Progression Partnership) which has commissioned research on looked after children involving a longitudinal study. This will help us to better understand the progression patterns of care-leavers. Previous

results show a very low progression rate to HE nationally, where 9% were found in HE (CLPP Report, 2015-16). Care-leavers are one of the groups identified and discussed in Section 2.2 below. This will be addressed through target PTA_3.

Success: Continuation

The number of withdrawals within the first year was analysed for the last five years. This did show the withdrawal rate was higher for care-leavers (13.0% for care-leavers compared with 8.3% for non-care-leavers in 2017/18, for example). This statistical comparison should be treated with caution given the small size of the care-leaver population; however, we address the importance of targeted support for care-leavers through target PTS_4.

Success: Attainment

The good degree rate for care-leavers was 64.7%, compared to 71.1% for non-care-leavers (students graduating over the last five years with known care-leaver status). The small population of care-leaver graduates in this period should be taken into account; however, the difference does still support a case for targeted support (see target PTS_5).

Progression to employment or further study

Analysis of DLHE data by care-leaver status found no statistically significant differences in progression rates; however, the small number of care-leaver respondents should be noted, and we aim support at this group through target PTP_2.

Although statistical analysis of care-leavers at CCCU is limited, there is a clear case for targeted support to enable care-leavers to access and succeed in higher education at CCCU in line with the national challenge in this area.

1.6 Intersections of disadvantage

Investigating the black attainment gap

Analysis in section 1.2 identified a substantial and statistically significant gap in degree outcomes for black students at CCCU compared with white students. The gap was analysed further and persisted across a range of potential factors:

- Tariff: the black attainment gap is wide among students with less than 96 tariff points (42%), 96 or more tariff points (43%), and those with non-traditional qualifications (45%).
- Commuting: the attainment gap persists between black and white students living 15km or more from campus (44.1%) and those living closer to campus (43.9%; distances measured as straight-line distance).
- Subject choice: there is little variation in the attainment gap across the four Faculties at CCCU, suggesting the gap is widely distributed across the subject range.
- Distribution of marks: one hypothesis raised was that clustering of marks around the 2:1/2:2 border could lead to a large difference in degree outcomes. However the difference in average module marks was large, at 12.5%. The module grade point average gap between black and white students does narrow over time, but the attainment gap at Level 6, its smallest point, is still 10.5%.

Analysis shows a difference in the attainment gap between black and white students when taking into account age. The attainment gap for mature students is 46%, compared to 30% for young students. In this context it is relevant to note the proportion of black students who are mature is higher (52%) than for other groups (38% of white students and 43% of Asian, Mixed and Other ethnicity students). It is not evident from data analysis why this difference in the gap exists. It is however clear that, at 30%, the unexplained attainment gap for young black students is still very large. Analysis of outcomes on the programmes with the largest populations of mature black students shows variation in the proportion of good degrees awarded. However, the gap remains persistent: for the 19 most popular programmes with mature black students (which together attract 50% of mature black graduates) every programme except one has an attainment gap of at least 20%.

This analysis has prompted challenging conversations and reflection about the experiences of our students with reference to further evidence. On the one hand, black students report higher levels of engagement with their studies than white students, both at CCCU and nationally (UKES 2018 Engagement scores at CCCU: 67% white, 70% black). On the other hand, overall student satisfaction is 2% lower among black students compared with white students (NSS 2018). For the question 'staff have made the subject interesting' the gap widened to 7% in 2017 and 9% in 2018; for 'marking and assessment has been fair' the

gap was widest at 9% in 2017 and 13% in 2018. black students are also between four and seven times as likely as white students to request an appeal over their grading at CCCU.

Our work in this area will be taken forward through target PTS_2.

Investigating Continuation and Ethnicity

In Section 1.2 a small but persistent difference in continuation rates was identified between black and white students. This was investigated further by analysing withdrawal rates during the first year of study for First Degree full-time undergraduates at CCCU:

- The withdrawal rate was *lower* for young black students (5.4%) than for white students (8.0%). However, the withdrawal rate was higher for mature black students (8.1%) than it was for mature white students (6.6%). This finding further underlines the role for additional support aimed towards mature black students in order to achieve positive outcomes.
- Withdrawal rates were higher for both black and white students with non-traditional qualifications than those students with traditional qualifications: for black students the withdrawal rate was 6.3% for those with fewer than 96 tariff points, 5.1% for those with 96 or more tariff points, rising to 10.3% for those with non-traditional qualifications. For white students the withdrawal rates show a similar pattern (7.5% for less than 96 points, 7.8% for 96 or more points, and 10.2% for non-traditional qualifications).
- Commuting distance was not found to be a significant factor for black students (2015/16 to 2017/18 entrants): here the withdrawal rate was 0.2% higher for commuting students. For white students the withdrawal rate was 1.3% higher for commuting students.

This further analysis of withdrawal rates emphasises the importance of supporting mature black students, and all students with non-traditional qualifications in order to achieve student success. This will be explored through target PTS_1.

White Males from Low Participating Neighbourhoods

Access

Through our collaborative work and tracking of outreach participants, we have identified a gap in outreach participant progression for white male students from a lower-socio economic background. There is a 9% gap in progression to Higher Education between white male students from a lower-socio economic background and POLAR4 Q1-2 participants (HEAT Data). This gap has persisted over the years (12% gap in 14/15, 20% gap in 15/16). Disadvantaged white males are one of the target groups identified and discussed in section 2.2 below and through target PTA_2.

Continuation

The first-year withdrawal rate for white males from low participation neighbourhoods (LPN) over the last five years was 11.1% compared with 8.1% for Q3-5 white males. This is a significant difference and is addressed through target PTS_6.

Attainment

Over the past five years there has been no sustained evidence of a difference in degree outcomes for full-time first degree white males from LPNs compared with POLAR Q3-5. The average proportion for both groups over the last five years was 69%.

Progression

There has been a difference in the progression rates by POLAR group: over the last five years 49% of white young males progressed to graduate-level employment or further study, compared with 54% of white young males from POLAR quintiles 3-5. This is addressed through target PTP_4.

1.7 Other groups who experience barriers in higher education

Carers

CCCU appears to attract more students with caring responsibilities than on average: in the 2018 UKES survey of non-final year undergraduates, 39% of CCCU respondents indicated they had caring responsibilities compared with 26% nationally. The University will make use of new UCAS data which is being introduced for 2021 entry to inform admissions policies.

We will work collaboratively through the Kent & Medway Progression Federation (KMPF) to reduce the good degree attainment gap between outreach participants who enter Higher Education with a BTEC, compared to those entering with A-level qualifications. This work will focus on preparing students for entry. Currently HEAT data shows a 9% good degree attainment gap between these two groups of students, and we will aim to reduce this gap to 5% over a five-year period: see PTS_3.

Gypsy, Roma and Traveller students

Given the low numbers of students identifying as GRT students at enrolment at university, it is challenging to monitor trends. With fewer than five GRT students currently at the University this will not be a priority target group for the institution. However, following the report in March 2019 by the parliamentary Women and Equalities Committee into the inequalities faced by GRT communities, and review of the most recent census data together with the most recent list of registered GRT sites in the UK, it is clear that a significant proportion of the GRT community is to be found in the South East. We will therefore, through our community outreach, actively engage with the GRT community to gain a better understanding of the perceived barriers to higher education and work in partnership to develop a strategy to support progression to HE.

2. Strategic aims and objectives

CCCU is proud of its history of widening access to Higher Education and aims to provide an inclusive environment that delivers equality of both opportunity and outcomes for all its students. This mission is reinforced by our Strategic Framework (2015 to 2022), which highlights "Widening Access, Inclusion and Participation" and "Equality, Diversity and Inclusion" among its key cross-cutting themes. Our success in achieving this is evidenced in our Teaching Excellence Framework (2017) Statement of Findings, where the Panel found evidence that

> *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.*

The University takes a proactive approach to promoting equality. We are committed to a range of actions designed to provide an inclusive learning community with the aim of providing an equitable learning experience across the diversity of staff and student populations. The University's aspiration to achieve equality of outcomes for all its students is encapsulated across key underpinning strategies (section 3.1).

We will continue our strong collaborative outreach provision with other local universities through the Kent and Medway Progression Federation (KMPF) and the Kent and Medway Collaborative Outreach Programme (KaMCOP).

2.1 Target groups

Based on the analysis in section 1 we have identified the following target groups and associated stages of student lifecycle:

- o Black students: continuation, attainment, progression
- o White male students from POLAR4 Q1 to 2: access, continuation, progression
- o Disadvantaged students from lower socio-economic backgrounds in local schools and colleges will be targeted for outreach in Years 7 onwards (HEAT groups)
- o Care-leavers: access, continuation, attainment, progression
- o Disabled students: progression
- o Students from low participation neighbourhoods: progression

2.2 Aims and objectives

The aims and objectives for each target are outlined below with an indication of expected progress over the five years of the Plan (see also targets and investment plan). Our aims and objectives, and associated targets, address OfS Key Performance Measures for participation 1, 3, 4 and 5.

Owing to small cohort sizes, the baselines and targets for CCCU care-leavers (PTS_4, PTS_5 and PTP_2) and white males from low participation neighbourhoods (PTS_6 and PTP_4) are expressed as five-year averages. Progress will be measured against rolling five-year average targets as this provides a more

statistically robust approach to measuring small cohorts. For example, we aim to halve the gap in withdrawal rates for care-leavers by 2024/25, so that in 2024/25 itself the gap will have fallen from 3.2% to 1.6%. However, the five-year average target consistent with this outcome is slightly higher for 2024/25, at 2.3%, because it includes data from earlier years. Below we include details of our longer term plans to reduce the annual gap to zero and then the five-year average to zero.

Black students, continuation, attainment and progression (PTS_1, PTS_2, PTP_1) (OfS KPMs 3, 4)

Having acknowledged the significant work required for this target group and taking into consideration the record of success in the sector across institutions who have reduced attainment gaps significantly, we predict a slower velocity at first in the reduction of the attainment gap. We aim to halve the attainment gap (progression) by year 6 and achieve below current sector average by year 2026/27 (42% to 24% by year 2024/25). Continuation targets are linear increments and reflect improvement year on year leading to an elimination of the continuation gap by year 2024/25. While the progression gap is relatively low for this target group (6% for 2016-17), we are committed to eliminating this gap completely by 2024/25. We will achieve this through delivery of the OfS funded Kent and Medway Graduate Scheme, and implementation of the employability framework, ensuring that activities and interventions are designed to engage and meet the needs of this target group (PTP_1).

White male students from POLAR4 Q1 to 2, access, continuation, progression (PTA_2 (collaborative), PTS_6, PTP_4) (OfS KPMs 1, 3)

Further collaborative work will focus on attainment-raising activity targeted at young, disadvantaged males Year 7 upwards: there is a persistent gap in attainment between disadvantaged males and other disadvantaged groups; this in turns acts as a barrier to progression. The gap between disadvantaged white, male students and other disadvantaged (POLAR4 Q1/2) students is currently 9% (HEAT Data), and we will aim to reduce this by 4% over a five-year period (PTA_2). For continuation, we predict a steady elimination of the gap (3%) between Q1 to 2 and Q3 to 5 by year 2024/25 of the Plan. The 2024/25 five-year average target consistent with this aim is 1.4%. We aim to maintain this performance so that the five-year average will fall to zero by 2028/29. To achieve this, we will continue to strengthen our guidance around personal tutoring and student support in addition to broader student profiling in the design of our transition and induction activities and implementation of our retention and success framework. For progression, we aim to reduce the gap from the current level (4% for 2016-17) to 2% by 2024/25 (PTP_4); the five-year average target falls to 2.8% in 2024-25, which is consistent with this reduction. Our longer-term aim is to eliminate this gap in the year 2029-30, with the five-year average falling to zero in 2033-34. This will be achieved through implementation of the employability framework, ensuring that activities and interventions are designed to engage and meet the needs of this target group.

Disadvantaged students from lower socio-economic backgrounds in local schools and colleges will be targeted for outreach in Years 7 onwards (HEAT groups) (PTA_1 (collaborative)) (OfS KPM 1)

We will work collaboratively through KMPF to reduce the attainment gap between good GCSE attainment (5 GCSEs at grades 4-9, including English and Maths) between outreach participants in POLAR4 Q1 and the LA average. Currently there is a 16% gap (HEAT Data) and we expect to reduce this gap by 3% points over a five-year period through delivery of a progression framework and working with Years 7 upwards. We expect this to result in an increase in local POLAR4 Q1 student applications to HE institutions nationally, thus contributing to closing sector gaps.

Care-leavers, access, continuation, success, progression (PTA_3 (collaborative), PTS_4, PTS_5, PTP_2) (OfS KPM 1)

Collaborative work will also be undertaken with care-leavers (looked-after children/ children in care) to increase the number of LAC in Kent and Medway who progress to Higher Education. We will aim to increase the percentage of students progressing to Higher Education from 8% to 11% over a five-year period. Through targeted interventions, over a five-year period we hope to be able to increase rates to higher than national average progression for looked-after children (PTA_3). The University will review the use of contextual data on care-leavers to inform offers. The number of students who are care-leavers is small; therefore setting targets provides additional challenge. We aim to halve the gaps for continuation (PTS_4), attainment (PTS_5) and progression (PTP_2) by the year 2024/25, and continue on this trajectory to eliminate the gaps by 2029/30. The rolling five-year averages are consistent with this Plan (resulting in a rolling target of 2.3% for withdrawals in 2024/25, 4.5% for attainment, and 5.6% for progression). The rolling average targets fall to zero for all three targets in 2033/34.

Disabled students, progression (PTP_3)

We are committed to reducing the current progression gap from 8% in 2016/17 to 4% by 2024/25. We will achieve this through delivery of the OfS funded Kent and Medway Graduate Scheme, and implementation of the employability framework.

Students who enter with A-level and students who enter with a BTEC (PTS_3, collaborative)

We will work collaboratively through KMPF to reduce the good degree attainment gap between outreach participants who enter Higher Education with a BTEC, compared to those entering with A-level qualifications. This work will focus on preparing students for entry.

Students from low participation neighbourhoods, progression (PTP_5)

We are committed to reducing the current progression gap from 6% in 2016/17 to 3% by w024/25. We will achieve this through delivery of the OfS-funded Kent and Medway Graduate Scheme, and implementation of the employability framework.

3. Strategic measures

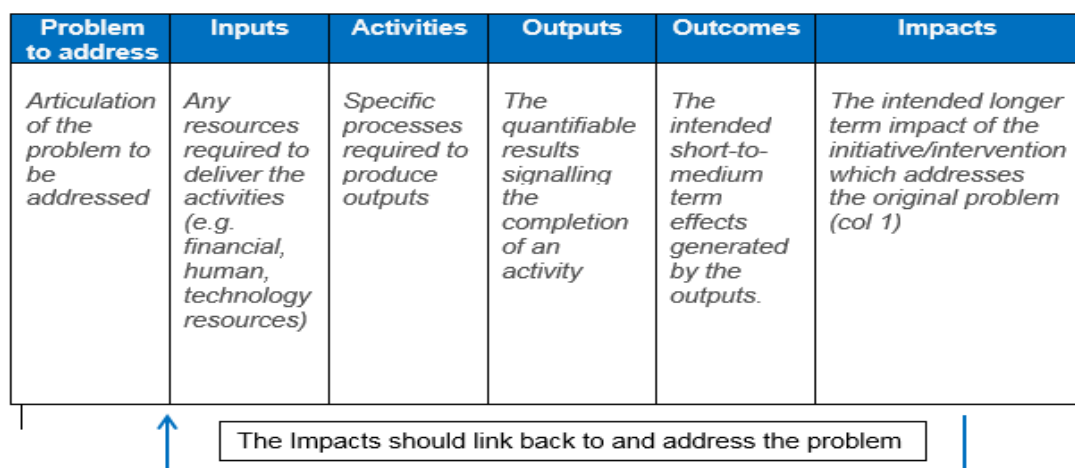### 3.1 Whole provider strategic approach

Overview

Leadership

Leadership of Access and Participation is embedded throughout the institution. At Senior Management Team (SMT) level the Deputy Vice-Chancellor, Senior Pro Vice-Chancellor (Education, Enhancement & Student Experience), and Pro Vice-Chancellor (Research & Enterprise) work, together with Faculty Deans and through them Heads of School, and with the institutional Academic Strategic Lead for Retention, Inclusion and Success, to ensure ownership of the agenda by the academic community. No less important is the critical contribution of key professional services roles, notably the Director of Marketing and Communications, Director of Human Resources and Organisational Development, Director of Planning and Academic Administration, and Director of Estates and Facilities (all SMT), and the Director of Schools and Communities, Partnerships and Widening Participation Manager, Assistant Director (Admissions), University Director of Learning and Teaching, University Director of Enterprise and Employability, Head of Planning, and Equality, Diversity and Inclusion Manager. This embedded leadership model is critical to our holistic approach, which includes student engagement, admissions, transitioning into the University, reporting and business intelligence, processes and systems interfacing with students' experiences, realignment of our academic assessment regulations and academic infrastructure.

The Governing Body, Senior Management Team, Academic Board and its Committees regularly and systematically receive reports on dimensions of student experience at all stages of the student lifecycle.

Theory of change

Our intention is to adopt a logic change approach to address the aims and objectives outlined in the Plan. This approach will allow us to establish links between the problem, required inputs, activities, outputs, outcomes and impacts (see figure below and evaluation section).

Problem to address	Inputs	Activities	Outputs	Outcomes	Impacts
Articulation of the problem to be addressed	Any resources required to deliver the activities (e.g. financial, human, technology resources)	Specific processes required to produce outputs	The quantifiable results signalling the completion of an activity	The intended short-to-medium term effects generated by the outputs.	The intended longer term impact of the initiative/intervention which addresses the original problem (col 1)

The Impacts should link back to and address the problem

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/399938/Logic_Chain_Template.docx

Widening Access

CCCU is proud of its record in attracting more students from underrepresented groups. In 2017/18 97.5% of young, full-time undergraduate entrants came from state schools or colleges.

A Framework for Access

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 to support white males from low-participating neighbourhoods
- Recognition of the importance of carefully targeted activity
- Continuation of strong record of supporting care-leavers into HE
- The importance of sustained, long-term outreach to include the whole student lifecycle

Collaboration with other HEIs, schools and colleges

Through working collaboratively, we aim to extend our outreach provision to a larger and wider cohort of disadvantaged learners, contributing to a programme of sustained activity to students from year groups 7 upwards. Collaboration will also help us to extend the breadth of our offer and to work more intensively with hard-to-reach groups such as disadvantaged males and care-leavers.

Given our strong record to date for widening access, our access targets focus on our collaborative work as a founding member of the Kent and Medway Progression Federation (KMPF), in particular the attainment and progression into HE of students from our partner schools that serve the most disadvantaged areas of the county. 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 will work with our collaborative partners to reduce the gap in HE progression between white male students from Q1 and Q5.

CCCU, University for the Creative Arts and the University of Kent will continue to support KMPF through their core delivery outreach budgets. Partners will also work together to ensure that the newly funded outreach hub is effective and works seamlessly with the established partnership throughout its externally funded period and is retained through APP allocation thereafter. Impact data from our collaborative work 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. The University's widening access activity will complement existing activity funded through NCOP until 2021, when the programme is due to end. A series of successful interventions have been delivered to schools since the start of NCOP. The University's outreach activities continue in addition to these projects. We intend to continue to deliver events developed using NCOP funds beyond the lifespan of the project.

The Kent and Medway Medical School (KMMS) is a joint venture between CCCU and the University of Kent, and we have been devising through our own resources and through NCOP funding innovative approaches to outreach and curriculum. The plans for outreach engagement over the next five years have been fully articulated to the General Medical Council (GMC) as part of the accreditation process.

The vision for KMMS is to encourage aspiring doctors from all backgrounds to seriously consider medicine as a career. KMMS is committed to widening access to medical degrees and has ambitious targets to recruit students who have the talent and aspiration to study medicine and are from under-represented groups or disadvantaged backgrounds. Contextual data will be used proactively. A-level applicants domiciled in England will be eligible for a contextual offer if they meet the following criteria:

- Live in a POLAR4* Q1 and attend a English state school/college, *or*
- Live in a POLAR4* Q2 and attend an English school/college that is in the bottom 40% of Key Stage 5 results nationally for at least two of the three previous years (Key Stage 4 results will be used where KS5 data is not available). This will be identified using the Applicant Centre or the Exam Institution recorded on the UCAS application, *or*
- Have spent at least three months in care under a Local Authority during their lifetime, *or*
- Verifiable participation in selected outreach programmes run by KMMS.

KMMS will guarantee an invitation to interview for applicants who meet the standard entry requirements and the required University Clinical Aptitude Test (UCAT) score if applicants are currently studying at schools in the KMPF or a partner school or college of either Canterbury Christ Church University or the University of Kent. Eligible students from a widening participation background will receive a contextualised

and lower conditional academic offer and further consideration will be given to applicants at all stages of the admission process.

These plans are ambitious, difficult to fulfil but necessary if we are going to build the School as set out in our original vision. KMMS will also allow us to contribute fully to other exciting innovations within our local and regional communities.

Success (continuation and attainment)

Our strategy for this Plan continues to draw on previously outlined research, policy and practice based on approaches in our 2019/20 Plan, but will also be strengthened for our targeted groups via study of sector best practice, case studies and reports published by HESA, Advance HE, Universities UK and the Office for Students. Whilst we are fully committed to achieving the aims set out against our target groups in Section 2.1, we are mindful of other underrepresented groups at our institution and will maintain a watching brief around the data and the student experience via our quality and governance processes. If required, we will modify our targets and action plans accordingly.

A Framework for Student Retention and Success

We continue to have student retention and success as an institutional priority, which also seeks to ensure visibility and 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:

- To enable students' preparedness for university
- To provide an effective induction and welcome experience
- To enhance students' engagement with their learning and the quality of the learning experience
- To build a sense of belonging within an inclusive learning community
- To promote health and wellbeing amongst the student community
- To enhance processes for the early detection and intervention of students at risk
- To facilitate students' transition through their whole academic journey and into employment
- 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 impacts. A number of institutional KPIs including student satisfaction, non-continuation, completion, attainment and employment provide senior managers and governors with measures of success. Students are engaged through our academic governance structures. Each objective of the framework is reviewed and developed in line with emerging data and other intelligence.

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 while not losing sight of the original objective. An example of this is the work of our Inclusive Curriculum Group.

The Inclusive Curriculum Group has oversight of positive actions for targeted groups, and focuses on identifying interventions while maintaining and overseeing its overarching aims:

- To evolve University mechanisms to formalise embedding of inclusive practice and curriculum across the University
- To review staff development activity encompassing induction and mandatory staff development from a learning and teaching perspective, in order to update and encompass strategies to support all protected characteristics with a particular focus to targeted groups (international and BAME student profiles)
- To work to evolve structures, roles and responsibilities in Faculties to ensure consistency across the University
- To target the generation of metrics to audit and analyse programmes for inclusive practice and recommend interventions where required.
- To engage our students in helping us shape our approaches to the delivery of an inclusive curriculum.

Faculty work will continue to be aligned with the Inclusive Curriculum Working Group agenda to echo the above with clear steer/direction and instruction about the prioritisation at an institutional level provided to programmes where student attainment gaps are most at risk, and to be accountable with systematised activities and lines of reporting.

Progression

As a widening participation institution, the University continues to work to ensure there is equality of employability outcomes across its diverse student body. 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. Our priority is to enable more of our students to make the transition into graduate employment sooner, ensuring that all of our graduates – regardless of any protected characteristics – are fully equipped for the graduate workplace immediately on completion of their studies.

During 2018/19, the University has been developing a Framework for Developing Enterprising, Professional Graduates, which draws together our vision, principles, ambition and offer in relation to employability and enterprise education, and to set out an integrated approach across the University. The Framework has three overarching objectives, one of which is "*to ensure that employability and enterprise education are embedded within the curriculum consistently across all programmes, ensuring inclusivity and equal access of opportunity for all.*"

The Framework advocates that all students should also have meaningful interactions with employers built into curriculum design as well as through extra-curricular opportunities. These interactions help students to identify what specific skills, knowledge and attributes they have to offer in the graduate workplace. Key to the successful implementation of the Framework is the opportunity for all students to complete reflective assessments which will enable them to make explicit links between skills developed during work experience (either as part of or outside the curriculum), and their relevance to the graduate workplace.

In support of these ambitions, a dedicated team will continue to focus its employer engagement activities on the regional labour market in Kent and Medway. 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 because of caring commitments.

As part of our commitment to improving the student experience and recognising the greater level of support needed for some student groups – particularly the target groups for Progression – we will continue to monitor all aspects of our service provision to make sure it continues to meet the needs of all students. This will include ongoing review of our physical and digital services.

Alignment with other strategies

The University's ambitions for access and participation are embedded in all our strategies.

Strategic Framework 2015-22

This commits the University to actively reach out to all students, including those from disadvantaged groups, to build confidence, raise aspirations and attainment, and improve employment outcomes. The Strategic Framework sets out a commitment to work in partnership with our students to ensure they become enterprising, professional graduates with an understanding of the challenges facing society and our world, and have the skills, commitment and personal qualities needed to help address them.

Learning and Teaching Strategy (LTS), 2015-22

This is well embedded and informing our work across the University including, but not limited to, policy, framework design, curriculum design and staff development. We value the development of the whole person, respecting and nurturing the potential of each individual, the power of higher education to enrich individuals and communities, and our inclusive community of students and staff. These values form the basis of our LTS, which aims to provide an inclusive learning community and an equitable learning experience.

Equality Objectives

In line with the its Strategic Framework, and with its Equality Duty under the 2010 Equality Act, the University has agreed new Equality Objectives which focus on achieving equality in student outcomes and

increasing and supporting staff diversity. These objectives are underpinned by our revised People Strategy, with its renewed focus on developing staff competence in relation to inclusion.

Estates and Facilities Strategy

In line with the University's Equality Duty under the 2010 Equality Act, this Strategy, along with the delivery of our Estate Master Plan (2015-2030), aims to provide, within the constraints of the existing estate, and as a first design principle in new build, inclusive and accessible educational and residential facilities for students and staff. Accessibility plans for all buildings and external routes record access, egress and adaptations that have been made as well as reflecting the newer and changed buildings within the estate portfolio. We have introduced, and continue to develop, an online wayfinding app that shows access routes to key Canterbury sites and within parts of the campus. In response to demand from the Students' Union and staff networks we are moving to designate all accessible toilets as gender-neutral, and all toilets in our £64M building for the Kent and Medway Medical School and STEM facilities, due to open in September 2020, will be gender-neutral.

Mental Health and Wellbeing Framework

Mental health is an area of strategic focus for the University that has resulted in the development of a Mental Health and Wellbeing Framework for students and staff that will be fully implemented as of the 2019/20 academic year. The Framework has four strategic aims, including one *"To create a mentally healthy environment: a compassionate, empowering, cohesive and inclusive community where every member is valued…"* Each strategic aim is supported by a series of commitments, including to:

- Recognise that our community is diverse and consider, amongst others, the needs of those who commute and of those from other countries and cultures
- Provide positive leadership in creating a university culture which is inclusive and non-judgemental
- Demonstrate zero tolerance to bullying and harassment, challenging prejudice

Implementation of the Framework commenced in May 2019. The model of implementation is one of co-production with students and staff, and is fully supported by the Students' Union. We will be working across academic and professional services areas to ensure that students and staff are supported in creating a mentally healthy environment.

Strategic measures

Widening Access

CCCU will continue to invest in a variety of aspiration and attainment raising activities in order to meet the University's Access targets.

Care-leavers. The University has introduced targets to support students from a care background across all stages of the student lifecycle. We will continue to offer Looked after Children Easter and summer schools, as well as bespoke visits and an enhanced induction for applicants to CCCU to support our widening access target PTA_3. We have signed up to the Care Leavers Covenant and are working towards evidencing our continued support for care-leavers across the three defined areas: Student Focus, Robust Employment Offer and Community Engagement.

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. It is a whole-institutional responsibility to develop and support these events showcasing all subject areas. We will continue to run residential summer schools (including a summer school for looked-after children) that have a proven track record in raising aspirations and attainment.

Raising attainment in schools. To support our KS4 attainment target PTA_1, Partner institutions will be offered staff and 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.

Working with parents and carers. The School and College Engagement 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. Particularly to support our white male LPN access target PTA_2, 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. 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.

Sponsorship arrangements. Complementing its outreach activity, the University currently acts as sole sponsor of Dover Christ Church Academy, an improving school in the district of Dover, an area with significant deprivation hot spots, and in one of the country's most deprived local authorities. The Academy provides a specialist unit for secondary-age students with identified profound, severe and complex learning needs. We are committed to providing strategic leadership to the Academy through the active engagement of three University Members and three Governors, and to support it further through bespoke 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. 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.

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.

Curriculum, Pedagogic and Student Support developments, delivering against student attainment and continuation targets

The measures we will take to achieve our aims, objectives and targets are modelled on the Kingston Inclusive Curriculum approach, which encompasses building inclusive practice into our curriculum from design through to our review and subsequent quality mechanisms. Our aim is to ensure that all students encounter a curriculum that they can easily access and see themselves within with the support of co-creation, and to equip students to thrive and attain during study and be ready to engage with their future.

There will be a simultaneous focus on all students with attainment gaps by building improvements into how we support and engage students, enhance the skills, knowledge and behaviours of staff, target programmes and modules to enhance their approach. We will improve institutional processes and share collective targets and goals to ensure improvements in metrics associated with student retention and attainment.

There is a need to develop specific projects where a variety of initiatives are run simultaneously to address reduced retention, progression and attainment generally, which would by default impact positively on all students, not just target groups. This approach is important, as research indicates that, for example, we would expect to develop and implement a variety of approaches to decrease the attainment gap for black students rather than one single measure (at an institutional and local level).

Specific evidence-based programmes include:

- Commission research into the experience of black students at CCCU in order to focus programmes and other developments appropriately; this will enable us to gather narrative evidence pre- and post-intervention.
- Continue development of targeted pre-arrival, transition and induction work for black students and care-leavers.
- Ensure personal academic tutoring guidance and support allows all staff to support the needs of black students and care-leavers.

- Ensure we maintain an evidence-based approach to our work by focusing staff development and learning and teaching events with themes pertinent to target groups.
- Ensure we report all student outcomes data to meet the needs of this Plan (e.g. black student data separately from AME student data).
- In all areas of curriculum development, require programme teams to utilise "curriculum health check" tools adopted from Kingston University; subsequent to this work we will further develop research-informed resources and activities.
- Review the introduction of anonymous marking (where appropriate), instigated in 2019/20, and the effect on target groups using module evaluation and attainment data in conjunction with qualitative data in accordance with our logic-chain approach.
- Many of our black students are currently taking professional programmes in the Faculty of Health and Wellbeing; we need to consider the experience of students on placement and assess how best to manage the student experience within the workplace learning environment.
- Peer Mentoring will continue with a revised model connected to targeting of at-risk groups and impact evaluation methodology.
- Peer observation and review of teaching with a specific focus on inclusivity to assure the classroom experience is meeting the needs of the target groups.

University dissemination and awards. We will source and provide case studies of best practice, with development of impact data focused to attainment gaps available on the University repository of best practice (PRISM). University Teaching Excellence Awards, which recognise excellence wherever it occurs, will include awards focused on target groups.

Student Support, Health and Wellbeing. The introduction of the 'Stepped Model of Care' and adopting a 'connected network model' for accessing student support continues to inform service improvements. The 'Expect Respect' campaign will be continued following its introduction in 2016/17. 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, Samaritans, health trusts, and local GP surgeries, including ongoing access to specialist NHS mental health services on campus.

Although differences in continuation rates for disabled students are not statistically significant, they do highlight that the continuation rate for students with a mental health condition is below that for students with no known disability. As noted above, mental health is an area of strategic focus for the University that has resulted in the development of the Mental Health and Wellbeing Framework. The focus in the coming years will include the embedding the Framework, with specific projects for targeted student groups. The Student Support, Health and Wellbeing Department is increasingly using student demographic data to drive service delivery, including identifying underrepresented groups with respect to those accessing services. This will be supported by a live link between the University's student record system and the Student Support, Health and Wellbeing Department's case management system. Other planned interventions include using learning analytics and data to address risks and target support for students, particularly during periods of transition. We will also be providing training opportunities for students and staff around mental health, while highlighting the need for effective signposting to internal and external specialist services.

Enhancing the knowledge and skills of staff. We will review OD/ HR Induction and mandatory staff development from an inclusivity perspective around unconscious bias. In addition, Academic Development work in supporting staff to understand how to transition their pedagogic approaches to ensure engagement with inclusive practice around the design and delivery of the curriculum in order to support target groups.

Progression

The University has set out a number of measures in support of its aim to reduce progression gaps between the priority target groups identified. These include a University-wide Employability Framework which sets out an ambition to ensure inclusivity and equal access of opportunity for all, and a range of specific projects, activities and interventions which collectively support the delivery of this ambition to close or eliminate altogether each of the progression gaps (PTP_1, PTP_2, PTP_3, PTP_4 and PTP_5) over the five-year period of this Plan.

The Framework draws together our vision, principles, ambition and offer in relation to employability and enterprise education, and sets out an integrated approach across the University. It aims to create a curriculum-based structure to support the transition into graduate employment, and has three overarching objectives:

- To develop a shared understanding of what an embedded curriculum of employability and enterprise education (including entrepreneurship) contains, and to create a common language across the University.
- To ensure that employability and enterprise education are embedded within the curriculum consistently across all programmes, ensuring inclusivity and equal access of opportunity for all.
- To maximise the opportunities for students and academic staff to develop meaningful interactions with employers, creating a sustainable network of support and optimising the learning gained from this engagement.

As a widening participation university, our student demographic often already has a rich background of work experience to draw upon through prior and part-time work. In order to maximise the learning from these extra-curricular activities, academics will develop ways of capturing these experiences and allow students opportunities to apply their prior and current work experience to their subject knowledge. To ensure that all students benefit from such 'meaningful encounters', maximising the opportunities for these to occur within the curriculum is crucial to the success of the Framework and to students' future employment outcomes.

The Employment and Enterprise team, with support from the Alumni team, will continue to support the building of relationships with employers (especially SMEs and micro businesses in Kent and Medway) and alumni to increase the number of opportunities for students to engage with the world of work. This will support the implementation of the Framework, as well as building those vital relationships in support of the Kent and Medway Graduate Scheme described below.

CCCU has been successful in being awarded funding by the Office for Students in support of the **Kent and Medway Graduate Scheme**, a project to help local graduates with low mobility progress into graduate employment in Kent and Medway SMEs. One of the project's priorities is to work with students and graduates from under-represented groups – particularly BME and disabled students – to increase their progression rates into graduate jobs. Implementation of this project will be a key element in closing the progression gap for black students (PTP_1), disabled students (PTP_3) and students from low participation neighbourhoods (PTP_5), including a specific focus on white, male students from low participation neighbourhoods (PTP_4).

The scheme will be open to all final-year students and recent graduates (<1year), but will specifically target those with a disability, from BME groups, and/or from lower socio-economic backgrounds. Of the 500 students supported throughout the scheme, we aim to support 125 BME students, 100 with a disability, and 100 from lower socio-economic backgrounds.

The scheme will complement existing service provision within the University, with the additional resources working as part of the wider employability team, but with a very specific focus on implementing the workstreams set out in the project proposal.

Career Pulse is a digital tool that enables students to self-assess their confidence in relation to various aspects of employability, generating a report with links to curated programme suggestions for them to work through and improve their score. Following a successful pilot, we will implement Career Pulse more widely across the University as a digital platform for measuring and improving employability skills. Our implementation approach will continue to focus on programmes with high numbers of students in our target groups. The data sets generated by Career Pulse will increase our institutional ability to measure impact and learning gain, and to understand any differences between different student groups. Analysis of the data generated will enable us to track the extent to which we expect to meet our progression targets, and where necessary put in place additional measures in support of students in our target groups. Based on data from the pilot in 2018-19, with over 1650 students registering on and completing the Career Pulse, we expect these numbers to increase by 10% each year, with a target of 2,000 in 2021 increasing to c.3,000 by 2024/25.

During the pilot year, c.200 students (of the 1650 that registered and completed their assessment) retook the Career Pulse, demonstrating an average 16% employability learning gain. Through embedding the principles set out in the employability framework, we expect these numbers to increase by 20% each year, resulting in a projected target of 300 in 2020/21 up to c.620 students in 2024/25.

The aim of the **Work Experience Fund (WEF)** is to provide financial support to students from low income households and other target groups who wish to undertake work experience. Following a review of its effectiveness in 2018-19, we have introduced a number of changes to enable the Fund to support a greater number of students. The WEF will continue to be an important element in ensuring that students from disadvantaged backgrounds are able to access work experience opportunities. It will do this by removing

financial barriers, thus enabling a greater number of students to gain vital experience of the workplace – one of the overarching objectives of the employability framework. We will continue to monitor and review the Fund each year to ensure it is supporting disadvantaged students – and where possible the target groups specified in relation to progression activities i.e. PTP_1, PTP_2, PTP_3, PTP_4 and PTP_5. Based on data from the pilot and Year 1 of the Fund's operation and the level of take-up which increased four-fold, we expect to continue to support an increasing number of students each year, with estimated projections being c.100 in 2020/21, and c.200 in subsequent years.

Financial Support

Over the past five years, between 40% and 45% of our undergraduate students have come from low household income families. The strategic aim for our financial support arrangements over the period of this plan is in line with previous Access Agreements/Access and Participation Plans: to continue to support our most financially vulnerable students as we address our targets for access, continuation, attainment and progression. This will be done through a combination of the CCCU grant and a range of support that is tailored to particular student profiles (e.g. the Care Leaver Bursary) and responsive to need (e.g. the Access to Learning Fund). We will continue to evaluate the impact of targeted financial support using the evaluation toolkit and our own surveys. As an example of a change implemented in the light of evaluation, following a successful allocation of targeted awards that support progression opportunities, we have decided to increase the amount available so that more students from disadvantaged backgrounds can access these opportunities.

The following table indicates new financial support expenditure for 2020/21.Students may apply for funding in more than one year of study. These measures are to run in addition to financial support already committed for continuing students in previous Access Agreements/Access and Participation Plans. As continuing students leave the University the profile of spending will change, as reflected in our Investment Plan. Overall quanta will be kept under review in the light of ongoing evaluation.

CCCU Grant (full-time and part-time entrants)	£600 per year for each year of study, up to a maximum of five years. 50% towards university accommodation. £100 smartcard top up incentive for students who put 100% towards accommodation.
• Income backgrounds of up to £25,000 • Full-time and part-time students paying fees in excess of the relevant basic fee (currently £6,165 for Full-time students and £4,625 for Part-time students (studying at least 25% intensity) • Ordinarily resident in UK (Home students), or EU students* • Priority given to target groups *subject to any changes to EU student funding announced by the Government	
1,000 available (to be reviewed annually based on student intake)	£600,000 expected annual expenditure
Access to Learning Fund	Varied amounts for students in extreme financial hardship
• All awards based on needs assessment	
Variable, depending on need, for new entrants and continuing students	£500,000 expected annual expenditure
Disability Support	Variable amounts for students with a disability to support associated costs including disability assessment (incl. Dyslexia), IT/specialist equipment and other services
• All awards based on needs assessment of students with a disability	
Variable, depending on need	£150,000 expected annual expenditure

Care Leaver Bursary	£1,200 per annum for statutory care-leavers of the UK who meet the eligibility criteria
- For statutory care-leavers of the UK (people who are under 25 years of age and have been looked after for at least 13 weeks since the age of 14 and who were in care on their 16th birthday - OR 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) - Income background below £25,000 - Not in receipt of other CCCU financial support	
50 available, for new entrants and continuing students	£60,000 expected annual expenditure
Work Experience Bursary	Up to £500 per Student to support work experience opportunities
- Priority given to students from low household income and other target groups including: - Care-leavers - Student with disabilities - Black students	
Variable, depending on need, for new entrants and continuing students	£40,000 expected annual expenditure
Partner School Award	£500 per annum for partner school students engaged in outreach activity
- Previous institution in specific catchment area - belonging to at least one of target groups, under-represented in HE	
30 available, for new entrants and continuing students	£15,000 expected annual expenditure
Kent and Medway Medical School financial support package	£1,500 per year for eligible WP students (to be administered by KMMS partner, University of Kent)
- annual household income of less than £42,875 - meet POLAR4 Q1 or Q2 criteria - state educated. - In addition, students who are care-leavers, live in social housing, or who are in receipt of DSA or are mature (over 21 on entry) will also be eligible.	
Up to 22 available	£16,500 estimated annual expenditure (50% of maximum total expenditure)
Total bursaries and other awards for new entrants and continuing students 2020/21	**£1,381,500 as part of a total institutional spend of £3,031,500 (approx.) for students in all years**
Financial Support for Continuing Students	
New system students who started their courses before 2020/21 will receive the institutional financial support as detailed in the relevant Access Agreements/Access and Participation Plan for their year of entry.	

3.2 Student consultation

Students representing several of the target groups have been involved in the development of institutional targets and the financial support arrangements in this Plan. The views of the student body were captured and incorporated into the Plan via focus group activity involving outreach ambassadors, students involved in progression activity and representatives from the Students' Union council. Students are represented by the Students' Union in the Access and Participation Plan Oversight Group where this Plan has been developed.

Steps taken as a direct result of student consultation on the Plan include: maintaining current levels of student financial support; increased focus on activity to reduce black attainment gap; increasing prospective students' awareness of financial support; inclusion of the progression target for students with a disability. Students also recommended having quarterly meetings focussed on the APP to seek feedback from students from the target groups, to report to them on progress and take their views on further adjustments that might be required in the light of evidence of impact. This has been included in our monitoring arrangements.

In terms of ongoing meaningful engagement with the Plan, students are already part of the quality monitoring process through informal and formalised student-staff liaison meetings. Students are panel members for programme approval and are therefore well-placed to support and challenge issues of inclusivity for underrepresented groups as specified. Students will be active partners throughout the evaluation activities (section 3.3), for which we will establish a student reference group for access and participation. Students are also represented, via the Students' Union, on the University's Governing Body.

3.3 Evaluation strategy

The outcome of the self-assessment of performance in relation to evaluation was that we are "emerging" in all areas. Whilst we are clearly committed as a whole institution to widening participation there are areas for development around the planning and dissemination of evaluation activities.

Strategic context

We will continue to draw on expertise from across the University, involving students and researchers, to investigate the impact of specific programmes developed for target groups at all stages of the student lifecycle. We expect to carry out a skills audit (training needs analysis) connected to appraisal of relevant staff, implement development as appropriate and evaluate its impact.

Our work will be evidence-informed by utilisation of sector best practice and research in addition to learning from our own research, scholarly practice and deep understanding of our data. As well as attending key fora, network conferences and study days, we will adopt the models of best practice where positive impact has already been demonstrated.

We engage in collaborative evaluation locally with our partner universities and colleges in the Kent and Medway Progression Federation (KMPF). We work together in evaluating the impact that our combined work has on local student outcomes with a set of partner schools and colleges, sharing data and using shared resource to collect student baselines underpinning the evaluation. By collating student engagement data through the tracking system we are able to get a better picture of the extent of engagement across universities and the journey that these outreach participants make longitudinally. Our schools and colleges contribute to our evaluative approach, and we feed back evidence to school and college staff to demonstrate the importance of evaluation and why their investment in this activity is key.

Data sharing across local partners via the tracking system also allows us and our collaborative partners to examine NCOP delivery in the context of other outreach activity. This allows us to assess how the various components of the work complement one another. We will also be able to clearly separate our NCOP beneficiaries from other outreach participants so that we can monitor groups, areas and age ranges not targeted through the NCOP.

We commit to developing a coherent evaluation strategy with appropriate governance from an Evaluation Oversight Group. We will develop support materials and evaluation tools in order to maximise rigour and consistency across the range of outputs. The first task for the Evaluation Oversight Group will be to develop a logic chain approach to change and evaluation (see section 3.1). This approach will allow us to establish links between the problem, required inputs, activities, outputs, outcomes and impacts. The evaluation will not only review specific programmes and the interventions applied, but will also review the Plan as a whole at University level.

CCCU is a founding member of the collaborative Higher Education Access Tracker Service (HEAT), which 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 points, 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 CCCU 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.

Programme design

For each individual programme of work, there will be an evaluation plan underpinned by evidence. Each programme will clearly state the intended outputs and outcomes. Programmes relate to activities associated with the Retention and Success Framework.

Evaluation design

We will utilise the OfS Evidence and Impact Exchange as a basis for some of our programmes and evaluation designs. There will be an expectation that any evaluation is underpinned by the agreed logic chain approach which will be developed by the Evaluation Oversight Group. Given the nature of the targets we are confident that a range of evaluation approaches will be utilised, for example, case study, comparator group data analysis, and outcome mapping.

The Evaluation Oversight Group will ensure that all evaluation includes Equality Impact Assessment considering the full range of protected characteristics at regular intervals. This is to ensure, not only that our activities benefit the target groups they are intended for, but also that impact is measured across the protected characteristics to monitor for unintended impact, both positive and negative.

Evaluation implementation

Data sharing and baselining agreements are already in place for access monitoring and evaluation work in accordance with GDPR considerations. Our student data/academic management information dashboard is already implemented and widely used, with ongoing developments planned (e.g. the reporting of black student data separately from AME students). The data dashboard provides real-time student data that enables us to provide a rapid response where needed. Considerations around the use of data include GDPR, confidentiality, and secure data-sharing protocols.

Learning to shape improvements

Evaluation activity will not only assess the efficacy of our programmes but also inform future work. We will aim to disseminate our findings both within the institution via established networks involving the student body (for example via the Students' Union Council) and a student reference group for access and participation. We will contribute to the OfS Evidence and Impact Exchange.

It is important that we evaluate not only the efficacy of individual programmes but also our broad approach across a suite of interventions and programmes in relation to all underrepresented groups as well as specific target groups.

Evaluating financial support

We intend to use the OfS financial evaluation toolkit (survey and interviews) as part of our ongoing engagement with target student groups. We used the OfS financial survey tool for the first time in November 2018, and will repeat in November 2019, this time with follow-up interviews using the tool. For the purposes of evaluation of financial support under this Plan we will make use of the statistical package of the toolkit.

3.4 Monitoring progress against delivery of the Plan

Primary responsibility for monitoring progress against the Plan rests with the Access and Participation Plan Oversight Group (APPOG), chaired by the Deputy Vice-Chancellor. The Group will report at least annually, and more frequently if necessary, to the University's Senior Management Team.

APPOG will meet regularly to review work to date, evaluation data, new insights and ongoing planning. The Group will receive regular reports from the Business Intelligence unit in the Directorate of Planning and Academic Administration that will allow it continuously to monitor progress against the aims set out in section 3, ensuring that these key agendas are reported on via existing governance structures, namely the Governing Body, Academic Board, the Education and Student Experience Committee, the Equality, Diversity and Inclusion Committee and Learning, Teaching and Assessment Working Groups. A subgroup to oversee evaluation will report into APPOG. As noted above, in response to student input we will introduce quarterly meetings with students from target groups to seek their feedback, to report to them on progress, and to take their views on further adjustments that might be required in the light of evidence of impact.

The reports on which APPOG will base its monitoring will be available to the whole of the University community, and it will be mandatory for Faculties and Schools to use them to monitor their own progress as part of the established Annual Programme Monitoring process. The reports will be sufficiently granular to allow for rapid identification of differential performance in particular areas and to enable supportive intervention. Limited-life working groups will be established when a particular need arises. This may be as a result of the identification of new insights or data requirements, or in rapid response to evidence that progress against our targets is worsening rather than on track or ahead of schedule. APPOG will agree and monitor actions to address shortcomings in progress against the Plan.

4. Provision of information to students

The University has processes in place to deliver accurate course and student recruitment related information to prospective and current students. This information is reviewed on an annual basis to ensure any changes to the information are incorporated. The information is reviewed with Legal, Finance, Quality and Standards, Marketing and Student Recruitment teams to ensure compliance with GDPR and Competition and Markets Authority guidelines relating to the provision of course and other related information. The University also works with potential students and with the Students' Union to test the clarity of the information we intend to publish.

Course and student recruitment related information is provided to students through several channels:

Website pages

Website pages contain detailed information about the courses offered at the University and include Tuition Fees, Additional Course Costs and links to further information about funding, financial support and contacts.

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 also provides timely information to UCAS and the Student Loans Company (SLC) to enable them to populate their applicant-facing and student-facing web pages.

Student Financial Support Booklet

This provides students with information about Student Tuition Fee and Maintenance Loans, University awards and bursaries, and other sources of financial support.

Open Days and Applicant Days

Talks and printed information about fees, finance and financial support are also provided to prospective students at Open Days and Applicant Days.

Outreach talks with pupils at local schools

The University Outreach teams work with local schools to provide information to pupils about studying at University. This includes information about tuition fees, loans, bursaries and other financial support, and how to effectively budget for their time at University.

Communications sent from the University Customer Relationship Management (CRM) system

Prospective students are sent email communications with links to information about fees, funding and financial support and the Student Finance England. The emails include embedded videos to help explain things to prospective students.

APP Variation request Annex
Responding to new Office for Students priorities:

In addition to the targets and activity outlined in the main body of our 2020-25 Access and Participation Plan, the following pages summarises how the University is supporting the latest priorities from the Office for Students.

Priority B: Develop, enhance and expand their partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.

Canterbury Christ Church University has a long history of working in partnership to support its widening access objectives. Partnerships with schools, colleges, local authorities, charities, federations, universities and third sector organisations are at the heart of our mission to widening participation. We have been partnered with 50 schools and colleges through the Kent and Medway Progression Federation (KMPF) since its inception in 2011.

Working collaboratively with three other universities with campuses in Kent and Medway, we are able to deliver a broad outreach offer to raise aspirations and attainment of the most disadvantaged and under-represented students from years 7 to 13. We are in constant dialogue with our partner schools and colleges, who help inform the type of outreach that is available to students through a continual cycle of delivery, evaluation, feedback and enhancement. For example, KMPF hosted a school leads conference where schools made recommendations how the federation might help to raise attainment of students. Schools input is being incorporated into our collaborative attainment raising activity over the next two years.

An example of our response to feedback from school staff about the barriers to attainment is our Inspiring Mindset wellbeing sessions, developed with wellbeing leaders from We are With You. Schools have suggested that by helping young people to address mental wellbeing issues, our partner schools will be able to devote more time to teaching their students. With You is a charity founded in 1967 providing free, confidential support to people experiencing issues with drugs, alcohol or mental health. They work with external partners such as Canterbury Christ Church University developing the evidence base around effective support for young people often with complex needs. During the Covid-19 pandemic we brought these sessions online and in-person with activities and engaging talks led by experienced practitioners from We are with You and supported by CCCU's UniConnect team. Sessions included emotional wellbeing, understanding stress and making your voice heard.

In our current Access and Participation Plan 2020-25 we already have a target to improve GCSE outcomes for Low Participating Neighbourhood students from our partner schools that we share with the University of Kent. Progress against this target has been impacted by the pandemic but we have developed and are delivering a new attainment programme to schools and are committed to maintaining a pre-16 attainment target in future APPs, to be shared by all four HEIs within the KMPF.

The University's UniConnect activities have helped to support our APP attainment targets in recent years. In May 2022 its flagship programme, Inspiring Minds, won the National Education Opportunities Network (NEON) Outreach Initiative of the Year award and is a sustained informal science learning programme targeted at LPN students who work towards a Bronze Crest award in Science.

The Higher Education Access Tracker (HEAT) and Canterbury Christ Church University have teamed up to examine the impact of CCCU's intensive Inspiring Minds programme on Key Stage 4 (GCSE) exam

attainment. All HEAT member organisations can apply the approach taken in this evaluation to their own activities; with the data and tools used available to all HEAT members. The evaluation design followed here may provide a useful model for other similar outreach activities, i.e. heavily targeted activities that are not over-subscribed and so a comparison group is not easily available.

The evaluation drew on a quasi-experimental design, whereby participants of Inspiring Minds were matched to non-participants based on confounding variables known to influence Key Stage 4 attainment. Evaluation designs incorporating matching techniques such as this can reach Type 3 standards of evidence according to the Office for Students' report (Standards of evidence and evaluating impact of outreach, 2019), with this type considered capable of establishing a causal impact. However, we are critical of our evaluation and reflection of the limitations associated with this evaluation led us to deem it a strong Type 2 evaluation. We have plans in place to raise the standard in the next evaluation cycle.

Demonstrable evidence of the impact of Inspiring Minds has also been highlighted as an example of effective outreach both in the Centre for Transforming Access and Student Outcomes in Higher Education (TASO) Impact of Interventions for Widening Access to Higher Education report and the NEON Innovation Series report.

The robust evaluation methodology that underpins Inspiring Minds has been incorporated into the wider APP attainment raising activities and the legacy of the UniConnect will see Inspiring Minds incorporated into APP funded activity at the end of the programme.

We are piloting additional KS4 attainment raising activity through new partnerships. This year we have collaborated with the National Literacy Trust to deliver a collaborative project run by Canterbury Christ Church University and the National Literacy Trust that is helping pupils from KMPF partner schools to see that higher education could be an option for them. The 5-week programme aimed to help pupils develop the communication skills needed to be successful in the workplace and enter higher education. Participants said they felt more confident when talking about themselves, managing interview scenarios and writing a personal statement for the future. Over the next two years, we will continue to develop this programme in partnership with the National Literacy Trust.

Canterbury Christ Church University is the only Higher Education Institution member of a 'Schools Together' partnership, a national programme that connects staff and learners from independent and state schools. East Kent Schools Together (EKST) is made up of six partner state schools, three independent schools and a university, working together to unlock new educational experiences for pupils and teachers. We have been a founding partner since its inception in 2017 and deliver a programme of activities to improve learners' resilience, collaboration, wellbeing and subject knowledge. At teacher level, we offer curriculum support, CPD opportunities for staff and sit on the Heads and Management groups.

Sponsorship arrangements. Complementing its outreach activity, the University currently acts as sole sponsor of Dover Christ Church Academy, an improving school in the district of Dover, an area with significant deprivation hot spots, and in one of the country's most deprived local authorities. We are supporting staff and students at Governor level, with CPD for teachers, through the EKST partnership and with our targeted attainment raising programme for years 8-11.

Twenty-six of the forty-four schools that offer the International Baccalaureate Careers Pathway (IBCP) are based in Kent and Medway. As such, we have developed close links with these schools and sit on the IBCP Steering Group. The IBCP is a well-rounded and accessible alternative to A Levels and BTECs that prepares students for HE study, especially though the Reflective Project component. Through our effective partnership work, we have welcomed and supported more IBCP students to our University than any other

UK HE provider and will continue to support WP IBCP students into HE through attainment raising activity and our annual IBCP conference.

In support of our collaborative APP target to support the progression of Care Leavers from Kent and Medway into higher education, we have developed a wide range of partnerships with local authorities and charities. These include the Virtual Schools from Kent and Medway, Young Lives Foundation and the Kent Refugee Action Network. We are also members of the Care Leaver Progression Partnership in Kent and the South East Regional Group of the National Network for the Education of Care Leavers. These groups share best practice and opportunities all working towards the shared aim of supporting attainment and progression of care-experienced students.

An example of collaborative pilot activity this year was the Opening Doors programme, a series of sessions delivered by Kent based universities and care-experienced undergraduate students to an audience of local foster families. The aim of the programme was to provide the tools necessary to support attainment and aspiration of children in care. We will continue to develop this programme further in the years to come.

There are a number of meaningful partnerships with internal stakeholders, linking outreach practitioners with academic and research experts. Within the school of Teacher Education, research centre Learning about Science and Religion (LASAR) carries out world-leading national and international research to investigate the relationships between science, religion and the wider humanities in education. While all of their research projects are connected they fall into two main areas: Learning about Science and Religion and Epistemic Insight. The LASAR Centre conducts research and provides public seminars, workshops and resources exploring the relationships between science, religion and other disciplines in education. Their workshops explore Big Questions to do with meaning, purpose and the nature of reality and also the strengths, relevance and limitations of the disciplines we consider.

The Epistemic Insight projects are concerned with how students, pre- and in-service teachers understand the Big Questions raised by science, technology and engineering within a multidisciplinary arena. Some of the projects include 'Working with Engineers to Teach Children to Think Like Engineers' (Royal Academy of Engineering) and work with the Uni Connect (KAMCOP) and CCCU Outreach teams on the 'Inspiring Minds' programme, a sustained activity project to engage school students from disadvantaged backgrounds in informal science learning. More at www.epistemicinsight.com. The Outreach team will continue to work with LASAR research centre and the school of Teacher Education to include our WP impact reports and evaluations into the University's next Research Excellence Framework submission.

The Kent and Medway Medical School (KMMS) is a joint venture between CCCU and the University of Kent, and we have been devising through our own resources and through UniConnect funding innovative approaches to outreach and curriculum. Future Doctors supports aspiring medical students from years 7-13 with priority given to WP students from our partner schools.

We are in the process of linking with industry leaders partnering with CCCU to act as Education Partners, in particular major businesses and strategic regional infrastructure projects seeking Developmental Concept Orders (DCOs). As part of DCOs, businesses and strategic regional projects have to demonstrate a skills and education strategy that addresses regional skills gaps and develops a pipeline for the next generation for businesses and regional infrastructure projects.

Therefore, outreach and in particular attainment-raising programmes funded through industry partners has the potential to address regional business skills gaps and create a pipeline for the next generation of professionals. This would contribute to reducing the risks to regional business expansion plans, and new businesses locating to Kent. This was highlighted by a recent Locate in Kent presentation to the Kent and

Medway Engineering, Design, Growth and Enterprise (EDGE) Hub Strategic Industry Advisory board; a shortage of engineers creates risks to major infrastructure projects, new businesses and expanding businesses in Kent and Medway.

The University's Outreach team are inviting industry partners to join their award-winning approach to encourage, inspire and work with future school leavers, develop the skills they require to succeed in the industry, closing the skills gap and provide the pipeline to industry's next generation of valuable employees to their businesses. A joined-up approach between the University and industry has the potential to achieve a long lasting regional impact, a pipeline of industry professionals in the future and a financially sustainable model.

Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.

Providers are encouraged, as part of the variation request they submit, to set out how they ensure that their students from underrepresented groups are supported to successfully participate on their courses and achieve good quality outcomes. This can be evidenced by transition support available to final year students from SCE as well as academic, pastoral and progression support delivered to students from under-represented groups under the Student Success and Progression phases of the student lifecycle

We have signed up to the Student Futures Manifesto which shows our positive, public commitment to our students' futures and allows us to develop and co-create with students' particular activities and actions. As part of the Manifestos, Canterbury Christ Church University will co-produce and publish a series of actions within the six themes the final report of the Student Futures Commission identified for successful student futures:

1. Support for students before they reach university
2. An induction into university life for each year of study
3. Support for mental health and wellbeing
4. A clear outline of the teaching students will receive and the necessary tools to access it
5. Activities inside and outside the curriculum that build skills, networks and communities
6. A clear pathway towards graduate outcomes

The manifesto will be a public statement of the commitments the University is making, and showcase the positive initiatives being undertaken. It will be co-produced with students and led by a member of the University's senior leadership who reports directly to the Vice-Chancellor.

Mental Health Charter. The charter is based on a set of evidence-informed principles around a whole-university approach to mental health and wellbeing. We are in the process of applying for the charter to achieve recognition for excellent practice and support our ongoing improvement

To support students from underrepresented groups into higher education we have developed a package of Transition, Orientation and Induction initiatives. Each year our approach is shaped by a lessons learnt review of the previous year's activities in addition to ongoing evaluation of the student experience through insight surveys and focus groups. These initiatives support our 'Digital First' approach to welcome and orientation with flexible planning for complementary on-campus welcome fairs and freshers' activities, course team welcome activities, and professional services orientation 'pop ups'.

The package of initiatives also includes pre-arrival access to key course information (Course Essentials), an online Welcome Hub (for new students) and Welcome Back Hub (for returning students) which houses a

mix of content which is static, on demand, and complimented by live online events. We are able to access analytics around the use of the hub which indicates a good degree of student engagement and satisfaction and correlates with positive student evaluations. Engaging with the Welcome Hub enables students from particular groups or who have other profiles/commitments to engage with university services. Within the Welcome Hubs there are dedicated areas associated with supporting student transitions across all levels with tailored content and modules to support student progression and success focussed to academic and personal development, and student wellbeing. The Welcome Hubs are complemented with content on our Learning Skills Hub where students can access a range of resources and activities.

Progression: The University has set out in the Access and Participation Plan its commitment to reduce – and over time eliminate – the gap between those students more and less likely to progress into graduate employment. The OfS-funded GradForce project has been a key element of our service provision, supporting students and graduates from widening participation backgrounds who are least likely to progress into graduate employment. Its initial scope included students with a disability, from BME groups, and those from lower socio-economic backgrounds; however in the early stages of the project, we added care leavers as a fourth target group for GradForce, in order to align the project fully with the APP Progression targets.

From the 2020-21 cohort of GradForce students, the following graph shows the percentage of students from the groups the project is targeting, compared with the CCCU student population as a whole:

	GradForce 2020-21*	CCCU
Black and minority ethnic	38%	16.8%
Disabled	22%	19%
Low socio-economic status	34%	37%
Care leavers	4%	<1%

* some students fall into more than one target group, for example a student who is disabled and a care leaver.

The data above shows that GradForce has been very successful in attracting students from the four the target groups, which has been achieved by:
   a. Targeting marketing and promotional activity to appeal to students from these groups, using overt messaging in some cases
   b. Recruiting GradForce Ambassadors from the target groups
   c. Engaging with academic staff from courses with higher numbers of students from target groups, for example Business and Management where there are high numbers of black students
   d. Working with the BAME Strategic Lead: Closing Our Gap, the Student Union Coordinator at the Medway Campus, and the Student Union at Canterbury to engage with student societies and networks such as the BAME Student Network and CCCU Disabled Students Community

Another objective of the project was to work with students from widening participation backgrounds to develop their confidence in securing graduate employment. From the 2020-21 cohort who completed Grit, the following outcomes were achieved:

   76% reported increased confidence overall
   93% reported increased confidence in ability to create new opportunities
   100% reported increased confidence in developing positive relationships with new people
   86% were more confident about speaking in front of others
   75 % were more confident in accessing support

As we move into the final phase of the project, we are now starting to integrate GradForce into our 'business as usual' activities as a permanent service to the target student groups defined in our Access and

Participation Plan. This includes a business case to convert the three dedicated GradForce posts to be part of the staffing establishment, along with a non-staff budget to support delivery of the student programme and the recruitment service for SMEs.

As part of our planning for the next academic year, we have recently reviewed the GradForce offer to see if there are any changes we will make as the external funding comes to an end. We see GradForce as a vital part of our careers offer to final year students who are least likely to progress into graduate employment, and therefore will continue to target students from these groups. Now that we have a full two years' implementation, case studies are now available which we will use to promote the programme both to academics and students. We will also pilot a new approach to recruitment, where we will ask academics to recommend students from their cohort that they believe would benefit from what GradForce has to offer. This will complement the general marketing and promotional activity to encourage registration, generate greater buy-in from academic staff, and we believe will give students a feeling of being part of something unique that is tailored to their needs, and will give them an edge in securing graduate employment when they leave the University.

We continue to develop our staff guidance for course-based orientation and re-orientation complementing our offer via the Welcome Hubs. The approach has been shaped by our partnership with the Students' Union and through focus group activity and evaluation with our student body. The guidance has been developed to ensure the student experience is focussed to support transitions, is inclusive and decolonised, and clearly focussed on how to meet the needs of underrepresented student groups.   Course teams are asked to plan activities to support transitions between levels, including summer engagement activities and re-orientation activities.

For staff, we have dedicated development sessions connected to supporting transitions and building belonging with a specific set of resources signposting to best practice and other work connected to our whole university approach through our Retention and Success Framework. One facet of the framework is focussed around inclusive practice. Our Inclusive Curriculum Working Group targets activity in professional services and course teams to consider transitions and underrepresented groups. Outputs include strategies to support underrepresented students and students with protected characteristics and these strategies are further developed in course teams through staff development including inclusive curriculum design, building belonging, teaching methodologies and curricular structures.
.
We have developed a variety of data environments to support insights connected to levels of engagement in assessment, physical attendance, engagement with our VLE (through our student engagement dashboard) as well as evolving our approaches to making available to course teams data insights around underrepresented groups. A data driven approach is also in train for professional services areas such as Library and Learning Skills and Student Wellbeing Services to track and monitor student engagement with services and to evolve and more targeted response to student needs according to profiles.

Monitoring. We have made significant changes to our course performance processes. Boards of Study (where course performance is regularly monitored) have revised terms of reference to ensure direct response to OfS expectations on student outcomes. Course teams will have access to detailed monitoring of course performance and analysis of student outcomes via a data dashboard that will be aligned the OfS changes to quality monitoring. Resultant course action plans will build on data that aligns to key metrics (NSS, Access and Participation Plan and OfS key outcomes). Enhanced governance structures will be in place including a central Portfolio Performance Board and corresponding Faculty groups to provide guidance and support to the Course Performance Plans delivered by Boards of Study.

Priority D: Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.

Many of our degrees are also offered with an additional **foundation year**, giving students greater flexibility even if they fall slightly short of the entry requirements. A foundation year provides an introduction to studying at University, offers a supportive environment to develop the self-confidence, knowledge, skills and understanding for further study. We are finding that the foundation year option is appropriate for school-leavers or mature learners returning to study.

Higher and degree apprenticeships offer an alternative route to higher education for both school leavers and those already established in their careers. Canterbury Christ Church University offers a range of dynamic, industry-focused apprenticeship courses helping employers and employees to succeed. We currently offer higher and degree apprenticeships areas within Health, Business and Engineering and are continually developing new apprenticeships to respond to market changes and business requirements.

Our April 2022 Apprenticeship Ofsted Report has highlighted the advantages of this flexible provision, particularly for non-traditional learners:

> *Apprentices enjoy their learning, and they are very keen to succeed. They work hard, and they thrive in the caring and inclusive environment that staff have established.*
>
> *Leaders and managers ensure that an aspirational and highly relevant curriculum is in place for their apprentices. They are passionate about inclusion. They make sure that non-traditional applicants can successfully apply and thrive as apprentices.*

We are also undertaking initial scoping work to engage with the Higher Technical Qualifications agenda and, working with FE college partners, offering HTQ badged qualifications in appropriate areas.

Provider fee information 2021-22

Provider name: Canterbury Christ Church University
Provider UKPRN: 10001143

Summary of 2021-22 course fees

*course type not listed by the provider as available to new entrants in 2021-22. This means that any such course delivered to new entrants in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	All entrants from 2017/18 onwards	Fee applies to entrants/all students	£9,250
First degree	Continuing students who started their course prior to 2017/18	Fee applies to continuing students only	£9,000
Foundation degree		Fee applies to entrants/all students	£7,220
Foundation year/Year 0		Fee applies to continuing students only	£7,220
Foundation year/Year 0		Fee applies to entrants/all students	£9,250
Foundation year/Year 0	International Foundation Programme - EU students who started in 2020/21 only	Fee applies to continuing students only	£8,725
HNC/HND	*		*
CertHE/DipHE		Fee applies to entrants/all students	£9,250
Postgraduate ITT	Full PGCE	Fee applies to entrants/all students	£9,250
Postgraduate ITT	QTS ONLY	Fee applies to entrants/all students	£5,960
Accelerated degree		Fee applies to entrants/all students	£9,250
Sandwich year		Fee applies to entrants/all students	£1,850
Erasmus and overseas study years		Fee applies to entrants/all students	£1,385
Other	*		*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	Course fee:
First degree	Bexley London Borough Council 10000146	Fee applies to entrants/all students	£7,220
First degree	Global Banking School Limited 10042500	Fee applies to entrants/all students	£9,250
First degree	London South East Colleges 10000948	Fee applies to continuing students only	£6,970
First degree	London South East Colleges 10000948	Fee applies to entrants/all students	£9,250
First degree	London South East Colleges 10000948 - Social Work Studies	Fee applies to entrants/all students	£9,250
First degree	St. Piran's School (GB) Limited 10008653	Fee applies to entrants/all students	£9,250
First degree	THE ABDO COLLEGE OF EDUCATION 10067531 - Year 3 continuing students only	Fee applies to continuing students only	£6,215
First degree	The University of Kent 10007150	Fee applies to entrants/all students	£9,250
First degree	University of Greenwich 10007146	Fee applies to entrants/all students	£9,250
Foundation degree	Bexley London Borough Council 10000146	Fee applies to entrants/all students	£7,220
Foundation degree	Bexley London Borough Council 10000146	Fee applies to entrants/all students	£7,220

Foundation degree	London South East Colleges 10000948	Fee applies to continuing students only	£6,770
Foundation degree	London South East Colleges 10000948	Fee applies to entrants/all students	£7,220
Foundation degree	Mid-Kent College 10004340	Fee applies to entrants/all students	£7,220
Foundation degree	THE ABDO COLLEGE OF EDUCATION 10067531 - Year 1 - new entrant students only	Fee applies to entrants/all students	£7,220
Foundation degree	THE ABDO COLLEGE OF EDUCATION 10067531 - Year 2 continuing students only	Fee applies to continuing students only	£6,315
Foundation degree	West Kent and Ashford College 10007419	Fee applies to continuing students only	£6,165
Foundation degree	West Kent and Ashford College 10007419	Fee applies to entrants/all students	£7,220
Foundation year/Year 0	Elizabeth School of London Limited 10047572	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	Global Banking School Limited 10042500	Fee applies to entrants/all students	£9,250
Foundation year/Year 0	St. Piran's School (GB) Limited 10008653	Fee applies to entrants/all students	£9,250
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT	Imperial College of Science, Technology and Medicine 10003270	Fee applies to entrants/all students	£9,250
Postgraduate ITT	No valid UKPRN given - Various - School Direct PGCE: Aquila Trust, Ashford TA, Bexley Teaching School, Canterbury TA, Canterbury & Swale Teacher TA, CLASS, DDS, EKLA, Furley Park Primary, John Wallis Academy, KCSPTA, LEAF, Medway Teaching School Alliance, Sandwich Technology School, Shepway TA, St George's RC School, Spires Academy, Swale Academies Trust, Valley Invicta Teaching School Alliance, Furley Park Primary Academy, Tandridge TA, Thames TA	Fee applies to entrants/all students	£5,960
Postgraduate ITT	No valid UKPRN given - Various - School Direct PGCE: Aquila Trust, Ashford TA, Bexley Teaching School, Canterbury TA, Canterbury & Swale Teacher TA, CLASS, DDS, EKLA, Furley Park Primary, John Wallis Academy, KCSPTA, LEAF, Medway Teaching School Alliance, Sandwich Technology School, Shepway TA, St George's RC School, Spires Academy, Swale Academies Trust, Valley Invicta Teaching School Alliance, Furley Park Primary Academy, Tandridge TA, Thames TA	Fee applies to entrants/all students	£9,250
Accelerated degree	London South East Colleges 10000948	Fee applies to entrants/all students	£9,250
Sandwich year	*		*
Erasmus and overseas study years	*		*
Other	*		*

Table 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	BA (Hons) Primary Education (7-11 Pathway)	Fee applies to entrants/all students	£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 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	Course fee:
First degree	*		*
Foundation degree	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT	*		*
Accelerated degree	*		*
Sandwich year	*		*
Erasmus and overseas study years	*		*
Other	*		*

Access and participation plan
Fee information 2020-21

Provider name: Canterbury Christ Church University

Provider UKPRN: 10001143

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

The year on year tuition fees for courses which are set in line with the maximum Government 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. For all other undergraduate courses the fee will increase each year during the programme of study in line with RPI.

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£7,050
Foundation year/Year 0		£7,050
Foundation year/Year 0	International Foundation Programme	£8,520
HNC/HND	*	*
CertHE/DipHE		£9,250
Postgraduate ITT	Full PGCE	£9,250
Postgraduate ITT	QTS Only	£5,960
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 students

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Bexley London Borough Council 10000146	£7,050
First degree	London South East Colleges 10000948	£7,050
First degree	London South East Colleges 10000948 - Social Work Studies	£9,250
First degree	St. Piran's School (GB) Limited 10008653	£9,250
First degree	The University of Kent 10007150 - BSc Maths / KMMS students	£9,250
First degree	University of Greenwich 10007146	£9,250
Foundation degree	Bexley London Borough Council 10000146	£7,050
Foundation degree	London South East Colleges 10000948	£7,050
Foundation degree	Mid-Kent College 10004340	£7,050
Foundation degree	THE ABDO COLLEGE OF EDUCATION 10067531	£7,050
Foundation year/Year 0	St. Piran's School (GB) Limited 10008653	£7,050
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	Imperial College of Science, Technology and Medicine 10003270	£9,250
Postgraduate ITT	No valid UKPRN given - Various - School Direct PGCE: Aquila Trust, Ashford Teaching Alliance, EKLA, Fulston Manor, Ifield, KCSPTA, Medway Teaching School Alliance, Sandwich Technology School, Shepway Teaching Alliance, Simon Langton Grammar School, St George's RC School, Swale Academies Trust, The Beacon School, The John Wallis, Valley Invicta Teaching School Alliance, Furley Park Primary Academy, Tandridge Teaching Alliance	£9,250
Postgraduate ITT	No valid UKPRN given - Various - School Direct QTS only: Aquila Trust, Ashford Teaching Alliance, EKLA, Fulston Manor, Ifield, KCSPTA, Medway Teaching School Alliance, Sandwich Technology School, Shepway Teaching Alliance, Simon Langton Grammar School, St George's RC School, Swale Academies Trust, The Beacon School, The John Wallis, Valley Invicta Teaching School Alliance, Furley Park Primary Academy, Tandridge Teaching Alliance	£5,960
Accelerated degree	London South East Colleges 10000948	£9,250
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	BA (Hons) Primary Education (7-11 Pathway)	£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 4d - Sub-contractual part-time course fee levels for 2020-21

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*

Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: Canterbury Christ Church University

Provider UKPRN: 10001143

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£5,687,599.00	£5,687,599.00	£5,687,599.00	£5,687,599.00	£5,687,599.00
Access (pre-16)	£3,027,828.00	£3,027,828.00	£3,027,828.00	£3,027,828.00	£3,027,828.00
Access (post-16)	£2,038,947.00	£2,038,947.00	£2,038,947.00	£2,038,947.00	£2,038,947.00
Access (adults and the community)	£570,824.00	£570,824.00	£570,824.00	£570,824.00	£570,824.00
Access (other)	£50,000.00	£50,000.00	£50,000.00	£50,000.00	£50,000.00
Financial support (£)	£3,031,500.00	£3,181,500.00	£3,361,500.00	£3,481,500.00	£3,481,500.00
Research and evaluation (£)	£75,000.00	£75,000.00	£100,000.00	£100,000.00	£100,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£30,798,790.00	£55,505,945.00	£69,339,535.00	£81,618,670.00	£88,893,275.00
Access investment	2.4%	1.4%	1.1%	0.9%	0.8%
Financial support	9.8%	5.7%	4.8%	4.3%	3.9%
Research and evaluation	0.2%	0.1%	0.1%	0.1%	0.1%
Total investment (as %HFI)	12.5%	7.2%	6.1%	5.3%	4.9%

Office for Students [ofs]

Targets and investment plan
2020-21 to 2024-25

Provider name: Canterbury Christ Church University

Provider UKPRN: 10001143

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in KS4 attainment for outreach participants from underrepresented groups	PTA_1	Low Participation Neighbourhood (LPN)	Reduce the gap in KS4 attainment (5 GCSEs at grades 4-9 including English and Maths) between outreach participants (Q1) and the LA average.	Yes	HEAT Data	2016-17	16% gap in attainment between POLAR3 Q1 and LA average	15%	15%	14%	14%	13%	Our collaborative work will focus upon delivering a progression framework of outreach to Year group 7-10 with the aim of contributing to increased attainment of disadvantaged outreach participants. Our milestones reflect the challenges of this work and the delay in impact of results when working with younger age groups.
To reduce the gap in HE progression for oureach participants from underrepresented groups	PTA_2	White economically disadvantaged males	Reduce the gap in HE progression rate between white male students from a POLAR4 Q1-2 participants vs Q5	Yes	HEAT Data	2016-17	9% gap in HE progression rate between disadvantaged white males and POLAR4 Q1-2	8%	8%	7%	6%	5%	Our collaborative work will focus upon delivering a progression framework of outreach to Year group 7-10 with the aim of contributing to increased attainment of disadvantaged outreach male participants. Our milestones reflect the challenges of this work and the delay in impact of results when working with younger age groups.
To increase HE progression for outreach participants from underrepresented groups	PTA_3	Care-leavers	Increase HE progression rate of Care Leavers outreach participants (Looked After Children)	Yes	Other data source	2015-16	8% of Care Leavers progress to HE (Kent & Medway average)	9% to HE	9% to HE	10% to HE	10% to HE	11% to HE	Our collaborative work will focus upon delivering a progression framework of outreach to Year group 7-10 with the aim of contributing to increased progression of Looked after Children participants locally. Our milestones reflect the challenges of this work and the delay in impact of results when working consistently with this hard to reach group facing many barriers to entry.
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
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	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the non-continuation gap for students from underrepresented groups	PTS_1	Ethnicity	Percentage difference in non-continuation rates between black students and white students	No	The access and participation dataset	2016-17	3% gap	2.5%	2%	1.5%	1%	0%	This is based on general trends in the improvement of continuation rates in line with the work connected to the retention and success framework and programmes/interventions that will be in place to address PTS_2
To reduce the attainment gap for students from underrepresented groups	PTS_2	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	42% gap	40%	37%	33%	29%	24%	Having acknowledged the significant work required in for this target group and taking into consideration the record of success in the sector across institutions who have reduced attainment gaps significantly, we predict a slower velocity at first. This takes into account shifts in whole institiutional approaches as well as targeted measures. We would aim to halve the gap in year 6 and achieve below current sector average in year 7.
To reduce the gap in good degree attainment between students who enter HE with an A level vs BTEC qualification	PTS_3	Attainment raising	Percentage difference in 'good degree' attainment (1st and 2:1) between outreach participant A level and BTEC entry students	Yes	HEAT data	2016-17	9% gap in 'good degree' attainment for BTEC and A level outreach participants	8%	7%	6%	5%	5%	Our collaborative work will focus upon delivering outreach to Year 12 and Year 13 students in secondary schools and colleges studying a BTEC qualification. The work will focus on preparing students for HE, particularly around academic writing and exams, with the aim of reducing good degree attainment gap for outreach participants who enter HE with a BTEC qualification. Our milestones reflect the challenges of this work and the delay in impact from Year 12 to completion of a degree programme.
To reduce the non-continuation gap for students from underrepresented group	PTS_4	Care-leavers	Percentage difference in first-year withdrawal rates between care-leavers and non care-leavers	No	Other data source	Other (please include details in commentary)	3.2% gap	3.1%	3.0%	2.8%	2.6%	2.3%	Baseline is 5-year average of first year First Degree full-time students (2013-14 to 2017-18). The targets for each year are based on the most recent 5-year average given the small cohort size. This target will be addressed through our whole institution approach to retention and success. Also, strengthened guidance for personal academic tutors. We will be taking into account broader student profiling in the design of our transition, orientation and induction activities and resources.

To reduce the attainment gap for students from underrepresented groups	PTS_5	Care-leavers	Percentage difference in degree attainment (1st and 2:1) between care-leavers and non care-leavers	No	Other data source	Other (please include details in commentary)	6.4% gap	6.3%	6%	5.7%	5.2%	4.5%	Baseline is 5-year average of full-time First Degree qualifiers with known Care Leaver status (2013-14 to 2017-18). The targets for each year are based on the most recent 5-year average given the small cohort size. This target will be addressed through our whole institution approach to retention and success specifically through the Mental Health and Wellbeing framework, Personal Academic Tutoring and student support.
To reduce the non-continuation gap for white male students from low participation neighbourhoods (Q1-2), and white male students from Q3-5	PTS_6	White economically disadvantaged males	Percentage difference in first-year withdrawal rates between white, male students from low participation neighbourhoods (Q1 and Q2) and while, male students from Q3-5	No	Other data source	Other (please include details in commentary)	3% gap	2.9%	2.7%	2.4%	2%	1.4%	Baseline is 5-year average of first year First Degree full-time students (2013-14 to 2017-18). The targets for each year are 5-year averages given the small cohort size. This target will be addressed through our whole institution approach to retention and success. Also, strengthened guidance for personal academic tutors. We will be taking into account broader student profiling in the design of our transition, orientation and induction activities and resources.
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	PTS_8												
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Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the graduate employment gap between black and white students	PTP_1	Ethnicity	Percentage difference in graduate employment between black and white students	No	The access and participation dataset	2016-17	6% gap	5%	4%	2.5%	1%	0%	This target will be addressed through delivery of the (OfS funded) Kent and Medway Graduate Scheme, as well as implementation of the employability framework.
To reduce the graduate employment gap between care-leavers and non care-leavers	PTP_2	Care-leavers	Percentage difference in graduate employment between care-leavers and non care-leavers	No	Other data source	Other (please include details in commentary)	8% gap	7.8%	7.4%	7%	6.4%	5.6%	Baseline is 5-year average of UK full-time undergraduate DLHE respondents (2012/13 to 2016/17). The targets for each year are based on the most recent 5-year average given the small cohort size. This target will be addressed through delivery of the (OfS funded) Kent and Medway Graduate Scheme, as well as implementation of the employability framework.
To reduce the graduate employment gap between students with and without a disability	PTP_3	Disabled	Percentage difference in graduate employment between students with and without a disability	No	The access and participation dataset	2016-17	8% gap	7%	6%	6%	5%	4%	This target will be addressed through delivery of the (OfS funded) Kent and Medway Graduate Scheme, as well as implementation of the employability framework
To reduce the graduate employment gap between white, male students from low participation neighbourhoods (Q1 and Q2) and white, male students from Q3-5	PTP_4	White economically disadvantaged males	Percentage difference in graduate employment between white, male students from low participation neighbourhoods (Q1 and Q2) and white, male students from Q3-5	No	Other data source	Other (please include details in commentary)	4% gap	4%	3.8%	3.6%	3.2%	2.8%	Baseline is 5-year average of UK full-time undergraduate DLHE respondents (2012/13 to 2016/17). The targets for each year are based on the most recent 5-year average given the small cohort size. This target will be addressed through implementation of the employability framework, ensuring that activities and interventions are designed to engage this target group.
To reduce the graduate employment gap between students from low participation neighbourhoods (Q1) and students from Q5.	PTP_5	Low Participation Neighbourhood (LPN)	Percentage difference in graduate employment between students from low participation neighbourhoods (Q1) and students from Q5	No	The access and participation dataset	2016-17	6% gap	5%	5%	4%	4%	3%	This target will be addressed through delivery of the (OfS funded) Kent and Medway Graduate Scheme, as well as implementation of the employability framework.
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