

# Canterbury Christ Church University

## Access and Participation Plan 2025-26 to 2028-2029

### Introduction and Strategic Aim

Canterbury Christ Church University (CCCU) is deeply committed to changing lives and increasing social mobility through widening participation in higher education. Our mission is to pursue excellence in education and research; inspired by our Church of England Foundation, we are passionate about transforming individuals, creating knowledge and enriching communities to build sustainable futures. Our purpose and educational strategy are to provide learning opportunities inclusive of all students from diverse backgrounds, ensuring they feel a sense of belonging as part of the CCCU community.

CCCU embraces a diverse student and staff community with just over 33,000 students in total and 1,700 staff. 90% of those students are undergraduate. Our full-time mature student population (21 and over) is 82% at undergraduate level, nearly triple that of the sector average of 29%. With 64.9% of our full-time undergraduates from IMDQ1 and IMDQ2, nearly two thirds of our undergraduates have challenging socio-economic backgrounds coming from areas of rural and coastal deprivation in the South-East or areas of inner-city deprivation in London. This is significantly higher than the sector average of 44.1%. Two thirds of our students choose to commute to campus. Many are mature students with parental responsibilities and others decide that commuting is a more affordable option. 22.4% of our full-time undergraduate student population are from minority ethnic backgrounds, below the sector average (34.2%) but significantly higher than the Kent and Medway population (11.4%).

This submission of our APP 25-29 will present additional University strategy and approaches that have developed since the previous submission.

The University's Vision 2030 strategic framework is based on our values of being Sustainable and Ethical; Innovative and Courageous; Compassionate and Inclusive; Collaborative and Creative. Based on these values our strategic aims are arranged with four pillars - Student Learning, Life and Futures; Research Enterprise and Innovation; Our Impact; People, Culture and Community – around a central aim of Shaping Sustainable Futures. The underpinning strategies to achieve the aims (Learning, Teaching and Assessment; Research and Enterprise; Digital; People; Finance; and Estates) have been built on our values and mapped to the cross-cutting themes of sustainability, compassion, wellbeing, partnerships, inclusivity, and global.

These values and themes also underpin our Access and Participation Plan for the next four years as we strive towards an equitable future for all our students, regardless of background or circumstance. We are committed to a range of actions designed to foster an inclusive learning community across the diversity of our staff and student populations with the aim of providing an excellent learning experience delivering increasingly equitable outcomes. We have set ourselves ambitious targets to eliminate gaps in access, success and progression, informed by our analysis of performance and developed in partnership with our student body.

Success will be delivered through collaboration, challenge, targeted interventions, personal and professional development and policy and procedural changes and our strategy will be continually informed by the study of sector best practice, case studies and reports published by HESA, Advance HE, Universities UK, TASO and the Office for Students.

Our Strategic Vision 2030 recognises that the world is changing along with the needs of our students. We have been reviewing our portfolio and our educational model to better meet the needs of future graduates. Our new Academic Framework will allow us to deliver the ambitions of Vision 2030, and ensure the quality of student experience, the attractiveness of our portfolio, and the financial sustainability of our delivery model.

The aims of the new Academic Framework are to deliver:

- (i) The ambitions of Vision 2030 and our Learning, Teaching and Assessment Strategy, with outstanding outcomes and experience for all of our students;
- (ii) An innovative, integrated curriculum that embeds industry and enterprise, research, sustainable and compassionate futures, inclusivity & internationalisation, and interdisciplinary skills with core subject knowledge;
- (iii) An improved educational journey and delivery model with streamlined processes and regulations that support outstanding student experience and outcomes.

Students will benefit through:

- A clearer educational journey through their studies;
- Industry, careers and enterprise opportunities in every course to improve progression into graduate level employment;
- Authentic assessment and real-world learning, allowing students to achieve their potential;
- Inclusive student-centred Learning Experience Design to measurably improve outcomes;
- Additional non-credit-bearing study abroad opportunities between level 5 and 6 with funding opportunities available;
- An inclusive and innovative curriculum that delivers courageous, collaborative, creative graduates ready to solve global challenges and shape compassionate and sustainable futures;
- Interdisciplinary opportunities to develop the breadth of human skills graduates need.

Greater focus in the curriculum on supporting transitions and progression across the student journey will support continuation and completion, and refreshed approaches to inclusion and assessment will improve the attainment of students. Finally, the new framework will allow students to progress through the University from Foundation Year to Postgraduate awards under a coherent and consistent course design model.

All courses will move to the new Academic Framework over time at a pace that is deliverable, starting with a selection of subject areas for commencement in 2025. From 2026 all direct-taught undergraduate courses will embark on the new framework, with courses at collaborative providers to follow at the point of periodic course review and re-approval or where new commercial partnerships are developed.

In Vision 2030 and in our Learning, Teaching & Assessment Strategy we are committed to a curriculum that is innovative, research-leading, transdisciplinary, digital, inclusive, compassionate, focused on wellbeing, international, global, entrepreneurial and industry-engaged. We have distilled these characteristics into three distinctive curriculum hallmarks. All students have the opportunity to engage with sustainability in a way that is relevant to their chosen subject, which comprises a curriculum that is also innovative, inclusive and industry-responsive.

## 1. Risks to Equality of Opportunities, and Objectives

Based on the assessment of performance and referencing the Equality of Risk Register, we have identified common sector-wide risks associated with the various phases of the student lifecycle that will be addressed through targeted interventions detailed later in the plan.

### 1.1 Access

For students still at school or college there are shared risks around knowledge and perception of HE along with successful university applications that our targeted interventions for KS4 attainment raising, children in care and ABCSQ1 will seek to address.

**Risk 1: Knowledge and Skills; Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 4: Application Success Rates**

## 1.2 Success – Continuation and Completion

We have identified gaps in continuation and completion outcomes for our commuting students, male, IMD Q1 and Q2 and ABCS Q1 students where there are recurring sector-wide risks around knowledge, support and mental health that our continuation and completion targets and interventions will look to mitigate.

**Risk 1: Knowledge and Skills; Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 6: Insufficient Academic Support; Risk 7: Insufficient Personal support; Risk 8: Mental Health**

## 1.3 Success – Attainment

The ethnicity and gender attainment gaps will be narrowed through our comprehensive and wide-ranging intervention strategies. There are common risks associated with these student groups around knowledge, support, cost pressures, mental health and progression.

**Risk 1: Knowledge and Skills; Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 6: Insufficient academic support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures; Risk 12: Progression from Higher Education**

There are additional risks for students with Cognitive or Learning Difficulties (Risk 5: Limited choice of course type and delivery mode, Risk 9: Ongoing impacts of coronavirus) and our IMD Q1 students (Risk 9: Ongoing impacts of coronavirus), that are addressed within the interventions detailed later in the plan.

**Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 5: Limited choice of course type and delivery mode Risk 6: Insufficient academic support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 9: Ongoing impacts of coronavirus; Risk 10: Cost Pressures; Risk 12: Progression from Higher Education**

## 1.4 Progression

All identified groups at CCCU that will receive targeted interventions to support progression into employment share the same risks. Risks in common that relate to academic and personal support, mental health, finances and capacity are associated with age, gender, ethnicity, disability, free school meals, ABCSQ1 and commuter students.

**Risk 6: Insufficient academic support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures; Risk 11: Capacity issues and Risk 12: Progression from Higher Education**

## 2. Intervention Strategies and Expected Outcomes

Our plan from 2025 onwards is designed to be more streamlined and acknowledges progress made since the previous submission, in particular the development and embedding underway of several interdependent whole-university strategies, policies and frameworks with relevance to improved continuation, completion and attainment.

### 2.1 Access

Canterbury Christ Church University has a long history of working in collaboration to support its widening access objectives. Outreach partnerships with schools, colleges, local authorities, charities, federations, universities and third sector organisations are at the heart of our mission to support widening participation. We work strategically with 50 schools and colleges as a founding member of the Kent and Medway Progression Federation (KMPF) since its inception in 2011.

The focus of our widening access interventions will be supporting attainment in schools of the most disadvantaged learners, the progression of Care Leavers in Kent and Medway and improving access of ABCSQ1 students at CCCU. We will deliver this through our strong and established collaborative outreach provision with other local universities through the Kent and Medway Progression Federation (KMPF) and the Kent and Medway Collaborative Outreach Programme (KaMCOP), part of the UniConnect programme.

Members will also work together to ensure that the KMPF (including UniConnect) Hub is effective and works seamlessly with the established federation 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.

**Target: Raising Attainment in Schools (PTA\_2, PTA\_3).** The University's UniConnect activities have helped to complement our APP attainment raising work 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 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 our APP funded attainment raising series to ensure the impact and legacy of this award-winning UniConnect initiative.

Another programme developed within the University's UniConnect team is **Change Makers**. The programme has been designed to provide significant opportunities for students to develop literacy skills to support their English language attainment and to enable students to access more effectively the broad curriculum offer delivered within the secondary education setting. Change Makers will become the first in our series of sustained and progressive interventions that support literacy attainment in selected schools.

<b>Intervention Strategy: Objectives and Targets</b>	<p><b>Primary Objective:</b> To close the <b>gap in KS4 literacy attainment</b> by 5 percentage points between pupils attending our attainment raising outreach interventions and the school average (mid prior attainers) so they are equal by 2028/29. Source HEAT KS4 Track data.</p> <p><b>Secondary Objective:</b> To increase the <b>academic self-efficacy and academic resilience</b> reported by pupils attending our collaborative attainment raising outreach interventions when in Year 7 by 5 percentage points when in Year 11. Source: HEAT Survey Data</p>		
<b>Risks to equality of opportunity</b>	Risks 1, Knowledge and Skills, Risk 2 Information and Guidance, Risk 3 Perception of Higher Education, Risk 4 Application success rates		
<b>Activity</b>	<b>Inputs</b>	<b>Outcome Indicators</b>	<b>Cross intervention</b>
<p><b>AR1 - Change Makers</b> – Eight session project for year 7 learners. Existing, improvements and further development.</p> <p>In addition, pre and post surveys... in separate evaluation plans</p>	Staff Development & delivery; Staff Administration; Student Ambassadors; Materials for resources; Hospitality;	<p>Increase in attitude towards learning.</p> <p>Increase in reading confidence. Improve academic resilience (reading for purpose).</p> <p>Improve pleasure of reading (extra-curricular reading). Reflection on skills and techniques learnt throughout project.</p> <p>Increase attainment across Humanities subjects at end of year assessment in relation to a matched comparator group.</p> <p>Attitudinal shifts in their understanding of the relationship between school subjects (increase in epistemic insight). Increased awareness in the breadth of literary sources and genres available. (short term)</p>	PTA_2 and PTA_3

		<p>Increase number of students opting for Ebacc subjects. Continued increase in students' understanding of the relationship of curriculum subject to real-world opportunities and challenges. Greater confidence in using a range of disciplinary perspectives to inform their analysis and evaluation of complex issues. Maintained academic resilience in reading for purpose. Increased likelihood of students progressing to Level 3 studies (intermediate outcomes). Increase in literacy attainment. Increase in academic attainment at KS4. Increased % of students achieving 9-4/9-5 in EBacc. Increase in EBacc average point score at school level. Increased Attainment 8 Score at individual level student and school level. Increased likelihood of students applying and going to HE. Development of a robust progressive and longitudinal Epistemic Insight literacy programme reaching year 7-11 students. Creation of research-engaged evidence base for what works to increase literacy attainment for different target groups. (long term)</p>	
<p><b>AR2 - Additional pilot activities - to launch in 2024/25</b> – targeted activity for KS3 learners in year 9 to deepen knowledge and benefits of HE.</p>	<p>Staff Development &amp; delivery; Staff Administration; Student Ambassadors; Software for Online delivery.</p>	<p>Increase in attitude towards learning. Improve academic resilience. Reflection on skills and techniques learnt throughout project. Attitudinal shifts in their understanding of the relationship between school subjects. Greater confidence in using a range of disciplinary perspectives to inform their analysis and evaluation of complex issues. Increase in academic attainment at KS4. Increased Attainment 8 score at individual level student and school level. Increased likelihood of students applying and going to HE</p>	<p>PTA_2 and PTA_3</p>
<p><b>AR3 - Inspiring Minds – Year 10</b></p>	<p>Staff Development &amp; delivery; Staff Administration; Student Ambassadors; Transport; Hospitality</p>	<p>Positive influence on students' intentions to continue into STEM based education and/or careers as well as their perceptions and attitudes to science and HE more generally. Increased knowledge and likelihood of application to university. Over 80% of Students pass their Bronze CREST Award. an Increase in applications to HE (and particularly for STEM) for participants. In the medium-term, participants will be more likely to choose post-16 STEM routes.</p>	<p>PTA_2 and PTA_3</p>
<p><b>AR4 - Virtual Medical Society – Years 9-11</b> Open to students from Kent and Medway schools (preference given to WP students and those in non-selective schools). 14 sessions take place between October-May, where school students interact and learn from a junior doctor, medical students, and other KMMS academics.</p>	<p>Staff Development &amp; delivery; Staff Administration; Student Ambassadors; Software for Online delivery.</p>	<p>Learners broaden their understanding of subject and its wider applications (short-term); Increased GCSE science attainment (medium-term); Increased progression to HE (long-term).</p>	

Targeted at students interested in a health-related career.			
Total cost of activities planned	£285k p/a to cover activity development, promotion, delivery and evaluation		
Evidence-base & rationale	To increase the likelihood of students achieving 9-4/9-5 across the EBacc subject areas it is necessary for them to access the secondary school curriculum, including having clear understanding of the nature of knowledge formation within and across the humanities and sciences (known as epistemic insight). This requires the ability to read and comprehend the purpose and context of written information across a range of disciplinary perspectives in order to analysis and evaluate the context (via “long answer” GCSE style questions in terminal assessments). Evidence suggests that there is a positive relationship between reading enjoyment and attainment and this sustained programme will attempt to support this evidence base. Furthermore, it will add to the research base that increased understanding of the nature of knowledge (epistemic insight) increases students' academic engagement through increases in perceived relevance of a wider range of academic disciplines to career and social issues.		
Evaluation	<p>Independent Evaluation undertaken by KMPF. This will involve baselining participants in years 7, 9 and 11 and will include self-efficacy and academic resilience measures. In addition, there will be pre and post surveys for each sustained intervention.</p> <p>As KS4 exams are taken once, a pre/post measure for one cohort is not possible. It is also not possible to measure yearly progress between YG7 and 11 for the cohort, hence the secondary objective to measure <b>academic self-efficacy and academic resilience</b> not only as an impact measure for specific interventions but as a proxy progress measure towards our attainment target.</p> <p>We are aiming for type 3 Evaluation for our Primary KS4 attainment target and type 2 for our Secondary objective.</p> <p>We will pilot all new aspects of the strategy in 2023/24, with the aim of refining the programmes and having a robust programme in place by 2024/25. We will start disseminating findings on our website, as well as the KMPF website for collaborative provision, by Spring 2026. We will also share our findings at the KMPF Summit (with local teachers and advisers), and at conferences where appropriate.</p>		

**Target: Improving access for ABCSQ1 students at CCCU (PTA\_4).** A high-volume target that will be supported by a broad range of outreach interventions at Key Stages 2, 3 and 4. Targeted outreach will support aspirations and improve engagement and academic resilience of ABCSQ1 student from across KMPF schools. Key stage 4 outreach will deepen learners’ understanding of higher education and support a strong UCAS application as well as equip participants with the tools to succeed once at university, supporting Student Success target PTS\_6

Intervention Strategy: Objectives and Targets	<b>Primary Objective:</b> To close the access gap between ABCS Q1 and Q5 students at Canterbury Christ Church University (PTA_4)		
Risks to equality of opportunity	Risk 1, Knowledge and Skills, Risk 2, Information and Guidance, Risk 3, Perception of Higher Education, Risk 4, Application Success Rates. Risk 10, Cost Pressures		
Activity	Inputs	Outcome Indicators	Cross intervention
<b>ABCS1 - Key Stage 2 Outreach.</b> Targeted at ABCSQ1 across the University’s partner institutions, a range of outreach activities to support the aspirations of learners. Activities will support schools’ careers strategies and focus on:	Staff Development & delivery; Staff Administration; Student Ambassadors; Materials for	Increase in attitude towards learning. Increase in communication confidence. Improve academic resilience. Increased likelihood of students progressing to Level 3 studies (intermediate outcomes). Increased likelihood of students applying and going to HE.	



<ul style="list-style-type: none"> <li>• Career pathways</li> <li>• Academic resilience</li> <li>• Supporting aspirations</li> <li>• Removing perceived barriers to higher education</li> <li>• Developing communication skills</li> <li>• Confidence in the classroom</li> </ul>	resources; Hospitality;		
<b>ABCS2 - Key Stage 3 Outreach.</b> Targeted at ABCSQ1 across the University's partner institutions, a range of outreach activities to support the aspirations of learners. Activities will support schools' careers strategies and focus on: <ul style="list-style-type: none"> <li>• Career pathways</li> <li>• Supporting aspirations</li> <li>• Removing perceived barriers to higher education</li> <li>• post-16 options</li> <li>• Increased understanding of higher education</li> </ul>	Staff Development & delivery; Staff Administration; Student Ambassadors; Materials for resources; Hospitality	Increase in attitude towards learning. Improve academic resilience. Reflection on skills and techniques learnt throughout project. Increased likelihood of students applying and going to HE	
<b>ABCS3 - Post 16 outreach.</b> Targeted at ABCSQ1 across the University's partner institutions, a range of outreach activities to support the aspirations of learners and to remove any perceived barriers to higher education. Examples of activities include: <ul style="list-style-type: none"> <li>• Campus visits</li> <li>• Finance talks</li> <li>• UCAS application workshops</li> <li>• Personal Statement Workshops</li> <li>• Student Life talks</li> <li>• Year 12 Summer Schools</li> </ul>	Staff Development & delivery; Staff Administration; Student Ambassadors; Transport; Hospitality; accommodation	Increased knowledge and likelihood of application to university. An Increase in applications to HE for participants.	PTS_6
<b>ABCS4 - Partner School Award</b> 60 £500 per annum awards for partner school students that progress to CCCU. Students will engage in outreach activity to support future ABCSQ1 students' progression to HE.	Staff Administration; funds	Reduced concern about cost pressures. Increased rate of continuation for recipients	PTS_6
<b>Total cost of activities planned</b>	£225k p/a to cover activity development, promotion, delivery, evaluation and financial awards		
<b>Evidence-base &amp; rationale</b>	<p>The Office for Students Data Dashboard and our own assessment of performance shows a 6.9 percentage point access gap between ABCS Q1 and Q5 students.</p> <p>In contrast to our sustained engagement with participants in our attainment-raising intervention strategy, activity will focus on larger volumes of target students for maximum impact. As an institutional access target, interventions will be delivered to post-16 as well as pre-16 students to support strong UCAS applications as well as student success target PTS_6</p>		
<b>Evaluation</b>	Independent Evaluation undertaken by KMPF. We expect to be able to conduct a robust Type 1 evaluation only. All participants will be added to HEAT.		

	<p>Our evaluation for this group of students will mainly consist of case studies with students. We will start disseminating findings on our website, as well as the KMPF website for collaborative provision, by Spring 2026. We will also share our findings at the KMPF Summit (with local teachers and advisers), and at conferences where appropriate.</p> <p>The impact of the Partner School Award will be measured using the OfS Financial Support Evaluation Toolkit.</p>
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**Target: Care Leavers (PTA\_1).** Care experienced young people do not always see HE as an option; a number of recurring issues were identified by the longitudinal research conducted by Jackson et al (2005), including: lack of information and guidance before attending; low expectations and little encouragement from social workers; reluctance by the local authority to provide financial assistance; difficulty in finding accommodation especially during the holidays; inability to meet educational expenses, leading to engagement in extensive paid work; and the absence of social support at university. According to Cotton et al research studies have started to identify “aspects of resilience which have enabled these students to overcome difficulties faced (‘risk factors’), through having access to so-called ‘protective factors’ (Stein, 2006, 2008; Driscoll, 2011, 2013; Munson, 2013). Examples of protective factors include: strong self-motivation; relationship with a significant adult; stable school experiences; feeling in control; positive identity; supportive social networks; and undertaking extracurricular activities or volunteering (Stein, 2006; Munson, 2013).”

In support of our collaborative APP target supporting the progression of Care Leavers from Kent and Medway into higher education, we have developed a wide range of relationships with local authorities and charities. These include Virtual Schools from Kent and Medway, Young Lives Foundation and Kent Refugee Action Network. We are also members of the Care Leaver Progression Partnership in Kent and the Southeast Regional Group of the National Network for the Education of Care Leavers. These groups share best practice and opportunities, working towards the shared aim of supporting attainment and progression of care-experienced students. The University has signed the Care Leaver Covenant with a range of support embedded for the Care Leaver community at all stages of the student life cycle. We are also a founding member of a new Unaccompanied Asylum Seeker Children Progression Partnership that focusses on support of refugee and asylum seeker children that are in local authority care.

An example of collaborative pilot activity last 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. This programme has now been incorporated into our intervention strategy for Care Leavers.

<b>Intervention Strategy: Objectives and Targets</b>	<b>Primary Objective:</b> The objective of this intervention strategy is to increase the number of care experienced young students from Kent and Medway who progress into Higher Education and in particular to Canterbury Christ Church University, University for the Creative Arts and University of Kent. (PTA_1)		
<b>Risks to equality of opportunity</b>	Risks 2, Information and Guidance, Risk 3 Perception of Higher Education respectively, Risk 7 Insufficient Personal Support, Risk 8 Mental Health, Risk 10 Cost Pressures and Risk 12 Progression from Higher Education		
<b>Activity</b>	<b>Inputs</b>	<b>Outcome Indicators</b>	<b>Cross intervention</b>
<b>CL1 - Easter school</b> – Non-residential Easter school for 25 children in care (years 9-12), delivered in collaboration with the University of Kent and University for the Creative Arts. Existing, improvements and further development.	Staff Development & delivery; Staff Administration; Student Ambassadors; Materials for resources; Hospitality;	Increase confidence to progress onto and succeed at Higher Education (short-term), Increase sense of belonging in a university environment (short-term), Increased knowledge and awareness of Higher Education options (short-term), Increase number of students who progress to Level 3 study (short and medium-term), Increase progression to HE (medium and long-term), increase number of young people	



	support with travel costs	who disclose they are care experience on UCAS application (medium and long-term)	
<b>CL2 - Opening Doors: Foster Carer Programme</b> – work in collaboration with the Kent and Medway Progression Federation (KMPF) and partners, and the Medway Virtual Schools to deliver a series of 4 online workshops, working with 10 foster carers at each session to enable them to support their young people into HE. Programme to run twice a year.	Staff Development & delivery; Staff Administration; Student Ambassadors; Software for Online delivery.	Evaluate course, student finance and graduate opportunities and make informed choices that align with personal interests/career aspirations (short-term), Foster Carers feel more prepared to support young people with their progression choices (medium-term), Increase number of young people taking part in outreach opportunities (medium-term), Increase progression to HE (medium-term), increase number of young people who disclose they are care experience on UCAS application (medium and long-term)	
<b>CL3 - CPD for professionals working with Children in Care and Young Care Leavers</b> – work in collaboration with KMPF and partners, and the Kent and Medway Virtual Schools to deliver two CPD sessions per year, working with 10-20 professionals per session to enable them to support young people into and through HE.	Staff Development & delivery; Staff Administration; Student Ambassadors; Software for Online delivery.	Evaluate course, student finance and graduate opportunities and make informed choices that align with personal interests/career aspirations (short-term), Increase number of young people taking part in outreach opportunities (medium-term), Increased progression to HE (medium-term), increase number of young people who disclose they are care experience on UCAS application (medium and long-term)	
<b>CL4 - Membership of the Care Leaver Progression Partnership (CLPP)</b> – continued involvement in and contribution to CLPP alongside other organisations in Kent & Medway.	Annual membership levy		
<b>CL5 - Membership of National Network for the Education of Care Leavers (NNECL)</b> – Continued involvement working alongside southeast regional members, sharing best practice and opportunities and working toward national progression aims.	Annual membership levy		
<b>CL6 - Additional pilot activities for Children in Care in Kent and Medway - to be developed in partnership with virtual schools in Kent and Medway</b> – targeted activity for KS4 and KS5 children in Care to deepen knowledge and benefits of HE and additional support available to Care Leavers.	Staff Development & delivery; Staff Administration; Student Ambassadors	Increase confidence to progress onto and succeed at Higher Education (short-term), Increase sense of belonging in a university environment (short-term), Increased knowledge and awareness of Higher Education options (short-term), Increase number of students who progress to Level 3 study (short and medium-term), Increased progression to HE (medium and long-term), increase number of young people who disclose they are care experience on UCAS application (medium and long-term)	
<b>CL7 - Care Leaver Bursary</b> – £1,200 per annum for statutory care-leavers of the UK who meet the eligibility criteria.	Staff Administration; £60,000 expected annual expenditure	Reduce cost pressures, Increased progression to HE, increase the number of care-experienced young people who disclose they are care experienced on UCAS application	
<b>Total cost of activities planned</b>	£185,000 p/a to cover activity development, promotion, delivery, evaluation, membership levies and financial awards		
<b>Evidence-base &amp; rationale</b>	We have conducted a literature review and incorporated the findings into this strategy. The interventions have been co-designed by student ambassadors with relevant lived experience from across the universities who share this target, who also support the delivery of the programme where possible, and the Virtual Schools from Kent and		

	Medway. Through the Kent and Medway Progression Federation (KMPF) the Care Leaver Progression Partnership (CLPP) and the National Network for the Education of Care Leavers, we work with stakeholders in different organisations across Kent and Medway including Kent County Council and both Virtual School Kent and Medway.
<b>Evaluation</b>	<p>Given the very small number of participants in each intervention, we expect to be able to conduct a robust Type 1 evaluation only. All participants will be added to HEAT, and it is our hope that we will be able to aggregate cohorts in time.</p> <p>Our evaluation for this group of students will mainly consist of case studies with students and foster parents and a possible vignette study with professionals.</p> <p>We will start disseminating findings on our website, as well as the KMPF website for collaborative provision, by Spring 2026. We will also share our findings at the KMPF Summit (with local teachers and advisers), and at conferences where appropriate.</p>

**Target. Students with a Disability (PTA\_5):** Since the disparity between the proportion of students with declared disabilities taught at CCCU campuses compared with those taught at our collaborative institutions was identified, we have undertaken a review together with collaborative providers into our practices for disabled student data capture, sharing and management. The review offered an opportunity to establish new routes for collaboration with providers on this issue. We will work with our partner institutions to continually improve disability data capture, encourage routine disclosure, ensure support services and infrastructure are available to deliver this alongside appropriate student support, and monitor and challenge progress in this area.

We have committed to a new target to increase the proportion of students reporting a disability at our partner provider institutions. We will deliver this through a series of campaigns and training for staff developed and delivered in collaboration with providers. We will also ensure that commitments to capture and support disability disclosure are aligned with current and developing CCCU and partner Equity and Inclusion policies and student support procedures. We expect this to result in an increase in disability access figures. Once identified, students with a disability at CCCU and collaborative providers will receive targeted support in line with our student success targets within the plan.

<b>Intervention Strategy: Objectives and Targets</b>	<b>Primary Objective:</b> The objective of this intervention strategy is to close the gap between students reporting a disability and students not reporting a disability at CCCU, particularly at partner providers (PTA_5)		
<b>Risks to equality of opportunity</b>	Risks 1, Knowledge and Skills, 2, Information and Guidance, 4, Application Success Rates, 5, Limited choice of Course Type and Delivery Mode, 6, Insufficient Academic Support, 7 Insufficient Personal Support, 8, Mental Health, 9, Ongoing impact of Coronavirus, 10 Cost Pressures, 11, Capacity issues and 12, Progression from Higher Education		
<b>Activity</b>	<b>Inputs</b>	<b>Outcome Indicators</b>	<b>Cross intervention</b>
<b>D1 – Disability reporting campaign to prospective and current students.</b> To remove any negative perceptions around disability reporting during application process. To highlight the benefits to students of disability disclosure. Campaign developed with collaborative providers.	Campaign Development & delivery; Staff Administration; Materials for resources; support with travel costs	Increase understanding of and confidence in support for students reporting a disability. Increase in the number of students reporting a disability during application and enrolment process	

<b>D2 - Guidance for Teaching assistants, tutors and student wellbeing staff at partner providers.</b> Focus on early identification of students who may have unverified learning difference	Staff Development & delivery; Staff Administration	Increase in the number of students engaging with learning difference assessment and eg dyslexia screening. Increase in the proportion of students reporting a disability at collaborative providers	
<b>Total cost of activities planned</b>	£15,000 p/a to cover research, resource development, promotion, delivery and evaluation		
<b>Evidence-base &amp; rationale</b>	There is a significant disparity in the reporting rate of students directly delivered compared to those at partner institutions. Assumption is this relates to student demographic with higher proportion of mature and non-UK and naturalised students at external providers and their reduced likelihood to disclose. The interventions will be developed and delivered in collaboration with providers and targeted at all students at application, enrolment and first year of registration with provider.		
<b>Evaluation</b>	We expect to be able to conduct a robust Type 1 evaluation only. Our evaluation for this group of students will mainly consist of case studies with students. There is limited research into why reported disabilities is low amongst mature and non-UK or naturalised students compared to young UK students and the impact of these interventions seek to enhance sector understanding. We will pilot all aspects of the strategy in 2025/26, with the aim of refining the programmes and having a robust programme in place by 2026/27. We will start disseminating findings on our own and partner provider websites and will share our findings at conferences where appropriate.		

## 2.2 Success

Since 2019 we have seen positive interventions put in place to support success and progression. Strategies during the pandemic to support students to engage with learning impacted positively on continuation and completion. Principally these took the form of special academic regulations, with analysis of learning analytics and engagement with assessment, and the design of progression conversations with all students who were identified “at risk” as a whole university mandated approach. We strengthened our digital platforms with dedicated and targeted information and content for students to access online to support each level of study. Evaluation of these has indicated a high degree of student satisfaction and they now remain a significant part of our whole university approach to retention and success.

Post-pandemic we have strengthened approaches to monitoring student engagement, and have updated our data environment. These now need to be embedded via our interventions in policy and process further and enhanced via staff capability and capacity growth to be continually applied and assured.

**Retention and Success.** Student retention and success remain an institutional priority through our existing Student Retention and Success Framework, and the new Academic Framework.

The strategic objectives, with each having defined actions and outcomes, of the Student Retention and Success 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

Our Academic Framework extends supporting transitions into the curriculum context across all levels of learning. It has been designed to reflect student profiles such as commuting and offers students opportunities to reflect on personal, academic and career development in subject specific contexts.

From 2025 a number of staff development interventions around student success (identified in the APP for 24-25) will be embedded within course teams, for example peer observation and review, mandates to engage in development opportunities and new guidance.

**An Inclusive Approach.** Doing the 'right thing' for all our students requires an holistic institutional approach, which by definition has relevance to everyone in the University. Interventions that have arisen from the needs of a specific underrepresented group will likely, when implemented, have a benefit to the wider student population without losing sight of the original objective.

The Academic Framework will articulate and embed our new Learning, Teaching and Assessment Strategy and the cross-cutting Vision 2030 themes of compassion, wellbeing and inclusivity and will include mechanisms to embed inclusive practice across our courses, to review staff development activity and to review roles and responsibilities to ensure consistency of approach.

Our holistic institutional approach is also being extended through our approach to supporting our partner institutions. As our wider student experience policies, procedures, systems and processes are being updated and streamlined we are building in frameworks and support for our collaborative institution staff to ensure that their systems and processes are adapted to comply with our institutional policies, procedures and data requirements.

**Continuation and Completion.** We have outlined a single intervention strategy to holistically address the primary objectives around both continuation and completion. The rationale for this is to ensure consistency and alignment of activities to maximise impact and facilitate evaluation and cross fertilisation with associated activities to reduce attainment gaps. The following activities aim to make a step change from within the institution connected to:

- Policy and Framework development and updates focussed on attendance, engagement, wellbeing and inclusion, moving from guidance and enhancement to mandated actions and activity with clear processes supported by a streamlined data environment for effective monitoring and assurance.
- Targeted information, activities and design of diagnostics to support students' pre-arrival and entry into university to maximise understanding of academic skills and wellbeing needs prior to arrival. Strengthened work with collaborative provision to develop and enhance their capacity to close continuation rates through staff development and guidance.
- Strengthened approaches to monitoring and supporting student engagement with targeted student support interventions identified through an improved data environment. There will be an increased capacity to support student academic skills and pastoral wellbeing in professional services and subject contexts, and the ability to track and document touchpoints with students at risk via a new case management system.
- Foster targeted student partnership and peer learning opportunities to shape our curriculum and the student experience.

Building belonging is also a central principle in the University's Mental Health & Wellbeing Framework, which we have been updating as a new Wellbeing, Community and Belonging Framework to underpin our commitment to working towards a successful University Mental Health Charter Award application. We have been developing our student support policies to complement the commitment to supporting all students via our inclusive curriculum with the intention of taking a more proactive approach to identifying and responding to additional student support needs where relevant.

An associated staff development offer around student support, mental health and wellbeing is also being developed, focussed to targeted groups and students with disabilities. This will increase staff competency to support all students for success as well as those in targeted groups and will raise staff awareness of mental health and wellbeing as a holistic activity with positive impact on continuation, completion and attainment. Finally, we have invested in an integrated case management system to document, track and monitor student support needs and actions, to raise awareness of risk student profiles, and to target further interventions across the student lifecycle and touchpoints.

### Intervention Strategy – All Continuation and Completion Targets

Intervention Strategy: Objectives and Targets	<p><b>Primary Objective:</b> The objective of this intervention strategy is to jointly:</p> <ul style="list-style-type: none"> <li>• closing continuation gaps for the target populations of commuting students, Male and Female students, IMD Q1 - Q2 and Q3-Q5, and continuation rates between male IMD Q1-Q2 and the overall CCCU male continuation rate (PTS_ 1, 2, 3)</li> <li>• closing completion gaps for the target populations of male compared with female, ABCS quintile1 and 5 (this target will incorporate students in the Free school meals category) (PTS_5 and 6)</li> </ul>		
Risks to equality of opportunity	Risks 1. Knowledge and Skills, 6 Insufficient Academic Support, 7 Insufficient Personal support, 2 Information and Guidance, 3 Perception of Higher Education respectively, 8 Mental Health		
Activity	Inputs	Outcome Indicators	Cross intervention?
<p><b>CC1 - Improved communications, information, and activities</b> for all students and for targeted groups focussed to pre-arrival and transitions (orientation/re-orientation) through the development of targeted information and diagnostics to identify academic support and wellbeing needs across the student journey. This will involve:</p> <p>Enhanced induction for autistic students and other disabled students.</p> <p>Embedding academic skills orientation and re-orientation across all levels of learning for target groups and all other groups of students in module and Virtual Learning Environment contexts (medium term)</p> <p>Development of in-faculty assurance processes to monitor implementation and impact of pre-arrival information and activities/diagnostics and co-ordinated approaches to orientation/ re-orientation for all levels in subject contexts via the roll out of our Academic Framework redesign (medium term)</p>	Staff Development & delivery; Staff Administration; Materials for resources; Academic Framework design and delivery Development of new modules and diagnostics to identify learning and pastoral needs; Development of processes	Focussed on: For target groups - increase confidence to continue, complete and progress (short-term). Increase sense of belonging in a university environment (short-term), Increased knowledge and awareness of capacities to engage in Higher Education options (short-term), increased Student Wellbeing (short, medium and long term, increase in number of students who continue and complete. Type 2 evaluation	Attainment PTS_7 - 12

<p><b>CC3 - Develop and embed student inclusion, wellbeing and support systems and processes in the curriculum context with staff guidance</b> to ensure that our services and curriculum supports all students, including target groups (direct and at collaborative providers), for success with specific and mandatory elements to ensure all staff engage and are provided with targeted and nuanced support for student profiles associated with risk. We will:</p> <p>Develop policy, action plans and associated procedures to enhance general student support practices as well as sport for targeted groups with associated staff development (short-term) to ensure staff feel prepared to support target groups to continue and complete (medium-term).</p>	<p>Case management system, Staff policy and guidance documents, Staff information web pages; Staff Development &amp; delivery; Staff Administration; Student Ambassadors; Software for Online delivery.</p>	<p>Increased knowledge and awareness of capacities to engage in studies (short-term), Increase number of students who engage with learning and assessment to the best of their abilities, continue, complete and attain (medium term) Type 1 evaluation (narrative). increase number of students who disclose a disability receiving appropriate reasonable adjustments (medium and long-term)</p>	<p>Attainment PTS_7 - 12</p>
<p><b>CC5 -Development of strengthened approaches to supporting and intervening with target groups with low engagement in learning</b> focussed to student attendance, engagement with learning and assessment and in subject contexts, via enhanced monitoring using attendance monitoring software and engagement monitoring dashboard to identify at risk students and deliver progression conversations to identify academic skills or pastoral needs and whilst recognising different approaches required for different student profiles. We will:</p> <p>Develop in-faculty and collaborative provider processes with assurance mechanisms around the use of student engagement data with clear guidance for staff focussed to general principles processes, roles and responsibilities for all students and targeted groups (short term). This will include the development of in-year progression strategies, an updated Student Attendance and Engagement Policy including strategies for using data to identify at-risk students and conduct in-year interventions.</p> <p>Progression conversations established in each semester to support completion, in year and at the point of progression to next level of learning, to identify academic skills or pastoral needs (medium term).</p> <p>Review Personal Academic Tutor (PAT) and other information, advice and guidance (IAG) roles to support interventions to targeted groups (medium term)</p>	<p>Staff development and delivery; Update to the Student Attendance Policy, Staff Guidance Documents, Role description development and recruitment to roles.</p> <p>Procurement of tool to track engagement with students identified in target groups or at risk.</p> <p>Improved data environment and reporting mechanism developed to track students at risk in year and to track the success of interventions in year.</p>	<p>Focussed on an increased sense of belonging and wellbeing, confidence to continue and complete and attain at Higher Education.</p> <p>Type 1,2 and 3 evaluation (quantitative, qualitative, and longitudinal)</p>	
<p><b>CC6 - Academic Framework:</b> - Our established Student Retention and Success Framework recommends curricula structures in course contexts to meet objectives for continuation, completion and attainment. As part of our new strategic vision, our Academic Framework has been developed to embed these objectives.</p> <p>The Academic Framework includes an extended focus on supporting student transitions via Success Modules, and including profiling students to plan for delivery modes, embedding academic skills, inclusion and teaching</p>	<p>Staff Development &amp; delivery; Staff Administration; Updated course approval processes.</p>	<p>New Academic Framework, evaluation of impact via quality processes. Review APP metrics at course/module level</p> <p>Type 1 and 2 evaluation</p>	<p>Attainment PTS_7 - 12</p>



<p>methodologies and assessment strategies for increased engagement and belonging.</p> <p>During the transition to the new Framework, we will review course documents and associated learning and teaching/assessment methodologies via quality processes and update (short term)</p> <p>Review approach to assessment with strategies to support student success in the design of formative and summative assessment (short term) across all courses.</p>			
<p><b>CC7 –In-course community-building and peer support activities</b></p> <p>Building on an established peer mentoring programme and incorporating learning from a pilot project published as an example of practice on the TASO (Transforming Access and Student Outcomes in HE) Student Mental Health Evidence hub, a student teamwork and leadership approach will be fostered as a key transition and belonging intervention. We will:</p> <p>Develop relevant Success modules aiming to develop students' capacity for teamwork and leadership (short term).</p> <p>Develop a staff development strategy to support staff in fostering proactive community building and teamwork activities within course delivery (medium term).</p> <p>Collaborate with the Students' Union to further develop student partnership and representation practices to benefit from enhanced co-creation skills and mindsets (medium term).</p>	<p>Staff Development and information, Student Development and information, staff Administration, Success modules</p>	<p>Increased wellbeing, belonging, confidence to progress and succeed in HE.</p> <p>Develop evaluation activity to gather qualitative and quantitative feedback,</p> <p>Type 1,2 and 3 evaluation</p>	
<p><b>CC8 - Improved data environment for enhanced insight into data trends (Power Bi and Student Engagement Dashboard) associated with student engagement</b> with learning and assessment. We will continue to develop our data environment to support interventions including module performance, cohort tracking accessible to services with responsibility for interventions and evaluation. We will launch the case management system to offer enhanced ability to track students and identify students at risk and document support action plans.</p>	<p>Staff development and delivery; associated processes and procedures development</p>	<p>This will support staff capacity and insight to increase number of students successfully engaging with learning and assessment (medium-term). Type 1 and 2 evaluation</p>	<p>Attainment PTS_7 - 12</p>
<b>Total cost of activities planned</b>	CC5 - £255,000 annually		
<b>Evidence-base &amp; rationale</b>	<p>We have conducted a literature review and incorporated the findings into this strategy. The interventions have been selected from TASO and OfS best practice as well as other recent publications connected to what works to reduce gaps and increase rates of continuation and completion as well as cross over interventions connected to attainment. <a href="#">[1][2][3][4]</a></p>		
<b>Evaluation</b>	<p>The team will be adopting a mixed method approach for evaluating the impact of all interventions. By adopting a mixed method approach to our evaluation, we aim to gain a more comprehensive understanding of what works. Our evaluations for the above interventions will include a mixture of type 1, 2 and type 3 evaluations depending on the nature of the intervention.</p> <p>Our evaluation for groups of students will mainly consist of focus groups and other quantitative and qualitative analysis, to</p>		

	<p>evaluate and track improvement in data trends across targeted groups.</p> <p>We will pilot all aspects of the short-term strategy in 2025/26, with the aim of refining the programmes and having a robust programme in place by 2026/27.</p> <p>We will start disseminating findings by Spring 2027. We will also share our findings in our committee and subcommittee environments associated with enhancing course performance and metrics associated with Learning, Teaching and Assessment, and Education and Student Experience. Externally we will publish findings via our website, journals and conferences.</p>
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## 2.3 Attainment

From 2025, the Academic Framework will provide a foundation that will enable us to strengthen our joined-up approach to student success and increasing attainment. Through collaboration, the framework brings together key strategic aims and strategies related to learning, teaching and assessment, wellbeing, equity and inclusion and our Closing our Gap Strategic framework. Through quantitative and qualitative insights gathered at CCCU and drawing upon insights across the sector, we recognise that the barriers to success are multifaceted and attainment gaps between different population of students persist even when students enter with similar grades. Our interventions to raising attainment are evidence-based and crosscutting to ensure that we are adopting a holistic student-centred approach focused on enhancing academic support, promoting a positive sense of belonging and positive health and wellbeing across the whole of the student life cycle.

### **Target: To close the gap in attainment rate for good degrees (1st and 2.1) between IMD Q1 and Q5 students (PTS\_12)**

At CCCU we are extremely proud to attract students from a range of backgrounds and we have made significant improvements to increasing access for students from the most underrepresented and disadvantaged backgrounds as part of our commitment to enhancing social mobility. Through the analysis of our data, we have identified differences (17.8pp in 2021/22) in attainment between IMD Q1 (the most disadvantaged and least likely group to access HE) and IMD Q5 (most likely group to access HE). Similarly, we have identified a gap of 12.3pp (2021/22) between students that are Free School Meal (FSM) eligible and non-FSM eligible.

Many of our most underrepresented and disadvantaged students that are characterised within IMD Q1 (and IMD Q2) are also from Black, Asian, Mixed Heritage and Minoritised Ethnic communities, care-leavers, identify as individuals with a disability, commuters, come from low socio-economic backgrounds and/or are White working-class males. In recognition of this, to address this target, we will build IMD as a cross-intervention into our continuation, completion and attainment targets. By adopting an intersectional approach to close the gap between IMD Q1 and IMD Q5 students we also aim to address the disparity between students that are FSM eligible and non-FSM eligible as many of our FSM eligible students fall into IMD Q1 (and IMD Q2). Therefore, we have not included a separate intervention strategy for this target as it will cut across other success interventions.

### **Target: To close the gap in attainment rate for good degrees (1st and 2.1) between White students and Black students, between White students and Asian students, between White students and Mixed students (PTS\_8, PTS\_9, PTS\_10)**

Since its launch in 2020, the University's Closing our Gap Strategic Framework has aimed to reduce the awarding gap between White students and their Black, Asian, Mixed Heritage and Minoritised Ethnic counterparts by adopting a whole-institutional approach that centres the voices and lived experiences of our students. Through co-creation with our students and establishing collaborative partnerships across all areas of the University and with external stakeholders (e.g., schools and colleges, practice learning providers and local organisations) we have categorised the focus of our work in to three strands: Curriculum, Culture and Community. Within each strand we have adopted an evidence-based approach to reform our systems and organisational culture, enhanced the delivery of our inclusive

curriculum framework, established our decolonising the curriculum health check and enhanced academic research for a better understanding of what works.

Whilst the gap has narrowed it remains a priority for CCCU and, together with the Students' Union, we remain committed to closing the degree awarding gap for our Black students and other student profiles with diversity characteristics. In setting our interventions we have taken an evidence-led approach based on the progress we have made so far, our staff and student voice and by drawing upon best practice from across the sector and our ambitions to raise attainment within our Black, Asian, Mixed Heritage and Minoritised Ethnic student populations.

<p><b>Intervention Strategy: Objectives and Targets</b></p>	<p><b>Primary Objective:</b> The primary objective of this intervention strategy is to increase the overall number of Black, Asian, Mixed Heritage and Minoritised Ethnic students that gain a 1<sup>st</sup> or 2.1 degree classification ('good degree'). PTS_8; PTS_9; PTS_10</p> <p><b>Secondary Objective:</b> The secondary objective of this intervention strategy is to narrow/eliminate the degree awarding gap between the overall proportion of White students that gain a 1<sup>st</sup> or 2.1 degree and their Black, Asian, Mixed Heritage and Other Minoritised Ethnic counterparts.</p> <p>This intervention will also target commuting students.</p> <p><b>Tertiary Objective:</b> The majority of interventions for the primary objective are applicable to target PTS_12, IMD Q1 and IMD Q5 attainment gap (incorporating FSM population). Additional interventions for PTS_12 are mapped within intervention tables for PTS_7 and PTS_11.</p>		
<p><b>Risks to equality of opportunity</b></p>	<p>Risk 1: Knowledge and Skills; Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 6: Insufficient academic support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures; Risk 12: Progression from Higher Education</p>		
Activity	Inputs	Outcome Indicators	Cross intervention?
<p><b>AT1: Decolonising the Curriculum Health Check:</b> Designed in collaboration with staff and students and incorporating insights gathered from our student Insight Survey 2020/21, our Decolonising the Curriculum Health Check aims to displace hegemonic norms from which many curricular stems in order to re-imagine and re-build an education that promotes inclusion, belonging and is reflective of our staff and students and their lived experiences. We will work in collaboration with Faculty Leads and Student Partners to conduct a rigorous assessment of our curricular and work to embed the Decolonising the Curriculum Health Check within <u>all</u> courses at CCCU. The Decolonising the Curriculum Health Check is one element of inclusive practice strategies that is embedded into the new academic framework, which also entails ensuring accessibility and supporting students with disability, or mental health difficulty, from a range of marginalised backgrounds and it is used continuously as a tool for learning and teaching enhancement and quality assurance. In combination with the health check staff (and students) will engage in CPD and workshops focused on decolonising the curriculum and decolonising professional services. This will</p>	<p>Staff development and training; Staff administration; Resources and materials for the development of the toolkit</p>	<p>Increase in the number of courses across CCCU that have a decolonised the curriculum; increase in confidence and awareness of staff on how to decolonise the curriculum, decolonising professional services and share best practice;</p>	<p>PTS_1 - PTS_7 PTS_11 - PTS_12 PTP_1 - PTP_2</p>

<p>further enhance learning and provide opportunities to put learning into tangible actions. The health check and the workshops will be further supported by the development of a decolonising the curriculum toolkit and working closely with academic and professional service departments to enable them to offer an enriched curricula and services that is representative of all members of our community.</p>			
<p><b>AT2: The development of strengthened CPD offerings for staff and students:</b> Through our Learning and Teaching Enhancement Team and in collaboration with the Student Wellbeing, Community &amp; Belonging Directorate, (Staff-facing) People, Culture and Inclusion Team, and Christ Church Students' Union and where appropriate external organisations, we will be delivering an ambitious package of professional development workshops that will focus on inclusive practice, compassionate pedagogy, racial bias and allyship. Through the workshops, we aim to provide staff and students the opportunity to engage in critical conversations and reflective practices that will enable us to be intentional and comprehensive in our approach to inclusion and ensuring that it is embedded in key academic and operational processes. As part of this intervention, we will identify and roll out a series of mandatory training for <u>all</u> staff and identify role specific training needs. Our approach to CPD will include collaboration and delivery of workshops to key external providers that provide placements and practice learning opportunities for students, this includes NHS trusts, Schools and Colleges and private-sector organisations. This will enable us to enhance inclusion within placements.</p>	<p>Staff development; student development; external stakeholder development; staff administration; licences and software for online modules; support with travel costs/incentives for students; external training providers</p>	<p>Staff are culturally competent, feel supported and empowered to implement changes and facilitate critical conversations that will promote inclusive practices; staff are more culturally competent; have enhanced support for students as a result of culturally competent staff;</p>	<p>PTS_1 - PTS_7 PTS_11 - PTS_12 PTP_1 - PTP_2</p>
<p><b>AT3: Thrive: The Black Leadership Programme:</b> aimed at students from Black heritage. The programme design falls under 4 strands: Wellbeing, Belonging, Leadership and Academic Support. The programme will run for 8 weeks and will be designed to empower students of Black heritage through the use of the growth mindset, positive affirmations and the use of action learning sets. Students will engage in a series of community building activities that will adopt a student-centred approach and compassionate pedagogy. Using a mixture of mentoring, inspirational speakers, mental wellbeing advocates, the programme offers a supportive learning space that fosters sense of belonging, build leadership skills, provide opportunities for information, advice and guidance sharing and the development key academic skills to help guide them towards academic success .Students will work collaboratively with facilitators to develop insights and skills gained through the programme into positive actions that they can take forward into learning and employment.</p>	<p>Staff development and delivery; Staff administration; Facilitators; Materials for resources; Guest speakers; Hospitality; Support with travel costs for students;</p>	<p>Increase in the confidence of Black students in the own academic ability; increasing in the awareness of Black students in relation their access to high quality information, advice and guidance through the use of internal and external facilitators; increase in the attainment of Black students; increase in their knowledge of the various options available to them; increase in the retention, success, attainment and progression of Black students</p>	<p>PTA_2 - PTA_3; PTP_1</p>
<p><b>AT4: Closing our Gap Student Success Funding Scheme:</b> Establishment of the Closing our Gap Student Success Funding Scheme to provide funding for projects/interventions across CCCU that are aimed at increasing the sense of belonging among Black, Asian, Mixed Heritage and Other Minoritised Ethnic students and/or eliminating the ethnicity awarding gap. Staff from across the university will have the opportunity to bid for funding for interventions at various stages of development. Funded projects will be student-centred, create inclusive learning environments, increase feelings of belonging, create opportunities for cultural change, inclusive policies/practices and promote student success.</p>	<p>Staff administration: £150k funding for 5 years to fund projects (£30k per year)</p>	<p>Increase in the number of innovative approaches to addressing the ethnicity awarding gap; promote whole-institutional engagement/accountability in addressing the ethnicity awarding gap; enhanced learning experiences for students;</p>	<p>PTA_2 - PTA_3; PTP_1 - PTP_2</p>

<p><b>AT5: Student Curriculum Partners and Student Experience Partners:</b> Learner involvement is central to addressing the success of all students and thus, the development of two schemes that will promote co-creation with students and ensure that we are adopting a student-centred approach across all areas of the university.</p> <ol style="list-style-type: none"> <li><b>The Student Curriculum Partners</b> will work collaboratively with Course teams, the university's Closing our Gap Strategic Lead and the University's Strategic Lead for Retention and Success to co-create, interrogate and share their perspectives on CCCU's curricular with a key focus on race and ethnicity.</li> <li><b>The Student Experience Partners</b> will work with key professional services departments across the university to co-create and share their experiences, perspectives and provide insights in to making services inclusive.</li> </ol>	<p>50 x Student Curriculum Partners (£50k per year) 25 x Student Experience Partners (£25k per year) 0.4 FTE staff Student development; Staff development; Student salaries; staff administration</p>	<p>Established critical partners through co-creation with our students; increase in the representation and course belonging; increase in the number of/diversity of students utilising key professional services across the university</p>	<p>PTA_2 - PTA_3; PTS_1 - PTS_7; PTS_11_12; PTP_1 - PTP_6</p>
<p><b>AT6: Enhancement of Mental Health and Wellbeing Provision:</b> the wellbeing of students is integral to learning and establishing a sense of belonging. The evidence suggests that students from Black, Asian, Mixed Heritage and Other Minoritised Ethnic backgrounds are less likely to disclose mental health difficulties. As part of this intervention, we aim to provide culturally sensitive mental wellbeing support including practitioner staff development interventions for greater cultural competence, increasing the number of practitioners from diverse backgrounds, establishing partnerships with external organisations that cater for diverse communities and advancing our mental health equality resources to increase access to service, enhance experience and improve outcomes.</p>	<p>Staff administration; recruitment; 2x1.0 FTE staff;</p>	<p>Staff are culturally competent; increase in the diversity of practitioners; more Black, Asian, Mixed Heritage and Other Minoritised Ethnic students accessing wellbeing services; improved retention and success of students;</p>	
<p><b>AT7: Enhanced data collection and accessibility of the data to staff and key stakeholders:</b> Power BI, Value Added Scores/Metrics, NSS, student engagement dashboard and case management system to track support interventions for students at risk. Introduction of Case Management System.</p>	<p>Licence; staff development and delivery;</p>	<p>The student engagement dashboard provides an enhanced opportunity/tool for academic staff to collaborate with students to monitor engagement and success along the student life cycle; enhanced ability to track students and identify students at risk</p>	<p>PTA_1 - PTA_4; PTS_1 - PTS_7; PTS_11 - PTS_12</p>
<p><b>Total cost of activities planned</b></p>	<p>£372,000 annually</p>		
<p><b>Evidence-base &amp; rationale</b></p>	<p>Evidence across the sector indicates that the reasons behind the ethnicity awarding gap is multi-faceted and, therefore, requires multiple inter-connected interventions to address the organisational and cultural structures that enable the significant disparities between the degree outcomes of White students and their Black, Asian, Mixed Heritage and Other Minoritised Ethnic students. A positive sense of belonging and good mental and wellbeing is essential to the success of each student. Research conducted at CCCU through our student insight surveys 2020/21, students experience surveys, the NSS and through consultations with our staff and students indicated that Black, Asian, Mixed Heritage and Other Minoritised Ethnic students at CCCU are less likely to feel like they belong compared to their White counterparts, this is also mirrored across the HE sector. The evidence suggests that we must focus on opportunities to build community, a positive sense of self, enhance our wellbeing provision for students and equip staff with the tools to change the</p>		

	culture and operational structures within the university if we are to increase the proportion of Black, Asian, Mixed Heritage and Other Minoritised Ethnic students obtaining a 'good degree' and reduce the ethnicity awarding gap.
Evaluation	The team will be adopting a mixed method approach for evaluating the impact of all interventions. By adopting a mixed method approach to our evaluation, we aim to gain a more comprehensive understanding of what works. Our evaluations for the above interventions will include a mixture of largely Type 2 and Type 3 evaluations depending on the nature of the intervention (occasional Type 1 evaluations will be used where appropriate). As part of our commitment to understanding what works, we will be sharing our findings internally and externally starting spring 2026.

### Target: To close the gap in attainment rate between male and female students (PTS\_7)

Historically, CCCU has recruited more female students than male students (62.3% and 37% respectively) and in general our female students tend to do better across all areas of the student life cycle.

Intersectional analysis of our internal data indicates that attainment and progression gaps between male and female students are additionally influenced by other contributing factors such as ethnicity, disability status, POLAR and IMD categorisation, thus, our interventions strategies to enhancing attainment in our male students is all-encompassing and adopts an intersectional approach that collectively targets all males.

Intervention Strategy: Objectives and Targets	<b>Primary Objective:</b> The primary objective of this intervention is to increase the proportion of male students that obtain a 1 <sup>st</sup> /2.1 degree classification and close the gap between male and female students (PTS_7)		
Risks to equality of opportunity	Risk 1: Knowledge and Skills; Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 6: Insufficient academic support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures; Risk 12: Progression from Higher Education		
Activity	Inputs	Outcome Indicators	Cross intervention?
<b>AT12: Strengthened guidance, support and training for personal academic tutors:</b> the evidence suggests that males need more 1-2-1 tailored, prolonged and consistent support. By working collaboratively with our male students, we aim to enhance the guidance, support and training for personal academic tutors (PATs). This will enable PATs to better support the diversity of students. The strengthening of our PAT support includes incorporating key databases such our student engagement dashboard and PAT/student handbooks. The enhanced guidance, training and support package will also include guidance on health and mental wellbeing and supporting targeted student groups including males. This will include guidance for using PAT groups to strengthen student community.	Staff administration; staff development and training	Enhanced staff provision to support students; Increase in retention; increase in student attainment; increase in sense of belonging	PTA_2 - PTA_3; PTS_1 - PTS_6 PTS_8 PTS_11-PTS_12 PTP_1 - PTP_6
<b>AT13: Enhancing the mental health and wellbeing provision:</b> The university is working towards gaining the Mental Health Charter as part of our commitment to our students and staff. As part of this intervention, we will work to enhance the diversity of our wellbeing team through increasing representation and ensuring that the services provided are culturally sensitive, review and implement a range of wellbeing support (online and in-person)	Staff administration; recruitment; 2x1FTE staff;	Improved retention; students feel better supported; improved success	PTA_2 - PTA_3; PTS_1 - PTS_6 PTS_8 - PTS_11- PTS_12 PTP_1 - PTP_6



<b>AT14: Improve our understanding on the barriers to success for males:</b> much of the research across the sector and at CCCU focuses on increasing access to male students (more specifically White males from low-socio backgrounds and low participation neighbours), therefore, there is a requirement for us to gain a deeper insight into the challenges faced by males from all backgrounds/student profiles across the whole of the student life-cycle. This will include focus groups/student consultations/insight surveys and working collaboratively with our male students to co-create student informed interventions and support	Evaluation time and support; student incentives/payment; (0.4 FTE staff); £3k for student incentives/payments, Case management system	Enhance our understanding on the barriers for male success. Use insights to gain a richer understanding into the most effective interventions to set including an understanding of the impact on different male groups for targeted interventions.	PTA_2 - PTA_3; PTS_1 - PTS_6 PTS_8 - PTS_11 PTP_1 - PTP_6
<b>Total cost of activities planned</b>	£138,000 annually		
<b>Evidence-base &amp; rationale</b>	Much of our understanding of the experiences of male students is largely focused on increasing access and this is largely focused on White male students from low socioeconomic backgrounds <sup>1</sup> and therefore, we have committed to conducting work to enhance our understanding of the barriers to success for all males. The role of gender, social class, disability/cognitive learning difficulties and ethnicity play in participation and academic attainment in UK higher education need to be explored in greater detail to enable the contextualisation of data <sup>2</sup> . We have conducted a review of current literature and incorporated findings into the development of our interventions strategy that includes the commitment to provide proactive and continuous academic support for male students.		
<b>Evaluation</b>	The evaluation team will be adopting a mixed method approach to this intervention. This will incorporate a mixture of Type 1, 2 and 3 evaluations so that we gain a rich understanding of what works. This will include pre-and post-intervention data and comparison to control groups. Our approach will incorporate quantitative and qualitative methods. We are committed to sharing our learning and we will aim to publish findings internally and externally starting spring 2026.		

**Target: To close the gap in attainment rate for good degrees (1st and 2.1) between students with no disability and those with Cognitive or Learning Difficulties (PTS\_11)**

Our students with a declared disability comprising cognitive and learning difficulties account for 10% of our student population (21% from direct delivery and 2% from collaborative partnerships). We are committed to course design for inclusive teaching and continuing investment in disability support that promotes an inclusive learning environment for all students.

In recent years we have strengthened our digital offering to make learning more accessible to our students. This has included the use of ReCap to capture and recorded lectures, enhancement of our assistive learning technologies, and greater offerings within our electronic library. We have carried out extensive work to update our templates for

<sup>1</sup> <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/effective-practice/White-british-males-from-low-socioeconomic-status-backgrounds/>

<sup>2</sup> <https://researchbriefings.files.parliament.uk/documents/CBP-9195/CBP-9195.pdf>

Learning Support Plans (LSPs) and Placement Learning Support Plans (PLSPs), as well as increasing efficiency in developing plans for individual students. This includes more streamlined processes to ensure that LSPs are in place prior to arrival at CCCU. We have updated our advice and guidance for staff and students to take into account neurodivergent conditions and the interventions strategies we have set out aim to further enhance our understanding and approach to pedagogical practices and academic support for creating inclusive learning environments.

<b>Intervention Strategy : Objectives and Targets</b>	<b>Primary Objective:</b> To close the gap in attainment rate for good degrees (1st and 2.1) between students with no disability and those with Cognitive or Learning Difficulties (PTS_11)		
<b>Risks to equality of opportunity</b>	Risk 2: Information and Guidance; Risk 3: Perception of Higher Education; Risk 5: Limited choice of course type and delivery mode; Risk 6: Insufficient academic support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 9: Ongoing impacts of coronavirus; Risk 10: Cost Pressures; Risk 12: Progression from Higher Education		
<b>Activity</b>	<b>Inputs</b>	<b>Outcome Indicators</b>	<b>Cross intervention?</b>
<b>AT15: Enhancing Provisions for Assistive Technology:</b> we will continue to increase the number and range of assistive technologies to provide opportunities for flexible and accessible learning	Staff development; staff administration; development of staff and student policy and guidance	Increase in attainment; increase in student confidence to progress beyond higher education; increase in sense of belonging	PTA_1 -PTA_4; PTS_1 - PTS_10
<b>AT16: Enhancing the digital capabilities of staff through CPD:</b> we are committed to providing CPD programmes for staff and external stakeholders to develop/enhance their digital competency skills in order to empower staff to explore flexible ways of working. This will enable staff to enhance learning by exploring different modes of learning, teaching and assessment	Staff development; staff administration; development of staff and student policy and guidance	Increase in staff confidence; enhanced student experience; increased sense of belonging; improved accessibility; increase in student attainment	PTA_1 - PTA_4; PTS_1 - PTS_10 PTP_1 -PTP_6
<b>AT17: Enhancing health and wellbeing provision:</b> Our programme of work towards a successful University Mental Health Charter Award includes a particular focus on improving institution-wide support for disabled students. The case management system will facilitate consistent tracking of support for disabled students.	Staff administration; recruitment; 2x1FTE staff;	Improved retention; students feel better supported; improved success	PTA_1 - PTA_4; PTS_1 - PTS_10 PTS_12 PTP_1 - PTP_6
<b>AT19: Learning Support Plans &amp; Placement Support Plans:</b> continue to provide learning support plans and placement support plans for students and including promoting early disclosure of disability/impairment, cognitive and learning difficulties	Staff development; staff administration; development of staff and student policy and guidance	Increase in staff awareness and understanding of the needs of each student; increase in awareness and understanding of practice learning providers to provide inclusive learning environments; Increase in attainment; increase in student confidence to progress beyond higher education; increase in sense of belonging	PTA_1 - PTA_4; PTS_1 - PTS_10 PTP_1 - PTP_6

<b>AT20: Assessment adjustments:</b> through the implementation of our Academic Framework we will be reviewing assessment strategies to promote authentic and inclusive assessments.	Staff development; Staff administration; student ambassadors	Increase in attainment; increase in student confidence to progress beyond higher education; increase in sense of belonging	PTA_1 - PTA_4; PTS_1 - PTS_10 PTP_1 - PTP_6
<b>Total cost of activities planned</b>	£210,000 annually		
<b>Evidence-base &amp; rationale</b>	Our approach focuses on addressing structural and organisational cultures that impact on students with a disability and those with cognitive or learning difficulties, while retaining individual support and adjustments. Our approach is to ensure that we contextualise our data to ensure that we are working towards a learning environment in which students with a disability can have equality of opportunity. We have harnessed our own student voice and gathered insights from across the sector to develop and enhance our interventions <sup>[1]</sup>		
<b>Evaluation</b>	This intervention strategy will be evaluated by adopting a mixed method approach that will include quantitative and qualitative methods using mainly type 2 and 3 evaluations along all elements of the student life-cycle. Where necessary, type 1 evaluations may be used. We are committed to publishing learns from this intervention annually starting from 2025/26 to enable us to enhance our practice and share best practice within CCCU and across the sector.		

## 2.4 Progression.

Due to Progression being a 'lag' indicator, we will retain a strong focus on ensuring that students from all the target groups engage in employability activities and interventions, with participation rates monitored on an ongoing basis.

Whilst the latest Progression data shows that the gap has reduced – and in some cases been eliminated – between White students and those of other ethnic groups, there is a risk that the current Attainment gap data will feed through to Progression rates, and therefore we are retaining a target for Asian, Black and Mixed students in order to mitigate this. The data has also fluctuated over the last four years and therefore there it is important to ensure that our interventions are having a consistent impact on Progression rates over a longer period of time.

Our overall approach to closing gaps in progression will be to align the APP targets with delivery of our core services and activities to students, focusing (where relevant) on working with courses that have higher number of students from those groups. The implementation of the new academic framework from 2025 will ensure that all students undertake the new industry, careers and enterprise module. This provides authentic learning experiences through either client projects or an innovation challenge, designed to provide real-world scenarios for all students, regardless of their individual characteristics, and therefore providing equality of opportunity. There will be a transition period, during which there will be courses working to the existing and new framework in parallel. alongside those working to the new framework. This has implications for service delivery, with some of the interventions set out below being phased in/out while we transition towards implementation of the new academic framework for all courses.

Finally, we are reviewing internal recruitment practices with a view to creating a more diverse central team which is more representative of our student body as a whole, to provide a range of role models in our student-facing activities and services. This supports one of the University's strategic aims of *people, culture and community* as set

out in our Vision 2030, to “eliminate discrimination, promote equity, diversity and inclusion and embed a strong sense of belonging in all that we do”.

## Intervention Strategy – Progression Targets

<b>Intervention Strategy: Objectives and Targets</b>	<p><b>Primary Objective:</b> To close all progression gaps in line with the targets set in the APP, by ensuring that the focus on our target groups is integrated into all of our services, and participation monitored closely to ensure that the students in most need of our support are engaging with the careers and enterprise service (PTP_1-PTP_7)</p> <p><b>Secondary Objective:</b> To close all progression gaps by ensuring employability and student enterprise education is fully embedded in the design and delivery of all our courses with due consideration to equity of opportunity.</p>		
<b>Risks to equality of opportunity</b>	<p>Risk 6: Insufficient academic support; Risk 7: Insufficient Personal Support; Risk 8: Mental Health; Risk 10: Cost Pressures; Risk 11: Capacity issues and Risk 12: Progression from Higher Education</p>		
Activity	Inputs	Outcome Indicators	Cross intervention?
<p><b>PR1:</b> Identify courses with higher numbers of students from the target groups, particularly courses with graduate outcomes that are below the sector benchmark and create a strategy for enhanced employability support for those groups.</p>	<p>Staff time and administration</p> <p>Staff development</p>	<p>Priority list of courses created including a breakdown of each of the target groups with revalidation and review activities mapped.</p> <p>Regular Employability Partner meetings with course directors and other key academics scheduled.</p> <p>Course team design, review, and development sessions held.</p> <p>Enhanced employability related actions/resource requirements identified.</p>	<p>PTA_1 - PTA_4; PTS_1-12</p>
<p><b>PR2: Implementation and delivery of Future 360:</b> Continue to implement the Future 360 framework in all courses, prioritising those with higher numbers of students in the target groups by:</p> <ol style="list-style-type: none"> <li>1. Undertaking an audit of all courses to assess the extent to which Future 360 is fully embedded</li> <li>2. Increase the number of meaningful interactions with employers</li> <li>3. Review assessment options to maximise the meta-cognition of graduate attributes and employability skills.</li> <li>4. Ensure the requirements of Future 360 are evidenced in validation and re-validation documentation.</li> </ol>	<p>Staff time including faculty resource to provide placement matching and supporting administrative activity.</p> <p>System development – to manage WRE activities within faculties.</p> <p>Policy, guidance and process review.</p>	<p>Regular Employability Partner meetings with course directors, key academics and related professional services held.</p> <p>Future 360 Framework fully mapped against all courses and actions identified.</p> <p>Industry panels for all schools established.</p> <p>Course team curriculum design, review, and development sessions held.</p> <p>Employability and student enterprise activities identified and supported through co-delivery with academics, Careers and Enterprise, external industry speakers, employers and alumni.</p> <p>Policies and supporting guidance and procedures in place. Application of guidance monitored by Quality Standards Office. Best practice across institution surfaced and shared.</p> <p>Increased opportunities to embed enhanced curriculum-based Work-related experiences (WRE) and placements, including the option to take a year in industry.</p>	<p>PTA_1 -PTA_4; PTS_1-12</p>

		Processes for the promotion and administration of WRE established within schools/faculties.  Course validation process provides evidence how the course will meet the requirements set out in the Future 360 framework.	
<b>PR3: Increase the number of students undertaking extra-curricular WRE activities:</b> placements, internships (min. 3 months) and volunteering opportunities, focusing on the target groups	Staff time – additional resource to support increased volunteering, placement and wider WRE activity centrally and within faculties.  System development to manage central WRE activities across faculties.  Marketing materials to promote WRE opportunities to students and external organisations.	Opportunities to promote enhanced co-curricular and extra-curricular Work-related experiences (WRE) and placements, including the option to take a year in industry created.  Processes for the promotion and administration of extracurricular WRE/volunteering/ internships established centrally.	PTS_1-12
<b>PR4: Career readiness questionnaires:</b> Introduce mandatory career readiness questionnaires at the point of registration and re-registration and expand further use of Career Pulse aligned to specific employability interventions to measure learning gain	Staff time and costs for research and development; possible software costs	Rich data available for all students who have completed survey that indicates their level of career readiness and informs the timing and content of employability activities and interventions.	PTA_1-PTA_4; PTS_1-12
<b>PR5: Maximise use of the PAT system:</b> to assess student employability and career progression needs	Staff time to develop materials and train PATs	Increased capacity outside of the central Careers team  Increase in number of referrals to Careers and Enterprise for careers information, advice and guidance for their students, GradForce, volunteering, mentoring, the CDF, and other employability and student enterprise activities	PTS_1-12
<b>PR6: GradForce:</b> Deliver the GradForce programme for final-year students, prioritising courses with higher numbers of students in the target groups and increasing the number of students taking part with further tailored elements for students with greatest support needs	Staff time; increased budget, promotional materials	Expanded programme available to all final year students  GradForce Plus support provided to specific target groups  Increased pool of local employers actively engaging with the university and recruiting students from GradForce pool  Improved career preparedness and graduate employment outcomes for GradForce alumni	PTS_1-12
<b>PR7: Alumni Futures Mentoring Programme:</b> Roll out the alumni/employer Futures Partners mentoring programme, ensuring that we have mentors from all our target groups	Staff time; 0.4 FTE allocated to coordinate mentoring programme	A pool of trained mentors, drawn both from our alumni community and beyond  A database of students who have registered to be mentored	PTA_1-4; PTS_1-12

		Students report increased preparedness and confidence to enter the graduate workplace or self-employment/enterprise.	
<b>PR8:</b> Continue to develop and promote applications to the Career Development Fund, expanding the range of activities and number of students it supports each year, ensuring access to extra-curricular career development opportunities to target groups.	Staff time; increased budget, promotional materials	Increased number of students accessing the Career Development Fund Students from target groups, especially those from traditionally low social-economic backgrounds experience a wider range of opportunities that enhance their graduate capital (Tomlinson, 2017)	PTS_1-12
<b>PR9: The student enterprise programme:</b> Continue to develop and promote the student enterprise programme, ensuring that students from the target groups are fully represented and grow the entrepreneurial culture/network across our UG and PG body	Staff time; allocated budget, promotion, materials Staff development Seed money for proof of concept and idealisation/business start-ups	Student Enterprise programme expanded with opportunities for multi-disciplinary enterprise projects established Increased number of students from target groups establish careers as freelancers and/or to set up their own businesses Student enterprise activity is encouraged and supported with an increase in the commercialisation of ideas/spin-off activities	PTS_1-12
<b>PR10: ABC to PhD Scholarships:</b> aimed at increasing access to postgraduate research for Black students	0.4FTE; staff time; promotion activities; workshops; mentoring activities; travel costs; cost of summer schools; networking; hospitality; outreach; research development	Increase the number of Black students that access postgraduate research.	PTS_8-10
<b>PR11: The academic framework (industry, careers and enterprise module):</b> design and implement the ICE module ensuring that students from the target groups have the same opportunities and exposure to industry and enterprise experience.	Staff time and administration; industry engagement to source and develop client projects	All students taking part in a client project or innovation challenge resulting in improved graduate outcomes	
<b>Total cost of activities planned</b>	<b>PR6 £30,000</b> to support GradForce programme <b>PR7 Mentoring programme</b> 0.4FTE @Grade E = <b>£14,134</b> including on-costs <b>PR8 Career Development Fund £40,000</b> <b>PR9 Student enterprise</b> to support a growing number of proof-of-concept ideas through to start-up bursaries: 20 students @£1500 each <b>TOTAL £30,000</b> <b>PR10 Postgraduate Scholarships: £150,000 annually</b> <b>TOTAL: £264,134</b>		
<b>Evidence-base &amp; rationale</b>	In order to increase the progression rates for our target student groups, our intervention strategy is informed by data from the OfS data dashboard and TEF metrics that highlight inequities between progression levels across the different student groups. The key underpinning rationale for these interventions is informed by an established body of research-based evidence <sup>3</sup> that demonstrates clearly the		

<sup>3</sup> Gaby Atfield, Wil Hunt & Daria Luchinskaya (2021). Employability programmes and work placements in UK higher education. Report for the Department of Education, Warwick Institute for Employment Research



	importance of placements or substantive work experience/internships in improving students' preparation for the graduate workplace, and their ability to secure suitable jobs after graduation. Our student demographic (with almost half coming from lower socio-economic backgrounds IMDQ1 and 2) means that our students often lack the necessary confidence, aspiration or 'social capita' to secure graduate employment. This intervention strategy therefore contains a range of measures to address this, for example GradForce and the Career Development Fund. Since the beginning of the fund, we have seen students access career development, work experience, and professional networking opportunities that would have otherwise been denied to them because of their socio-economic status. Many of these students have progressed to set up their own businesses, secure senior roles and are now returning to mentor the students that follow. Through continued investment, and the development of other employability and enterprise initiatives both within and outside the curriculum, we are seeing our graduate outcomes improve annually. More targeted support will increase the success of identified groups.
<b>Evaluation</b>	The intervention strategy above will be evaluated using mainly Type 1 and 2 evaluation, with long-term graduate outcomes measured by future Graduate Outcomes surveys. Due to Graduate Outcomes being a 'lag' indicator, a number of lead indicators have been identified to enable us to monitor on an ongoing basis the impact of our activities and interventions, and the extent to which each of the target student groups is engaging with – and successfully completing – the above interventions. The results of our evaluation will be shared internally and published on our web pages from 2026 onwards on an annual basis.

### 3. Whole Provider Approach

Leadership of Access and Participation is embedded throughout the institution. At Senior Management Team (SMT) level the Deputy Vice-Chancellor, and Pro Vice-Chancellor (Research & Enterprise and Business Development) work, together with the Pro-Vice Chancellor Education and Student Experience, Faculty Pro Vice-Chancellors and Deans, and through them Heads of School, and with the Dean of Learning and Teaching along with the institutional Academic Strategic Leads for Retention and Success and Closing Our Gap to ensure ownership of the agenda by the academic community. Directors of other key professional service areas – the Directorate for Student Wellbeing, Community & Belonging and the Directorate for Graduate Futures, along with the Strategic Lead for Access and Participation – are also closely aligned with and accountable for key aspects of this agenda.

Through our senior leadership team, we have worked to embed inclusion and accountability across all areas of the institution. Within our new People Strategy there is a commitment to improve our understanding of our staff characteristics before developing clear aims and objectives to diversify our staff community, to better reflect the characteristics of our students. We have made a number of appointments and structural changes to ensure that we have strategic leadership that provides opportunities for transformational cultural change. For example, faculty Heads of Equity and Inclusion (introduced in 2023) and the Strategic Lead for Access and Participation will also ensure APP priorities are embedded within faculty strategic plans.

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.

Our approach to improving student outcomes in our APP is not only embedded within our institution but also championed through our relationships with external partners in the NHS, within the education community and via our Strategic Industry Advisory Board linked to our recent developments in Engineering. Civic responsibility is

important to our university community and staff are encouraged to engage in a range of initiatives that relate to our APP objectives. Examples include a campaign to promote becoming a Governor at a local school, supporting Canterbury for Ukraine and developing a partnership with the Kent Refugee Action Network.

**Commercial Partnerships.** The infrastructure and oversight arrangements for commercial partnerships has been reviewed and updated since the previous APP submission.

New links have been established together to ensure that alongside our partnership performance sub-committee we have developed a regulated meeting environment with key staff whose remits are focussed to APP targets, to review available student outcomes data, discuss existing success and progression interventions, evaluate and review theses alongside co-developing others as data trends are revealed to ensure they are effective and impactful depending on the stage in the partnership. These regulated meeting environments and communication methods will ensure oversight and further insight connected to continuation and progression/attainment are gathered across cohorts and levels of learning. Additionally, strengthened sharing of best practice and development materials and activities focussed to improving metrics (Retention and Success) and discussion of professional services /student support arrangements will guarantee the cross fertilisation and alignment of best practice approaches moving forwards and build on capacity to be agile and respond to shifts in metrics trends as they emerge and within the Quality Cycle.

Moving forwards in the light of our partnership arrangements, we acknowledge the differences between direct and collaborative students, but we have combined the previously separate targets for these into one target for our total student population. This acknowledges our whole institution approach and allow us to evolve interventions in collaboration with providers and share best practice. The Partner Management Group (PMG) and the Partner Strategic Group (PSG) ensures robust governance and oversight for each large commercial provider. The PMG for each partnership brings together the provider, the University faculty/faculties and relevant professional service departments, and the UK Partnerships and Apprenticeships Unit (UKPAU), to maintain broad oversight of the development and delivery of academic and professional service activities pertinent to the success of the partnership.

The PMG is scheduled to meet twice a year. Access and Participation, along with other Key Performance Indicators (Level pass rate, student satisfaction, average attendance, first attempt pass rate etc) are standing items on the agenda to oversee progress against APP targets and interventions.

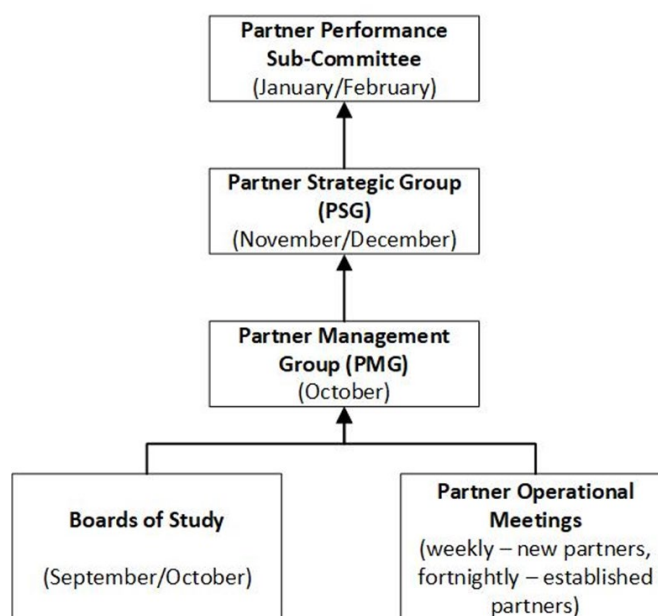
In addition, the fortnightly operational meetings in the case of each provider (and weekly when onboarding new commercial partners) with comprehensive membership from the University and partner professional service departments (including UKPAU), feed into the agenda of each PMG meeting where matters relating to the operational aspects of the partnership including APP delivery are reviewed and can be escalated to the PMG.

With overall strategic leadership and responsibility for the partnership in the context of changing regulatory requirements, the PSG will focus on reducing risk presented by working with the provider, whilst ensuring the partnership flourishes from a quality and financial perspective. Each PSG is scheduled to follow PMG meetings. Standing items on the agenda would include items such as KPIs, the Access and Participation Plan, with potential additions to the subject portfolio, changes to the external regulatory framework and associated risk, ongoing operational management issues of concern, student numbers.

The PMG membership typically comprises, Managers, Heads and Directors of units whereas the PSG comprises of a more senior membership (PVC level and above), to reflect the escalating seniority of each group.

### **Cycle of Governance meetings**

## Cycle 1



**Continuous Improvement Process.** A number of institutional KPIs including Access and Participation plan targets provide senior managers and governors with measures of success and areas for improvement through our Continuous Improvement Process. We introduced Course Performance Plans in 2022 which bring together several TEF and OFS B Condition metrics, along with NSS data and Access and Participation Plan targets, in order that we have an integrated and streamlined approach to course action planning. Our collaborative providers are aligned to our institutional approach to Continuous Improvement. This includes the introduction of the Partnership Performance Committee with a cross institutional remit to review continuous improvement using a similar template that contains key metrics. Also a data dashboard is being developed that contains overall partner performance against key metrics and a comparison of subjects in direct and collaborative provision. This will allow us to identify risk areas in a systematic and consistent way.

**The Kent and Medway Medical School (KMMS)** Launched in 2020 and based in Canterbury, the Kent and Medway Medical School is a collaboration between CCCU and the University of Kent, building on the two institutions' existing high quality clinical teaching and research strengths.

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 to ensure an equitable admissions process. Eligible students from a widening participation background will receive a contextualised 10 and lower conditional academic offer and further consideration will be given to applicants at all stages of the admission process.

**Diverse Pathways and Flexible Provision.** 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. 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.

### **Gypsy, Traveller, Roma, Showman and Boater community students**

A recent example of our whole institution approach to supporting under-represented groups is a collaboration between our small traveller student community, academic staff and strategic leads for Access, Participation, Success and Progression who are working in partnership to submit the GTRSB pledge and develop a strategy to support this emerging cohort. The Pledge will include supporting progression to HE from Kent and Medway schools and ensuring that CCCU is inclusive for this significantly under-represented cohort.

Given the low numbers of students identifying as GTRSB students at enrolment at university, it is challenging to monitor trends. With fewer than ten declared GTRSB students currently at the University this will not be an explicit target group for the institution. However, following our review of the most recent census data together with the most recent list of registered GTRSB sites in the UK, a significant proportion of the GTRSB community is to be found in the Southeast. We will therefore keep a watching brief and explore opportunities to engage in a meaningful way with the local GTRSB community.

### **Service Children and Military Families**

Service Children / Military family is a new field on UCAS applications introduced for the 2023 cycle. We therefore have limited data on the population and outcomes for these students at CCCU. We will keep a watching brief on the outcomes data for these students as it matures. Despite the limited data, we are, as a member of the Kent and Medway Progression Federation, launching and will be hosting a Service Children's Alliance Partnership (SCiP) Hub for the South-East, focussing on Kent and Medway, to support service children and their families, as well as children of service veterans. The Hub will be a useful incubator for the SCE team to pilot and evaluate any outreach targeted at service children. This development is in addition to our existing commitments to supporting military families through the University's Armed Forces Covenant.

Whilst we may not have sufficient data to be in a position to commit to a specific widening access target in this Plan, we have a strong foundation of support for service children and military families and will consider adding meaningful targets in the following APP submissions based on data analysis.

### **Sexual Orientation**

Sexual orientation does not appear to be a statistically significant influence on the APP experience and outcomes indicators. We strongly advocate for all our LGBTQIA+ staff and students and have been a Stonewall Diversity Champion for over a decade. We are lead sponsor of Pride Canterbury and work with them each year in preparation for the wonderful celebration of LGBTQIA+ identity in our vibrant and inclusive city. We ensure that our LGBTQIA+ staff and allies feel support through the CCCq LGBTQIA+ network. CCCq has actively shaped the University's policy and practice in relation to sexual orientation and gender identity. Our student LGBTQIA+ society also plays an active part in our University community and provides a safe space for all students to express themselves, have fun, and connect.

### **Faith**

Whilst there are apparent statistical differences in experience and outcomes for students for different faiths, these were found to not be statistically significant once variations between people from different ethnic backgrounds are accounted for. Follow up analysis showed that the attainment rates for white students of faith and no faith were identical, for example. Therefore, the statistically significant gaps relating to faith are captured within our existing attainment targets and interventions.

## 4. Student Consultation

The University has worked closely with students that represent target groups contained within the Plan to determine our targets and intervention strategies. We have achieved this through focus groups and at Students' Union Council meetings and through student membership of our APP and Closing our Gap oversight group. We will continue to work with the student body and seek to establish a Student Equitable Outcomes panel to monitor progress and impact of our interventions. We will also work with collaborative providers to ensure that we capture the diverse needs of partner students.

Statement from Canterbury Christ Church University Students' Union representative:

'We at the Students' Union have a continued strong engagement with the Access to Participation Plan. The APP core team has attended the Union Council, our student-led meeting composed of students representing all subject areas at Canterbury Christ Church as well as representatives with a specific remit to represent marginalised groups including BAME Students' Officer, Disabled Students' Officer, Mature Students' Officer and Cultural Diversity and Minority Ethnic Officer and many more. The SU Sabbatical Officers represent the student body at the University's Access and Participation Plan and Closing our Gap oversight group.

To better understand the issues faced by our students we have supported focus group to discuss more specifically how to overcome barriers faced by marginalised groups. These focus groups have continued with the current submission as well as continuing the dialogue among our communities to ensure that removing barriers is a focus for our communities at large.

Much of the work of the APP is very much in line with what we have been working on as a Students' Union. Last year we ran a campaign to promote a better understanding of pronoun use. We were therefore pleased to see that the University is making more effort to gather information on different groups like Sexual Orientation, but we also note that the disclosing rates are low due to this being very personal, we will encourage universities to lead on campaigns to increase the disclosure rate in a respectful way.

We also acknowledge the great work that our Mature Students and Commuters do, as well as the challenges they face, and we encourage University to focus on providing the support that they deserve especially to tackle the barrier that prevent them from having a full university experience, these barriers prevent mature student from spending much time on campus, due to many of them being commuting, and university providing access to transport. At least 60% of students at Canterbury Christ Church are registered as Mature (CCCU, 2024) and with the vision 2030 project focusing more on younger students, as a community have a responsibility to listen and respond where we can. '

**Inés Abella Romero, President (Community, Diversity and Inclusion), Students' Union**

## 5. Evaluation of the Plan

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.

We commit to developing a coherent evaluation strategy with appropriate governance from the Access and Participation Plan and Closing our Gap Sub-committee. We will develop support materials and evaluation tools to maximise rigour and consistency across the range of outputs.

**Strategic context.** We will continue to draw on expertise from across the University, involving students and researchers, to investigate the impact of specific interventions 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 are a founding member of the Higher Education Access Tracker (HEAT) Service, which provides higher education providers with data and intelligence to effectively target, monitor and evaluate their outreach activities. Through the HEAT national community, we collaborate on the development of knowledge, skills, tools, resources and methodologies required for robust evaluation. The HEAT membership therefore supports our delivery of robust evaluation which will produce high quality evidence of what works and what does not work within our particular context.

Being part of the HEAT evaluation collective is more efficient than working in isolation, minimising duplication of effort and sharing evaluation resources across the sector. Through its links with national organisations such as HESA and the DfE, HEAT provides us with data outcomes which are essential for our impact research. Accessing data centrally through HEAT enables us to avoid burdening schools and colleges with requests for data. HEAT membership provides opportunities for us to share our evaluation plans with other higher education providers for feedback. This peer evaluation facilitates knowledge transfer between providers, increases transparency and rigour and helps us to improve our evaluation going forward. The HEAT collaboration therefore drives up evaluation literacy across the sector through providing access to the data, tools and systems required to build robust evidence of impact.

Collaborative evaluation with our member universities and FE colleges in the Kent and Medway Progression Federation (KMPF, encompassing KaMCOP, our Uni Connect partnership) allows us to independently evaluate the impact that our combined widening access work has on local student outcomes. Collating student engagement data through HEAT allows us to better understand the extent of engagement across universities, and the journey that these outreach participants make longitudinally.

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 Asian, mixed and other ethnic group 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. Our investment in evaluation includes subscription to HEAT, part of our contribution to the KMPF, allocating portions of staff time and specific roles.

We are committed to developing a robust evaluation plan that is proportionate for each intervention and enables us to gain a deep understanding of what works and for whom. We seek to conduct evaluations that draw on quantitative and qualitative methods and as such, we have developed a Theory of Change for each Intervention Strategy (above) included in the plan to show the measurable outputs and outcomes for our targeted activity. Based on the nature of the intervention and the data available, there will be a range of type one to type three evaluation with the intention to progress to type three wherever possible. We are working to develop a whole-institutional approach to evaluations through a series of staff development programmes on evaluation design to ensure that interventions at Faculty and School level are informed by evidence-based approaches that demonstrate impact.

**Learning to shape improvements.** Evaluation activity for each intervention, and across the plan as a whole, will not only assess the efficacy of our activity but also inform future work. We will 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 have made clear commitments to publish our evaluations findings in each of our intervention strategies within the APP. 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. For the purposes of evaluation of financial support under this Plan we will make use of the statistical package of the toolkit.

## 6. Investment

An overall annual investment of £1,949,134 will be made by the University to deliver against its widening access, student success and Progression targets as detailed within our intervention strategies. An additional £4,240,000 will be allocated towards our student financial support resulting in an overall investment of £6,189,134 of our annual higher fee income.

**Financial Support.** Over the past eight 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 and Participation Plans: to continue to support our most financially vulnerable students as we address our targets for access, continuation, completion, 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 Career Development Fund) 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.

**Cost of Living.** The current cost of living crisis is affecting everyone, and in partnership with the Students' Union, a working group was established in 2022 to identify ways in which the University can support students during this time.

An online student Cost of Living Hub was launched as part of a wider “Money Matters, You Matter” campaign. The hub brings together the range of support, initiatives, and opportunities which have been implemented by the working group, so far, into one central place. This includes increased hardship funding, discounted food on campuses through a Helping Hand menu, and warm spaces to come together as a community over free hot drinks.

The Library and Learning Resources Team have worked in collaboration with The University of Kent and The University of Greenwich to introduce the policy to no longer charge fines on overdue items to remove financial barriers for students accessing our collections. The University also committed to funding 50% of gown hire to help remove financial barriers to attending graduation ceremonies.

The following table indicates financial support arrangements for 2025/26. Overall quanta will be kept under review in the light of ongoing evaluation.

<b>CCCU Grant (full-time and part-time entrants)</b>	£600 per year for each year of study for students from low-income households
<b>Access to Learning Fund</b>	Varied amounts for students in extreme financial hardship
<b>Disability Support</b>	Variable amounts for students with a disability to support associated costs including disability assessment (incl. Dyslexia), IT/specialist equipment and other services
<b>Care Leaver Bursary</b>	£1,200 per annum for statutory care-leavers of the UK who meet the eligibility criteria. In addition to targeted support through the designated members of staff in Student Wellbeing Services, the option of year-round accommodation, guaranteed part-time employment as a student ambassador and priority access to the Career Development fund.
<b>Career Development Bursary</b>	Up to £500 per Student to support work experience opportunities.
<b>Partner School Award</b>	£500 per annum for partner school students engaged in outreach activity

An estimated total of £4,169,000 - £4,528,000 will be allocated in financial support to eligible students across all year groups in each year of this APP cycle.

## 7. 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.
- **Answers Days and Applicant Day.** Talks about fees, finance and financial support are also provided to prospective students at Answers Days and Applicant Days.
- **Outreach talks with pupils at local schools.** The School and College Engagement team works 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 budget effectively for their time at university.
- **Communications sent from the Customer Relationship Management (CRM) system.** Prospective students are sent email communications with links to information about fees, funding and financial support and Student Finance England. These include embedded videos to help explain financing higher education to prospective students and include budgeting tips and details of action to support students with the cost of living. We have segmentation in the CRM to enable targeted communication to promote support opportunities to various student groups.

# P1. Access and Participation Plan 2025-2029

## Data Review

07/03/24

### 1.0 Introduction

This analysis looks primarily at the data included in the OfS Access and Participation Plan dataset, released in March and July 2023. The Planning and BI team rebuilt the measures in the national dashboard to enable additional analysis, including the disaggregation of directly delivered from collaborative provision where appropriate.

There are five key measures in the Access and Participation dataset corresponding to stages in the student lifecycle. In addition to three indicators used in the TEF and monitoring B3 regulations (Continuation, Completion, and Progression) there is a measure for Access, the number of students accessing HE with different characteristics and backgrounds, and a measure of Attainment, the proportion of students on degree programmes<sup>4</sup> receiving first or upper second class honours.

Section 2 provides an overview of CCCU performance for full-time undergraduates. Section 3 looks at the stages of the student lifecycle in more detail, including trends in the data, differences between direct delivery and collaborative provision and issues for other modes and levels of study where data allows.

### 2.0 Overview

Figure 1 (overleaf) looks at the four year aggregated averages of the measures for full-time undergraduates. Although the overall performance figures are shown in the first line, shading has been determined by Planning & BI team using performance against comparator groups. For example, the splits for students from ethnic minority backgrounds have been compared with those of students from white backgrounds.

For the measures other than Access, the shading is as follows:

	A difference in performance that is on the margins of statistical significance
	A statistically significant difference in performance
	A statistically significant difference that is also below the average for English HEIs.

For the Access measure medium blue shading signifies a group that CCCU recruits a smaller proportion of than the average for English HEIs. Where the shading is light blue this difference is statistically marginal.

Annex 1 shows the same summary data for all English providers and highlights that many of the issues highlighted at CCCU are reflected nationally. Obviously, this does not make them any less of a priority for CCCU.

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<sup>4</sup> The 'Other undergraduate' category, which includes those on Certificates and Diplomas, is excluded from the Attainment measure.

**Figure 1: Overview of CCCU performance in the APP dataset – Full-time undergraduates**

	Full-time UG students - 4 yr aggregate	Access	Continuation	Completion	Attainment	Progression
	Overall	100	85.8	84.6	70.7	72.3
Sex	Female	52.7	88	87.3	73	73.7
	Male	47.3	81.9	78.8	64.9	68.5
Age	Mature (21 or over)	66.2	83.4	82.9	70.9	80.4
	Young (<21)	33.8	87.8	85.4	70.6	68.3
Ethnicity	Asian	9.9	82.3	84.1	56.7	71.3
	Black	13.6	84.2	77.7	38.7	74.5
	Mixed	3.7	83.7	79	68.3	72.6
	Other ethnicity	3.7	78.4	76.6	50.7	74.1
	White	69.1	87	86.3	77.5	72
Disability	Reported disabilities (any)	11.4	86.4	82.3	71.3	67.5
	Reported disabilities (none)	88.6	85.7	85	70.6	73.4
	Cognitive or learning difficulties	3.5	88.4	83.4	66.6	69.8
	Mental health condition	3.4	85.3	79.1	76.9	65.3
	Multiple impairments	1.9	86.6	80.8	69.2	65.7
	No disability reported	88.6	85.7	85	70.6	73.4
	Sensory, medical or physical impairment	1.6	84.6	83.1	78.7	71.6
	Social or communication impairment	1	84.4	84.7	69.6	54
FSM	FSM - Free School Meals eligible	23	83.5	77.3	61.4	64
	FSM - not eligible	77	89.5	87.5	72.9	68.7
Intersections	Ethnic minority, IMD Q1&2	22.9	82.6	77.7	43.4	74
	White, IMD Q1&2	34.3	84.3	82.6	74.3	70.4
	Female IMD Q1&2	30.7	86	84	66.1	72.1
	Male IMD Q1&2	26.5	79.2	74.1	56.6	70.1
	Ethnic minority, POLAR Q1&2	7.7	86.8	80.9	51.5	65.9
	White, POLAR Q1&2	32.4	87.1	84.6	74.9	67.7
	Female POLAR Q1&2	25.4	88.2	87.5	74.3	68.9
	Male POLAR Q1&2	14.7	84.9	77.6	64.8	63.5
Gaps	TUNDRA - Low participation areas (Q1 vs Q4)	-2	1.4	0.8	-7.5	0
	POLAR4 - Low participation areas (Q1 vs Q4)	-5.4	4.5	3.9	1.4	4.9
	IMD - Socio-economic deprivation (Q1 vs Q4)	-20.3	7.2	8.8	14.7	1.1
	ABCS - Characteristics of students (Q1 vs Q4)	8.6	8	21.4	NA	22.3

\*\* Intersections highlighted where they provide added explanatory value

The top line of Figure 1 highlights that CCCU is below the English HEI average<sup>5</sup> on the Continuation, Completion and Attainment measures overall. Recent analysis of the B3 indicators also suggested that CCCU is below the weighted sector benchmarks on Continuation and Completion measures for full-time first degrees.<sup>6</sup>

**Male students** perform on average less well than female students on the four outcome measures and significantly below sector on the Completion, Attainment and Progression measures. Over the last four years CCCU has recruited similar numbers of male and female students. However, historically CCCU recruited more women than men, particularly on courses such as nursing and primary teaching. This has been offset by the recent expansion of collaborative provision which has been predominantly in the business and management subject area and has had a higher proportion

<sup>5</sup> The sector figures on the APP dashboard are for all English HE providers, including colleges and specialist providers.

<sup>6</sup> Summary of CCCU's position in the March 2023 OfS B3 data release. Paper for CCCU Academic Strategy Committee

of male students. To some extent differences in performance may be subject rather than gender related.<sup>7</sup>

**Mature students** have slightly lower rates of Continuation and Completion than young students. The difference is not large but is statistically significant. However mature students are more likely to progress into graduate level jobs or further study than young students.

Mature students may have had time to develop other job related skills and to build better social networks to find graduate level jobs. Indeed, nationally mature students are more likely to have found graduate level employment than young students. However, the contrast is more marked at CCCU than nationally (see Annex 1). At CCCU, 79.5% of mature students have a positive progression measure compared with 68.5% of young students. The difference is only 1.5% nationally. Further improving the employability outcomes of **young students** could be one focus of the new Access and Participation Plan.

The performance splits by ethnicity highlight that students from some **ethnic minority backgrounds** have below average performance on each of the measures. The contrast is most marked in attainment of good degrees, where students from all ethnic minority backgrounds are also significantly less like to gain a good degree than they are nationally. The gap is largest for black students and this has understandably been a key focus for the 'Closing our Gap' project. Whilst the gap has closed slightly it remains a priority for CCCU. The gap is also more than 10% for Asian students and students from Other Ethnic backgrounds. CCCU also recruits fewer Asian students than English HEIs do on average, although the Asian community in Kent and Medway is also relatively small (see next section).

Overall CCCU recruits fewer students with **reported disabilities** than the average for English HEIs, although this is primarily because very few students with collaborative providers report disabilities. Overall students who report disabilities are slightly less likely to complete their studies and to progress to graduate level employment or further study. Students with mental health conditions are less likely to complete their degree, whilst those with cognitive or learning difficulties (e.g. dyslexia) are less likely to attain 1st or 2i class degrees.

The remaining splits in the table are indicators of **socio-economic disadvantage**. Students who were eligible for **Free School Meals**, an indicator of low income in parental households, are slightly less likely to continue their studies after one year and less likely to complete them (markedly so at CCCU). They are also less likely attain 1<sup>st</sup> and 2i degree classifications and to progress to graduate level jobs or further studies within 15 months of completing their studies.

The pattern is similar for students that come from postcodes that are amongst the 20% most deprived in the **2019 Index of Multiple Deprivation (IMD)** or from postcodes with **low participation** in Higher Education in either the **POLAR 4** or **TUNDRA** measures (the first uses Census data whilst the latter uses tracking data from DfE), or from students with *characteristics* associated with low participation (**ABCS**). There are one or two exceptions. Students from areas of low participation do not perform particularly poorly on the attainment measure and students from areas of deprivation are no less likely to progress to graduate level jobs or study.

The intersections shown in the table are those which are provided in the national dashboard as the splits are most likely to have sufficient numbers for statistical analysis to be robust. The intersections are shaded only where differences in performance appear to be driven by the combination of both

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<sup>7</sup> Previous analysis of the TEF dataset revealed, for example, that the three health related CAH2 subjects accounted for 27% of students at CCCU but 33% of female students, 44% of black and 44% of Asian students and 49% of mature students.

characteristics. For example, the attainment rate for students from **ethnic minority backgrounds from areas of multiple deprivation** is below that of ethnic minority students alone and below that of students from areas of socio-economic deprivation alone.

Similarly, the Continuation, Completion and Attainment rates for **male students from IMD quintile 1 or 2 (most deprived) areas** are lower than those of male students or students from IMD quintile 1&2 areas alone.

### 3.0 Collaborative Provision

Reflecting the recent growth in collaborative provision at CCCU, it should be noted that about 50% of students in the 4 year aggregated Access measure are with collaborative providers, 18% of those in the Continuation measure and only 1% of the students in the other measures. As most collaborative students are mature students, they also have less influence on splits that are focused on young people.<sup>8</sup> Figure 2 breaks down the overview table into directly delivered and collaborative provision for the access and continuation measures. This highlights some of the similarities and distinctions between the challenges facing CCCU on campus and working with its collaborative providers.

**Figure 2: Access and continuation overview - directly delivered and collaborative performance**

	Full-time UG students - 4 year aggregate	Access (directly delivered)	Access (collaborative)	Continuation (directly delivered)	Continuation (collaborative)
	Overall	100	100	87.7	77.4
Sex	Female	66	47	89.3	80.2
	Male	33.9	53	84.4	74.8
Age	Mature (21 or over)	36.4	95.8	86.7	77.7
	Young (<21)	63.6	4.2	88.2	73.7
Ethnicity	Asian	4.9	8.6	88.4	75.3
	Black	12.7	8.6	86	75.4
	Mixed	4.4	7.5	86.9	67.7
	Other ethnicity	1	8.6	83.9	76.2
	White	77.1	66.7	88.1	80.3
Disability	Reported disabilities (any)	20.4	2.5	86.9	73.9
	Reported disabilities (none)	79.6	97.5	87.9	77.5
	Cognitive or learning difficulties	6.7	0.4	89	66.7
	Mental health condition	6.2	0.7	86	65.2
	Multiple impairments	3.2	0.6	86.5	88.9
	No disability reported	79.6	97.5	87.9	77.5
	Sensory, medical or physical impairment	2.4	0.7	85.4	75
	Social or communication impairment	1.9	0	84.3	-
FSM	FSM - Free School Meals eligible	22.4	38.8	83.9	67.4
	FSM - not eligible	77.6	61.2	89.5	87.5
Intersections	Ethnic minority, IMD Q1&2	17.2	28.6	85.9	75.5
	White, IMD Q1&2	27.9	40.6	85.2	80.3
	Female, IMD Q1&2	30.1	31.4	87.3	80.4
	Male, IMD Q1&2	15	37.9	81.8	74.3
	Ethnic minority, POLAR Q1&2	7.7	7.3	87.6	61.1
	White, POLAR Q1&2	33.2	21	87.1	81.8
	Female, POLAR Q1&2	26.1	13.4	88.4	66.7
	Male, POLAR Q1&2	14.7	14.8	85	78.9
Gaps	TUNDRA - low participation areas (Q1 vs Q5)	-4.1	27.8	3.1	-10.2
	POLAR4 - low participation areas (Q1 vs Q5)	-6.5	11.1	5.2	4.4
	IMD - Socio-economic deprivation (Q1 vs Q5)	-7	-33.6	5.5	5.2
	ABCS - Characteristics of students (Q1 vs Q5)	8.5	13.1	7.5	-6.6

<sup>8</sup> In the Access measure, this includes splits by TUNDRA, ABCS and FSM



In terms of Access, CCCU's collaborative provision is more gender balanced but strongly focused on mature students and with a higher proportion of students from ethnic minority backgrounds.

However, it should be noted that in the Access measures the main ethnicity split is for 18 year olds only. As most of our collaborative provision is taken up by mature students, the ethnicity profile for Access measures is based on a very small number of students. When ethnicity is included in intersection data (e.g. IMD), it includes students of all ages.

Students at the new large collaborative providers are much less likely to report disabilities. To some extent this is likely to be a side effect of the higher proportions of mature and ethnic minority students, both of whom are less likely to declare disabilities (particularly learning difficulties or mental health conditions). Reducing any potential stigma associated with declaring disabilities may be as important as ensuring students are not excluded by the recruitment process.

Figure 2 also highlights that, although our collaborative provision is predominantly recruiting mature students, when young students are recruited, they are less likely to be from low participation areas.

In terms of continuation, collaborative and directly delivered provision are more similar in the areas highlighted for potential intervention. However, young students with collaborative providers have lower continuation rates than mature students whereas the converse is true for those studying at CCCU directly. Collaborative students from ethnic minority backgrounds also have lower continuation rates than white students. Small numbers mean that apparent differences in the other split measures focused on young students are not statistically significant for collaborative provision.

### **Large collaborative partners**

Figures 3 and 4 show Access and Continuation figures broken down for the three large collaborative providers in the APP dataset; the Global Baking School (GBS), London School of Commerce (LSC) and Elizabeth School of London (ESL).

Only a very small cohort of students at ESL were included in the APP dataset and numbers have grown significantly since. Where split measures in the table have a base of 30 students or fewer the numbers have been italicised and greyed out, they should be viewed as indicative at best.

Figure 3 shows that CCCU students studying at these collaborative providers are much more likely to be mature students and much less likely to report disabilities. The reasons for the latter are not clear and CCCU is working with its partners to ensure that students feel free to report disabilities, that this is clearly recorded and that they are able to access suitable support.

Only young students are considered in the TUNDRA and POLAR participation in HE measures. The data suggests that the small number of young students that do come to study through our collaborative providers are less likely to be from low participation areas. However, students with collaborative providers are, in general, much more likely to be from areas of multiple deprivation.

Normally, participation rates and measures of deprivation have similar geographies. This suggests that the mature students studying through our large collaborative partners have quite a different profile from young students studying at these institutions.

**Figure 3: Access – large collaborative partners (GBS, LSC and ESL)**

		GBS	LSC	ESL
	Full-time UG students	Access	Access	Access
	Overall	100	100	100
Sex	Female	44.8	47.7	51.6
	Male	55.2	52.3	48.4
Age	Mature (21 or over)	96.6	96.3	83.2
	Young (<21)	3.4	3.6	16.8
Ethnicity*	Asian	25.0	-	-
	Black	-	5.0	16.7
	Mixed	3.1	10.0	-
	Other ethnicity	9.4	20.0	-
	White	62.5	65.0	83.3
Disability	Reported disabilities (any)	2.6	0.9	-
	Reported disabilities (none)	97.4	99.1	100.0
	Cognitive or learning difficulties	0.3	0.1	-
	Mental health condition	0.9	0.3	-
	Multiple impairments	0.6	0.2	-
	No disability reported	97.4	99.1	100.0
	Sensory, medical or physical impairment	0.9	0.3	-
	Social or communication impairment	-	0	-
FSM	FSM - Free School Meals eligible	40.7	53.7	-
	FSM - not eligible	59.3	46.3	-
Intersections	Ethnic minority, IMD Q1&2	35.0	18.3	5.5
	White, IMD Q1&2	40.4	42.7	45.1
	Female, IMD Q1&2	32.6	29.2	20.0
	Male, IMD Q1&2	42.9	31.9	31.6
	Ethnic minority, POLAR Q1&2	11.2	2.6	-
	White, POLAR Q1&2	30.8	9.6	18.8
	Female, POLAR Q1&2	19.1	6.4	6.3
	Male, POLAR Q1&2	22.7	5.8	12.5
Gaps	TUNDRA - low participation areas (Q1 vs Q5)	15.9	45.8	68.8
	POLAR4 - low participation areas (Q1 vs Q5)	-1.2	25.0	25.0
	IMD - Socio-economic deprivation (Q1 vs Q5)	-45.5	-16.4	-15.8
	ABCS - Characteristics of students (Q1 vs Q5)	0.0	18.5	-
	Maximum Denominator	7383	4291	95

Continuation rates (Figure 4, overleaf) are only available in the APP dataset for GBS and LSC and the number of students included is much smaller, as fewer cohorts were in their second year in the dataset. This means that a greater number of split measures either have no data or are reliant on small numbers (italicised and greyed out).

The table does suggest however that continuation rates are lower for male students at both partners. Continuation rates also appear to be lower for young students, although because of the small numbers in the cohort, the differences between young and mature students are statistically marginal.

Similarly, while there appear to be differences in continuation rates between students from different ethnic backgrounds, these are not statistically significant. Differences by age and ethnicity will need to be monitored as larger cohorts come through.

**Figure 4: Continuation – large collaborative partners (GBS and LSC)**

		GBS	LSC	ESL
	Full-time UG students	Continuation	Continuation	Continuation
	Overall	71.7	82.5	-
Sex	Female	74.8	84.8	-
	Male	69.7	80.3	-
Age	Mature (21 or over)	72.4	83.2	-
	Young (<21)	55.3	70.3	-
Ethnicity*	Asian	74.6	75.0	-
	Black	69.4	75.2	-
	Mixed	59.6	87.5	-
	Other ethnicity	56.9	80.9	-
	White	74.0	85.3	-
Disability	Reported disabilities (any)	66.7	71.4	-
	Reported disabilities (none)	71.8	82.6	-
	Cognitive or learning difficulties	-	-	-
	Mental health condition	57.1	-	-
	Multiple impairments	-	-	-
	No disability reported	71.8	82.6	-
	Sensory, medical or physical impairment	75	-	-
FSM	Social or communication impairment	-	-	-
	FSM - Free School Meals eligible	66.7	53.8	-
	FSM - not eligible	57.1	87.5	-
Intersections	Ethnic minority, IMD Q1&2	71.0	80.3	-
	White, IMD Q1&2	72.2	86.5	-
	Female, IMD Q1&2	74.1	85.8	-
	Male, IMD Q1&2	68.9	81.3	-
	Ethnic minority, POLAR Q1&2	50.0	-	-
	White, POLAR Q1&2	-	80.0	-
	Female, POLAR Q1&2	-	-	-
	Male, POLAR Q1&2	71.4	-	-
Gaps	TUNDRA - low participation areas (Q1 vs Q5)	-24.5	-25.8	-
	POLAR4 - low participation areas (Q1 vs Q5)	55.6	68.2	-
	IMD - Socio-economic deprivation (Q1 vs Q5)	10.1	-4.6	-
	ABCS - Characteristics of students (Q1 vs Q5)	-9.2	-13.4	-
	Maximum Denominator	1221	1096	0

Section 4 looks at trends and patterns in the data across the student lifecycle, including further analysis of directly delivered and collaborative provision in the Access and Continuation measures.

## 4.0 Student Lifecycle

### 4.1 Access

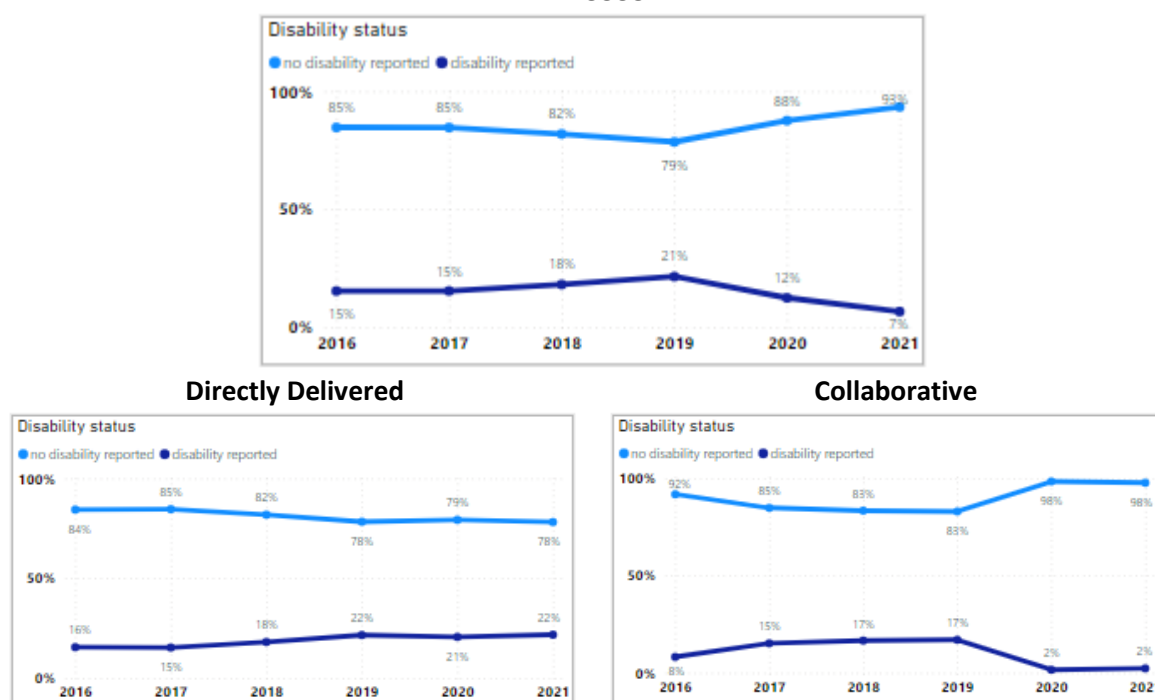
At CCCU there has been a notable change in the gender profile of students over the last three years as a result of new collaborative provision. In 2019/20 66.4% of entrants were female, by 2021/22 this had dropped to 50.9%. Around 57% of all HEI undergraduate full-time students are female and this proportion has not changed significantly over the last 6 years. Under or over representation by gender is a different issue in different subject areas. CCCU is working to improve the recruitment of female scientists and technicians at the same time as encouraging more men to consider careers in nursing and primary teaching.

There has been a similarly dramatic increase in mature new entrants at CCCU, which have increased from 40 to 80% over the last 2 years. Some 97% of GBS and LSC entrants in 2021-22 were mature

students (aged 21 or over at first registration). To the extent to which access for mature students is a widening participation issue, CCCU's new collaborative providers are outperforming the sector.

The proportion of CCCU entrants reporting a disability has, however, fallen significantly. Only 7% of CCCU entrants in 2021/22 reported a disability compared with 21% in 2019/20. The proportion of directly delivered students reporting a disability (22% in 2021/22) has been consistent over the last three years but only 2% of students with collaborative providers have reported a disability in the last two years (Figure 5).

**Figure 5: Access trends - students reporting a disability: directly delivered and collaborative**  
**All CCCU**

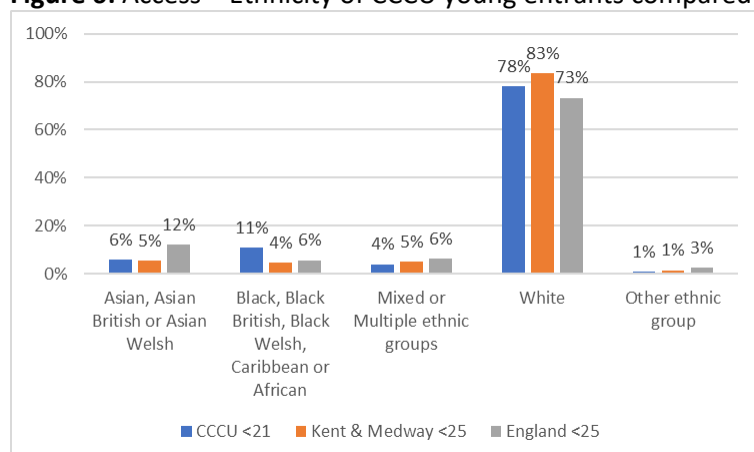


Source: OfS APP dataset, CCCU Model. FT UG.

It is believed that this reflects a lower recognition of learning disabilities amongst students with collaborative providers (such as mature students and students from different nationalities and ethnic groups). The hypothesis is that students with disabilities are being recruited in similar numbers in collaborative providers undetected and are not 'excluded' as such. However, this hypothesis needs evidencing. It is also important that undeclared and unsupported disabilities do not lead to poor outcomes for students in terms of completion, attainment, and progression.

Only 22% of young CCCU entrants to full-time undergraduate courses are ethnic minority backgrounds compared with 34% across the sector. However, as we noted in our TEF submission, CCCU students include a significantly higher proportion of people from ethnic minority backgrounds than there are in Kent and Medway, the immediate hinterland of the university. Across Kent and Medway people from ethnic minority background represent just 11.4% of the population (17% of the 25 or under year old population).

**Figure 6: Access – Ethnicity of CCCU young entrants compared with local and national populations**



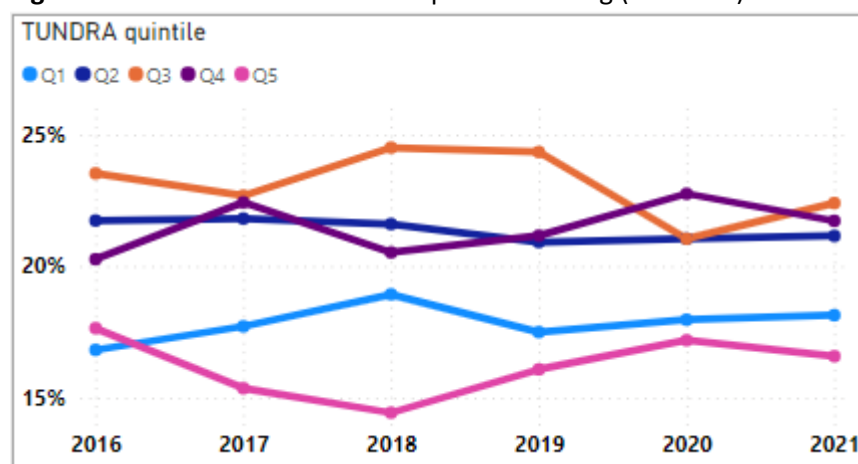
Source: OfS APP dataset 2021-22 CCCU young entrants (<21 years), Census 2021 young population (<25 years). FT UG.

Only the ethnicity of young entrants is included in the Access measure and, as most collaborative students are mature students, the measure mostly reflects direct delivery.

The participation in HE measures (TUNDRA<sup>9</sup> and POLAR4) are similarly focused on young students and mostly reflect direct delivery. If all students had equal access to CCCU, we would expect both measures to be around 20% in each quintile. However, the TUNDRA measure shows that, whilst participation from students in low participation areas Q1 is better than from Q5, both are below 20% and below the middle quintiles (Figure 7).

This suggests that the headline comparison measure may be slightly misleading. CCCU is recruiting fewer students from high participation areas than average, as students from more affluent areas may be more likely to apply to universities less focused on vocational skill areas (e.g., Russell Group). Comparison of new entrants from Q1 areas with the proportion from Q3 or Q4 areas might be a better measure. This suggests that whilst recruitment from low participation areas is high for the sector, there is still room for improvement.

**Figure 7. Access trends – TUNDRA quintiles: Young (under 21) entrants**

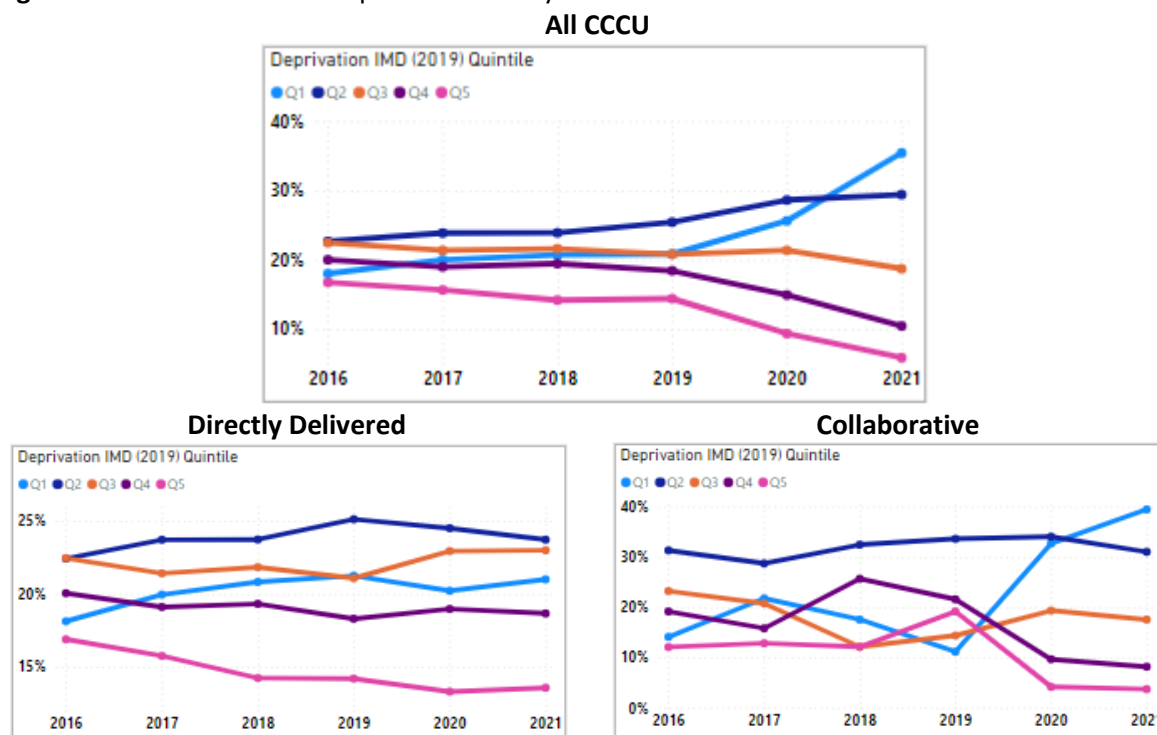


Source: OfS APP dataset, CCCU Model. FT UG.

<sup>9</sup> **TUNDRA** is an area-based measure like POLAR Low Participation Neighbourhoods. However, it is based on tracking data rather than surveys and looks at the proportion of state school pupils in England by area that go into Higher Education. It tracks students to see if there is a geographical pattern (by home postcode) to progression to HE.

The trend in the Index of Multiple Deprivation (IMD) split measure shows that CCCU's recruitment from areas with highest levels of socio-economic deprivation (IMD Q1) is significant and has grown further in the last two years because of new collaborative provision (mature students are included in the IMD measure).

**Figure 8.** Access trends - IMD quintiles: directly delivered and collaborative



Source: OfS APP dataset, CCCU Model. FT UG.

The IMD measure included 130 collaborative students in 2019/20, 2,410 in 2020/21 and 9,520 in 2021/22. In 2021/22, 70% of collaborative students in 2021/22 were from IMD quintiles 1 and 2 (39% from IMD Q1).

The Free School Meals (FSM) measure also highlights that recruitment of young students from households with low income is above average for CCCU; 23% in aggregate over the last 4 years. The figures have remained relatively stable (22% were eligible in 2021-22). As the measure is focused on young entrants few collaborative students are included. Nationally, entrants eligible for FSM represent 19% of those going into full-time UG study in aggregate over the last 4 years.

The Associations Between Characteristics of Students (ABCS) is based on a series of data models developed for different stages in the student lifecycle. The ABCS Access model only looks at young students (aged under 21 at first registration). Models for later stages include mature students.

The measures built into the ABCS model include a series of area based, household related and personal characteristics:

- Area based – IMD, IDACI (Income Deprivation Affecting Children Index), Adult HE qual quintile, TUNDRA
- Household – parents' socio-economic category (NS-SEC), whether parents have HE qualifications, FSM eligibility and whether experienced formal social care.
- Personal - ethnicity, disability, local or distance learner, sex and gender



Whilst the measure does include a variety of characteristics, more than two thirds of them are related to socio-economic deprivation in one way or another. Figure 8 highlights that only 13% of CCCU entrants in 2021/22 were in ABCS quintile 1 (19% were in Q2). However, this was significantly above the average for English HEIs (7.1% in Q1 and 14% in Q2).

### **Other modes of study**

Only 5% of CCCU undergraduate entrants are part-time and of those the majority (95%) are mature students who do not feature in many of the Access measures. There are 150 students in the 4 year aggregate IMD measure; whilst not statistically significant the pattern appears to reflect that of full-time undergraduates with fewer students in both the bottom and top quartiles.

Similarly, only 2% of CCCU's entrants were apprentices, 95% of whom were mature entrants and with fewer students from the top quintile but not statistically significant differences. Some 18% had recorded disabilities in the 4 year aggregate figures. There were 30 young people even in the four year aggregate measures for Apprenticeships, which didn't support further statistical analysis.

### **Intersections**

Intersections between the IMD and ethnicity show that students from socio-economic disadvantaged backgrounds have increased as a proportion of CCCU students in the last year amongst both white and ethnic minority backgrounds. Some of this is related to partner intakes but there has also been a long decline in the proportion of entrants coming from white affluent backgrounds

The influence of the new collaborative providers is also clear in the intersection between IMD and gender. The proportion of white female students from more affluent backgrounds has fallen while the proportion of students who are male and from disadvantaged backgrounds has grown significantly.

## **4.2 Continuation**

The continuation measure looks at whether students are still studying one year and 15 days after their initial registration. Trends in the measure nationally show a sharp increase in continuation 2019/20 followed by a downturn in 2020/21. This pattern is also reflected in the CCCU data and corresponds to the impact of temporary changes in progression regulations during the Covid pandemic to compensate for the disruption and difficulties faced by students.

The increase in continuation during Covid appears to have applied to students quite equally across different socio-economic and personal characteristics.

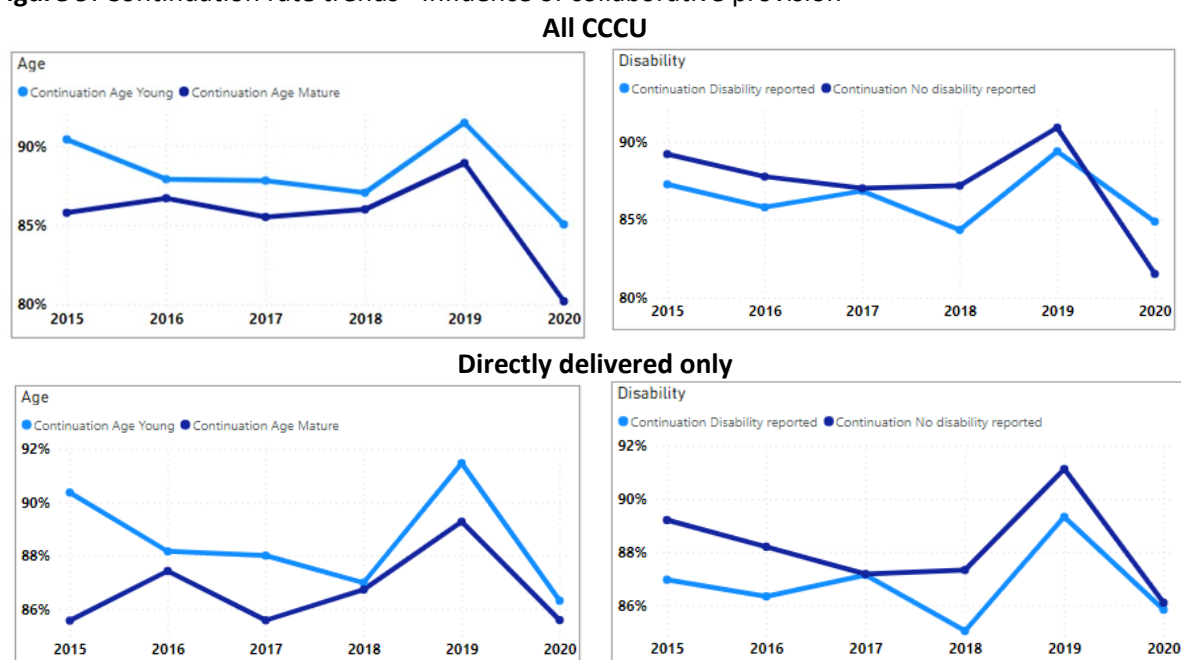
However, the fallback in continuation rates in 2020/21 went further than the national trend and seems to have affected some student groups disproportionately. Further analysis suggests that data from new partners has had a significant impact on figures for the latest year and particularly for mature students and students with no reported disabilities (Figure 9).

Collaborative provision accounts for 18% of the 4 year aggregated measure of continuation at CCCU but just 2% of measures focused on young students. This rises to 45% of continuation measure values in 2020/21 (6% of young students) but falls to 1% or below in all measures in previous years.

The years in this measure are the year of student entry, so students in the latest year shown (2020/21) with a positive continuation outcome were still with the university in 2021/22 the latest year in the underlying data.

Trend diagrams of continuation for collaborative provision are available but because they are based on so few students prior to 2020/21 they are subject to quite a lot of near random fluctuations.

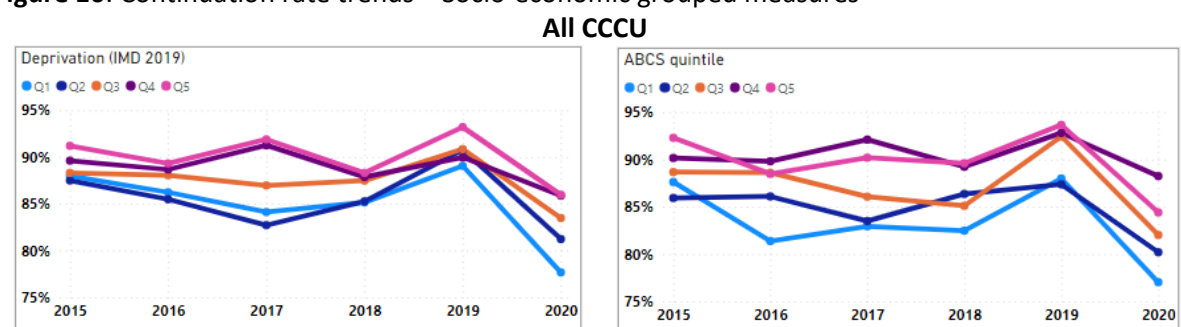
**Figure 9: Continuation rate trends - Influence of collaborative provision**



Source: OfS APP dataset, CCCU Model. FT UG.

Figure 10 highlights that although collaborative provision in 2020/21 influences continuation rates overall, the socio-economic related continuation split measures (such as the IMD and ABCS) seem to have fallen by similar amounts in each quintile.

**Figure 10: Continuation rate trends – Socio-economic grouped measures**



Source: OfS APP dataset, CCCU Model. FT UG.

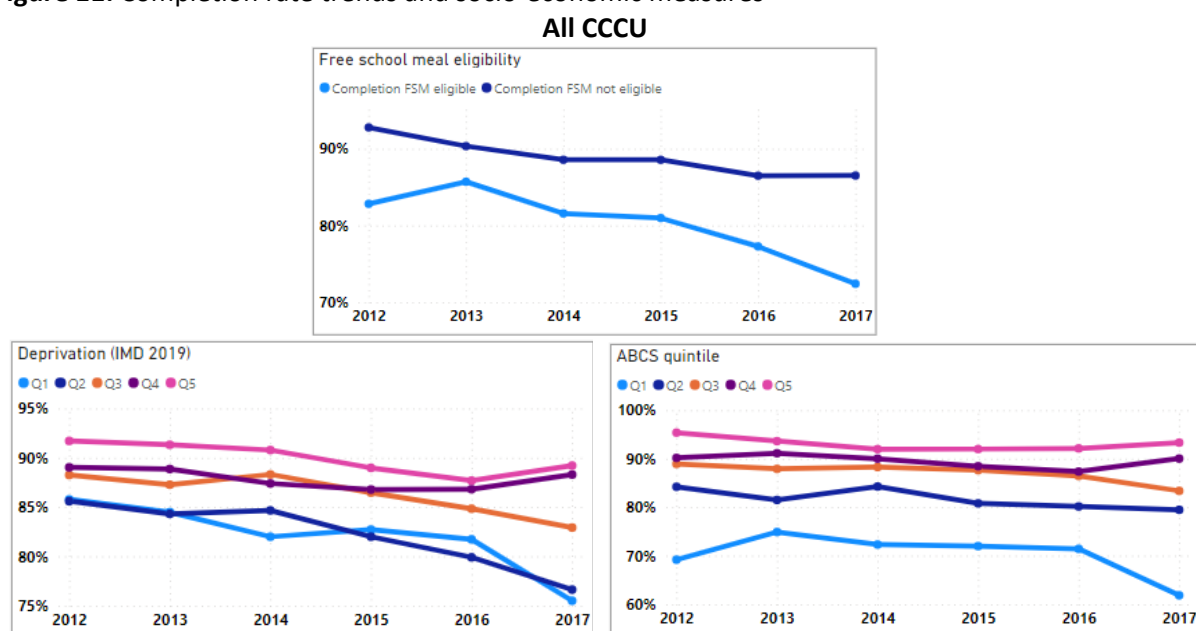
Whilst there are statistically significant differences in continuation by ethnicity, they are small and have not increased over time.

### 4.3 Completion (tracked measure)

The completion measure tracks students from first registration to completion of their qualification and do not yet include provision from our new collaborative providers. The year labelling reflects the year of first registration.

The summary in section 2 highlighted that completion rates were significantly lower for students from less affluent backgrounds. The trend charts suggest that completion rates for these students may have widened slightly in the last two years (Figure 11).

**Figure 11: Completion rate trends and socio-economic measures**



Source: OfS APP dataset, CCCU Model. FT UG.

The trend in the Free School Meals eligibility measure suggests that completion rates for those eligible have fallen further than for other students. The 4 year aggregated completion rate was 77.3% compared with 87.5% for those who were not eligible (83.2% nationally compared with 90.9 nationally). The data for ABCS quintiles shows less of a clear downward trend but performance for quintile 1 (those least likely to continue) declined in the last year.

Whilst completion rates are lower for some ethnic minority groups, there is no clear pattern in trends by ethnicity.

#### 4.4 Attainment

The attainment measure focuses on first degree courses, unlike other measures which include other undergraduate courses such as Foundation Degrees, Certificates and Diplomas of Higher Education.<sup>10</sup> Apprenticeships and integrated master's degrees are included, although students on those programmes were not yet at the degree award stage in the latest data. The Attainment measure considers the proportion of students at completion who gain a first or upper second class degree. Students on full-time first degrees account for 95% of the students in the measure.

Students from ethnic minorities are significantly less likely to be awarded first and upper second degrees than white students. This is true nationally, but the awarding gap between ethnic minority and white students is large at CCCU, typically twice the size as the English HE provider average (Figure 12).

<sup>10</sup> Apprenticeships and integrated degrees are included

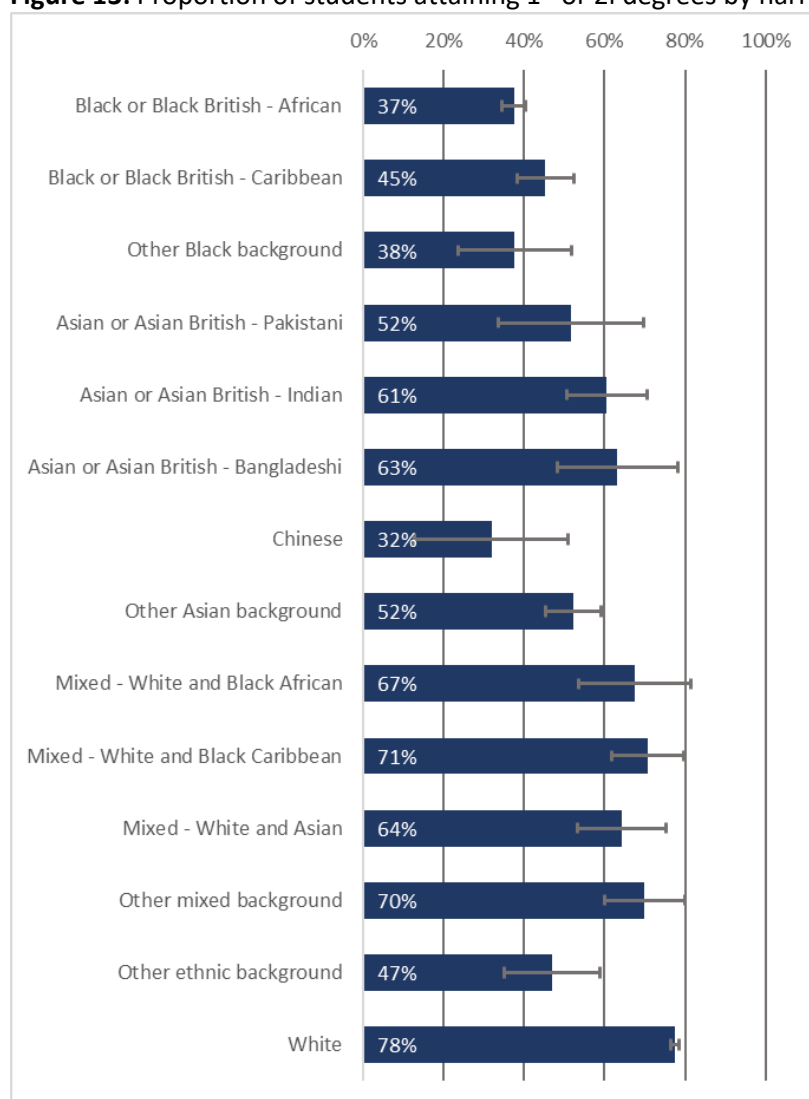
**Figure 12:** Awarding gaps by broad ethnic background – 4 year aggregated – All CCCU

	CCCU	CI 95%	Gap	Sector	Gap
Asian	56.7	+/-4.9	20.8	75.7	8.6
Black	38.7	+/-2.8	38.8	64.1	20.2
Mixed	68.3	+/-5.2	9.2	80.5	3.8
Other ethnicity	50.7	+/-11.1	26.8	73.2	11.1
White	77.5	+/-1.0	0.0	84.3	0.0

Source: OfS APP dashboard. FT UG.

Further analysis by more detailed ethnic groupings (Figure 13) confirms that awarding gaps are persistent across different categories and that differences within the broad groups (e.g. between Black students of African and Black students of Caribbean heritage) are mostly not statistically significant. The relatively high attainment gap for Chinese students compared with other Asian students is a potential exception but the figure is based on just 22 qualifying Chinese students over four years.

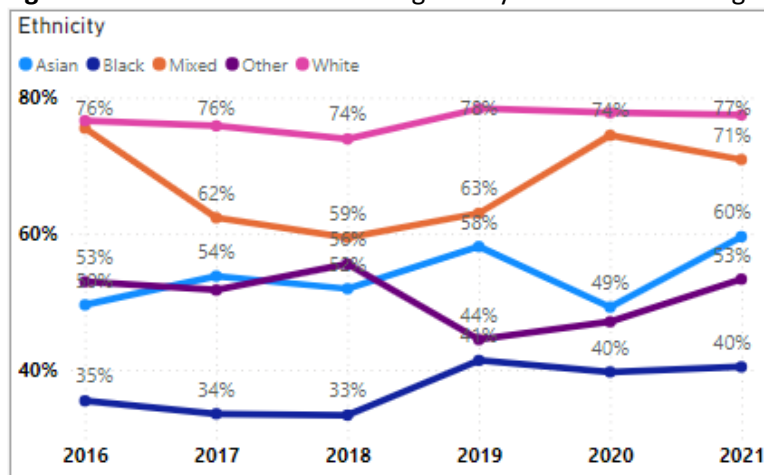
**Figure 13:** Proportion of students attaining 1<sup>st</sup> or 2i degrees by narrow ethnic group.



Source: CCCU analysis of OfS APP dataset. All CCCU FT UG. 4 year aggregated.

Trends in the attainment measure awarding gap highlight that whilst awarding gaps for ethnic minority students have closed slightly over the last 2-3 years, the challenge remains substantial.

**Figure 14:** Trends in 1sts and 2i degrees by broad ethnic background – All CCCU



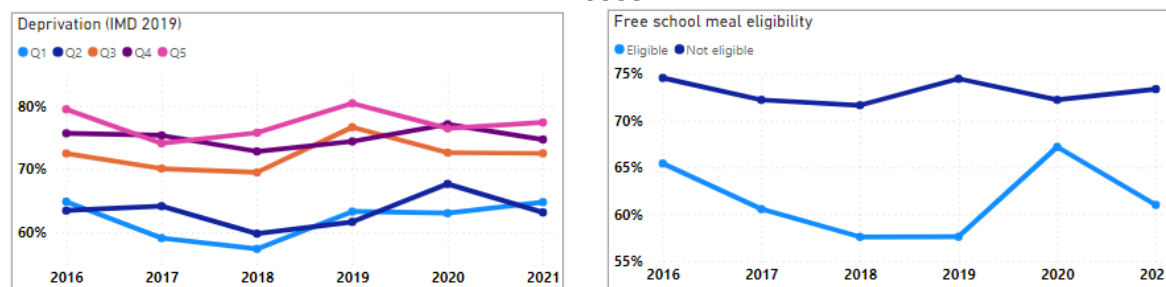
Source: OfS APP dataset, CCCU Model. FT UG.

Extensive data analysis undertaken at the start of the Closing our Gap project that highlighted the gaps were not a side effect of subject mix or other student or course characteristics, including socio-economic factors.

Nevertheless, the aggregated dataset highlights that socio-economic factors also influence attainment rates. Figure 15 shows that there has been no clear pattern in attainment trends by IMD quintile but there was an increase in attainment for students eligible for free school meals in 2020/21. Whilst statistically significant it is not clear why this would be the case. It is possible that it is a statistical outlier.

**Figure 15:** Attainment trends and socio-economic measures

All CCCU



Source: OfS APP dataset, CCCU Model. FT UG.

## 4.5 Progression

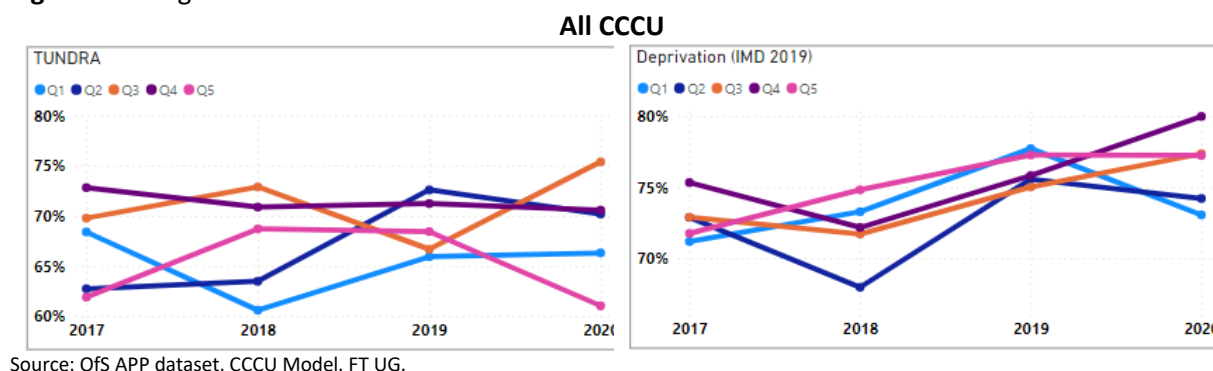
The Progression measure is from the Graduate Outcomes survey and is the proportion of students who were in graduate level occupations (SOC codes 1-3, Managers, Professionals and Associate Professionals) or further study one year and 15 months after completion of their initial studies. The data does not yet include provision from our new collaborative providers.

There have been four Graduate Outcomes surveys published to date. The measure year labels are based on the year of completion of studies, the latest data is for students who completed in 2020/21 and were interviewed in 2022/23. The aggregated figures in the APP dashboard are now four year averages (matching other measures). In the previous version of the APP dataset, progression measures were two year averages.

The aggregated data suggests that, unlike the other measures, ethnicity is not a statistically significant factor in progression to the labour market. This could in part reflect the subject choices of students, there is a higher proportion of black students on health courses (with high employment rates) for example.

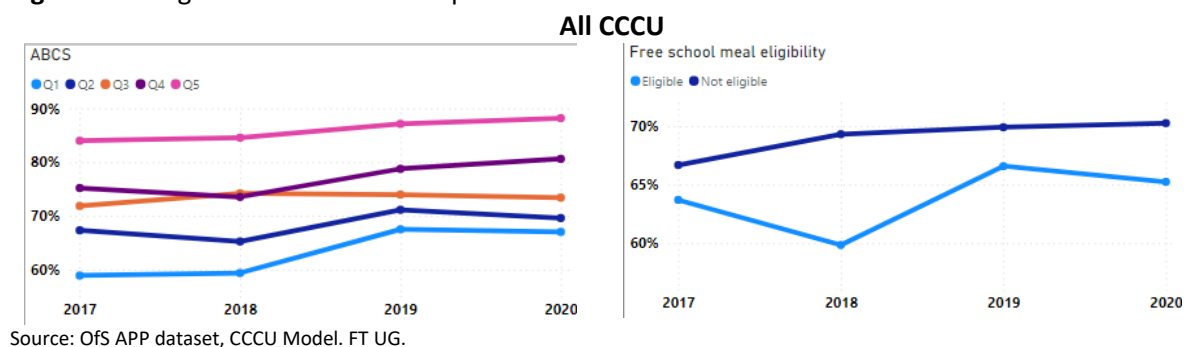
The figures also suggest that the relationship between 'area based' socio-economic factors and progression outcomes is relatively weak, with a lot of year on year variation in progression outcomes by TUNDRA and IMD quintiles for example (Figure 16).

**Figure 16: Progression rate trends and 'area based' socio-economic measures**



However, when we look at socio-economic factors that are not area based, there is a clearer relationship with progression outcomes. Figure 18 shows that students eligible for Free School Meals are less likely to have positive progression outcomes there is a clear and quite consistent relationship between progression outcomes and ABCS quintiles.

**Figure 17: Progression rate trends – 'personal' socio-economic measures**



It is not immediately clear why this might be the case. However, exploration of the [national dashboard for ABCS](https://www.officeforstudents.org.uk/data-and-analysis/associations-between-characteristics-of-students/progressing-from-full-time-higher-education/)<sup>11</sup> for progression highlights that the parental background of students (parents socio-economic group and whether they went to university) play a more significant and direct role in the ABCS quintiles than they do in area based measures of deprivation.

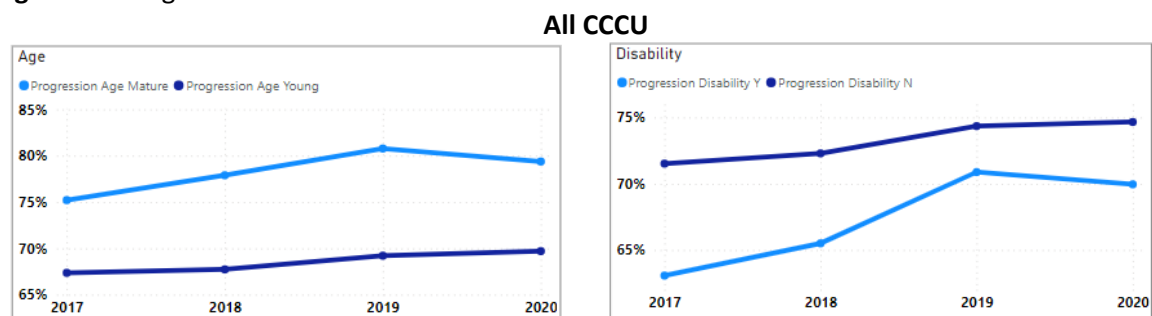
Parental background seems to be more important for progression outcomes than other student outcome measures. One reason is the 'social capital' parents and family networks can provide. Where parents are graduates in managerial and professional positions themselves, this may lead to direct introductions and recommendations for placements, internships or jobs or just indirect advantages like enhanced knowledge and understanding of the opportunities in the labour market for high skilled employment.

<sup>11</sup> <https://www.officeforstudents.org.uk/data-and-analysis/associations-between-characteristics-of-students/progressing-from-full-time-higher-education/>

The aggregated summary in section 2 also highlighted that progression rates are lower for young students and students with disabilities, albeit for different reasons (the former may primarily be related to experience, the latter may be more related to direct or indirect discrimination in the labour market).

Figure 18 shows that the progression rate for mature student improved more than the rate for young students in the latest survey. However, in previous analysis of the Graduate Outcomes survey, Planning and BI estimated that two thirds of the improvement in graduate level employment in 2019/20 was due to changes in subject mix. Health subjects grew as a proportion of the overall graduate population, subjects that have good progression rates and significant numbers of mature and female students.

**Figure 18: Progression rate trends and student characteristics**



Source: OfS APP dataset, CCCU Model. FT UG.

## 5.0 Other categories in the Equality of Opportunity Risk Register

The APP guidance notes a long list of other student characteristics to investigate to support the development of the Access and Participation Plan. Planning and BI are undertaking further work in this area to identify some of these groups in the student records and where there are sufficient numbers to track them in the APP dataset to consider related patterns and trends in the five measures.

The OfS note that where local data is not available or there are not sufficient numbers for statistically robust analysis it may be safest to assume that the issues highlighted in the national EORR apply (see Annex 2), albeit the issues may only apply to a limited number of students and require proportional responses and investment.



## Annex 1: Overview Performance for All Providers

**Figure A1:** Summary for All English HE Providers – FT UG

	Full-time UG students - 4 yr aggregate	Access	Continuation	Completion	Attainment	Progression
	Overall		90	87.7	80.5	72.1
Sex	Female	57	91.3	89.9	82	71.6
	Male	43	88.4	84.8	78.5	72.8
Age	Mature (21 or over)	27.7	83.7	80.3	72.3	74.7
	Young (<21)	72.3	91.9	90	82.5	71.5
Ethnicity	Asian	15	90.3	87.4	75.7	68.7
	Black	10.4	85.5	81.3	64.1	69.8
	Mixed	5.3	89.2	85.7	80.5	72
	Other ethnicity	2.6	87.5	84.4	73.2	68.6
	White	66.7	90.9	88.8	84.3	73
Disability	Reported disabilities (any)	16.7	89.4	85.7	79.7	70.6
	Reported disabilities (none)	83.3	90.2	87.9	80.7	72.5
	Cognitive or learning difficulties	5.7	91.6	88.3	78.6	73.6
	Mental health condition	4.8	87.3	82.1	81.2	67.8
	Multiple impairments	2.8	89.3	84.8	80.5	70.1
	No disability reported	83.3	90.2	87.9	80.7	72.5
	Sensory, medical or physical impairment	2.3	88.9	85.6	80.1	71.4
FSM	FSM - Free School Meals eligible	19.2	88	83.2	72.1	65.3
	FSM - not eligible	80.8	93	90.9	83.6	71.4
Intersections	Ethnic minority, IMD Q1&2	21.4	86.6	82.7	69.1	66.9
	White, IMD Q1&2	21.3	87.2	83.9	78.3	69.6
	Female IMD Q1&2	24.8	88.8	86.5	74.4	68.2
	Male IMD Q1&2	18	84.1	78.9	71.4	68.6
	Ethnic minority, POLAR Q1&2	8.2	91.5	88.1	73.2	68.3
	White, POLAR Q1&2	19.7	90.1	87	81.1	68.8
	Female POLAR Q1&2	16.2	91.6	89.6	80.3	68
	Male POLAR Q1&2	11.7	88.9	84.1	76.2	69.9
Gaps	TUNDRA - Low participation areas (Q1 vs Q5)	18.4	3.4	4.9	5.8	5.2
	POLAR4 - Low participation areas (Q1 vs Q5)	18.1	4.7	6.8	9.5	7.2
	IMD - Socio-economic deprivation (Q1 vs Q5)	-1.6	7.9	10.4	16.9	8.5
	ABCS - Characteristics of students (Q1 vs Q5)	26.4	13.7	23	NA	19.9

## Annex 2: Equality of Opportunity Risk Register

**Figure A2: Risks to access, participation and success by student characteristic**

	Access					On Course						Progr
	Knowledge and skills	Information & guidance	Perception of HE	Application success rates	Ltd choice of course / delivery mode	Insufficient academic support	Insufficient personal support	Mental health	Ongoing impacts of coronavirus	Cost pressures	Capacity issues	Progression from HE
Student characteristic	1	2	3	4	5	6	7	8	9	10	11	12
Eligible for FSM												
No parental experience of HE												
Care experienced												
Children in need												
Estranged												
Mature												
Disabled												
Special educational needs												
Reporting a mental health condition												
Male												
Female												
Studied non-typical KS5 (e.g. BTECs)												
Vocational Learners												
Changed gender identity since birth												
Reporting as LGB sexual orientation												
Reporting 'other' as sexual orientation												
Black - any other background												
Black or black British - Other												
White-British												
Mixed ethnicity												
Black												
White												
Black of black British - Caribbean												
Mixed white and black Caribbean												
Mixed white and black African												
Mixed or Other ethnicity												
Black British-Caribbean												
Asian or Asian British - Other												
Asian or Asian British - Bangladeshi												
Asian or Asian British - Pakistani												
Black or Black British - African												
Gypsy, Traveller, or Roma ethnic groups, or the												
Reporting a religion or belief as Spiritual												
Reporting a religion or belief as Muslim												
Reporting a religion or belief as Christian												
Reporting a religion or belief as Sikh												
Reporting a religion or belief as Buddhist												
SEC long term unemployed												
SEC Routine or semi-routine occs												
SEC Lower supervisory and technical occs												
SEC small employers and own account workers												
SEC intermediate occs												

**Figure A2: Student characteristics CCCU 2021/22 (rounded to nearest 10)**

Student Characteristic (extracted from SITS/QL)	Collaborative	Directly Delivered
Care leaver (16+)	40	100
UCAS defined care leaver	0	150
Estranged (not available)	NA	NA
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epile	40	130
A mental health condition, such as depression, schizophrenia or anxiety disorder	90	570
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutche	20	30
A social/communication impairment such as Aspergers syndrome/other autistic spectrum disorder	0	140
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	30	580
Blind or a serious visual impairment uncorrected by glasses	10	10
Deaf or a serious hearing impairment	0	20
A disability, impairment or medical condition that is not listed above	50	120
Two or more impairments and/or disabling medical conditions	10	180
Gender ID same since birth - No	270	90
Bisexual	490	510
Gay man	50	100
Gay woman/lesbian	20	100
Other	1160	170
Arab	100	10
Asian or Asian British - Bangladeshi	900	40
Asian or Asian British - Indian	160	80
Asian or Asian British - Pakistani	600	40
Black or Black British - African	940	1180
Black or Black British - Caribbean	120	200
Chinese	0	20
Gypsy or Traveller	0	10
Mixed - White and Asian	60	70
Mixed - White and Black African	80	50
Mixed - White and Black Caribbean	60	100
Other Asian background	220	190
Other Black background	130	70
Other ethnic background	650	60
Other mixed background	210	80
White	7710	5930
Spiritual	150	190
Muslim	2190	270
Christian	7890	3280
Sikh	20	40
Buddhist	30	60
Never worked & long-term unemployed	560	260
Routine occupations	1020	980
Semi-routine occupations	310	880
Lower supervisory & technical occupations	620	730
Small employers & own account workers	750	550
Intermediate occupations	950	1380

## P2. Faculty Tables

### FAHE

	Full-time UG students - 4 yr aggregate	Access	Continuation	Completion	Attainment	Progression
	Overall	100	89	86.5	76.8	70.1
Sex	Female	66.8	89.9	88.8	78.4	71.3
	Male	33.1	87.1	80.6	72.4	66.3
Age	Mature (21 or over)	33.3	86.4	80.7	80.5	69.1
	Young (<21)	66.7	90.3	88.4	75.2	70.6
Ethnicity	Asian	2.3	90.1	83.3	68.5	66.9
	Black	6.1	84.9	83.3	45.2	62
	Mixed	3.3	89.2	80.3	68.6	72.4
	Other ethnicity	0.5	68.8	84.1	64.7	80
	White	87.9	89.6	88.3	79.8	70.9
Disability	Reported disabilities (any)	24	87.2	84.4	76.3	64.5
	Reported disabilities (none)	76	89.5	87	76.9	71.6
	Cognitive or learning difficulties	7.2	88.3	85.9	74.8	64.6
	Mental health condition	7.3	86.4	77.5	76.7	67.2
	Multiple impairments	3.8	85.5	81	76.7	61.5
	No disability reported	76	89.5	87	76.9	71.6
	Sensory, medical or physical impairment	2.8	90.4	90.3	85.2	69.5
	Social or communication impairment	2.8	85.2	86	69.2	52.8
FSM	FSM - Free School Meals eligible	19.5	83.3	81.8	66.4	67.1
	FSM - not eligible	80.5	92.1	90	77.1	71.4
Intersections	Ethnic minority, IMD Q1&2	9.4	85.3	76.6	50.8	63.3
	White, IMD Q1&2	31.8	86.4	83.9	76.9	66.1
	Female IMD Q1&2	27.4	86.4	84.7	73.9	65.1
	Male IMD Q1&2	13.7	85.8	75	65.3	65.5
	Ethnic minority, POLAR Q1&2	4.3	88.5	83.7	57.5	73.5
	White, POLAR Q1&2	37.1	88.7	86.6	77.4	68.2
	Female POLAR Q1&2	27.5	89.7	88.4	77.9	70
	Male POLAR Q1&2	13.9	86.5	80.3	69.2	63.8
Gaps	TUNDRA - Low participation areas (Q1 vs Q4)	-5.8	4.4	2	-3.3	4.4
	POLAR4 - Low participation areas (Q1 vs Q4)	-6.3	5	2	1.5	8.5
	IMD - Socio-economic deprivation (Q1 vs Q4)	-3.5	6.5	8.5	10	10.4
	ABCS - Characteristics of students (Q1 vs Q4)	3.1	9.6	22.7	na	14.1

**FMHSC**

	Full-time UG students - 4 yr aggregate	Access	Continuation	Completion	Attainment	Progression*
	Overall	100	89.9	86.5	64	90.9
Sex	Female	87.6	90	86.6	64.7	90.4
	Male	12.4	89	85.2	58.8	94.6
Age	Mature (21 or over)	63.8	90.5	87.3	65.3	91.4
	Young (<21)	36.2	88.8	85.3	61.2	89.8
Ethnicity	Asian	7.6	92.6	91.8	55.2	90.7
	Black	21.6	91.9	91.8	38.4	89
	Mixed	3.3	85.1	77	70	94.4
	Other ethnicity	0.9	87	76.2	64.3	94.6
	White	66.7	89.1	86.8	74.6	91.5
Disability	Reported disabilities (any)	17.9	88.5	81.8	61.7	86.7
	Reported disabilities (none)	90.1	90.1	87.2	64.4	91.7
	Cognitive or learning difficulties	7.3	91.9	86	59.9	85.6
	Mental health condition	5.1	85.7	70.4	67.7	84.2
	Multiple impairments	2.5	89.4	86.3	49	88
	No disability reported	82.1	90.1	87.2	64.4	91.7
	Sensory, medical or physical impairment	2.4	84.9	71.9	73.3	93.6
FSM	FSM - Free School Meals eligible	23.4	88.2	75	50.4	77.4
	FSM - not eligible	76.6	89	84.4	64	91.9
Intersections	Ethnic minority, IMD Q1&2	24.5	91.1	84.8	41.5	89.4
	White, IMD Q1&2	25	87.2	84.6	72.7	89.8
	Female IMD Q1&2	43.3	89.4	84.6	58.1	88.5
	Male IMD Q1&2	6.2	86.9	85.3	51.1	96.2
	Ethnic minority, POLAR Q1&2	11.6	92.4	87.5	50	90.8
	White, POLAR Q1&2	31.2	87.5	82.3	65.9	93.6
	Female POLAR Q1&2	37.7	88.3	83.5	61.1	93.1
	Male POLAR Q1&2	5.1	93.9	83.3	69.4	91.7
Gaps	TUNDRA - Low participation areas (Q1 vs Q4)	-4.1	-1.7	0.2	-14.7	-6.3
	POLAR4 - Low participation areas (Q1 vs Q4)	-9.2	3.5	-4.5	1.4	-1.7
	IMD - Socio-economic deprivation (Q1 vs Q4)	-11.6	2.1	4	10.7	-0.8
	ABCS - Characteristics of students (Q1 vs Q4)	-20.1	1.2	9.5	na	9

**FSESS**

	Full-time UG students - 4 yr aggregate	Access	Continuation	Completion	Attainment	Progression
	Overall	100	85.2	81.8	69.6	61.6
Sex	Female	52.6	87.9	86.6	75.5	59.5
	Male	47.4	82.2	76.6	61.3	64.6
Age	Mature (21 or over)	22	80.5	73.6	71.3	67
	Young (<21)	78	86.5	84.5	69.3	60.5
Ethnicity	Asian	5.5	83.9	78.8	52.7	51.9
	Black	14.8	80.8	78.8	36.2	59.7
	Mixed	5.3	85.8	79.5	69.6	63.8
	Other ethnicity	1.2	88.6	69.4	42.9	60.5
	White	73.1	86.2	84	76.3	62.2
Disability	Reported disabilities (any)	19	85.4	80.3	72.3	58.4
	Reported disabilities (none)	81	85.2	82.1	69.1	62.2
	Cognitive or learning difficulties	5.9	87.5	78.9	64.6	59.6
	Mental health condition	5.9	85	83	80.4	60.1
	Multiple impairments	3.1	86.8	76.4	76	58.1
	No disability reported	81	85.2	82.1	69.1	62.2
	Sensory, medical or physical impairment	2	78.4	84.3	74	56.3
	Social or communication impairment	2	85.4	80.4	68.2	47.8
FSM	FSM - Free School Meals eligible	24.2	83	74.8	61.1	58.8
	FSM - not eligible	75.8	87.6	86.1	71.8	59.9
Intersections	Ethnic minority, IMD Q1&2	18.8	81.8	74	42.6	59.9
	White, IMD Q1&2	26.9	83.3	79.2	72.5	62.4
	Female IMD Q1&2	24.6	86.1	82.8	67.8	58.7
	Male IMD Q1&2	21.2	78.7	70.8	53	65.9
	Ethnic minority, POLAR Q1&2	8.8	85.2	76.7	50.3	49.8
	White, POLAR Q1&2	31.3	86.1	83.4	75.3	60.2
	Female POLAR Q1&2	22.2	87.7	88.4	77.5	56.8
	Male POLAR Q1&2	17.9	83.7	75.7	61.7	61.6
Gaps	TUNDRA - Low participation areas (Q1 vs Q4)	-3	4.2	0.5	-9.8	-3.2
	POLAR4 - Low participation areas (Q1 vs Q4)	-6.1	5.1	-0.8	-0.2	3.4
	IMD - Socio-economic deprivation (Q1 vs Q4)	-6.9	6.5	9.4	17.8	-2.5
	ABCS - Characteristics of students (Q1 vs Q4)	8.6	11	27.5	na	10.1

### P3. EORR Supplementary Analysis

	Full-time UG students	Access	Continuation	Completion	Attainment	Progression
Sexual Orientation	Heterosexual	90.3	87.7	84.3	70.7	72.6
	LGBTQ+	7.6	88.3	82.6	74.5	71.1
	Other	2.2	80.3	73.9	56.7	69.7
	Undisclosed	-	89.1	82.2	73.5	68.2
Religion	Any other religion or belief	0.9	88.8	82.4	65.2	72.1
	Buddhist	0.0	85.3	85.2	64.6	71.4
	<b>Christian</b>	37.9	88.2	84.8	64.9	75.5
	Hindu	0.7	90.5	87.5	44.9	74.9
	Jewish	0.0	61.5	71.4	83.3	96.2
	<b>Muslim</b>	3.0	85.9	76.1	53.5	69.0
	No religion	55.1	87.4	83.9	76.4	70.1
	Sikh	0.5	82.2	80.6	62.5	50.8
	Spiritual	1.3	87.2	82.3	74.8	70.4

	Full-time UG students	Access	Continuation	Completion	Attainment	Progression
Commuter status	Commuter	55.0	84.6	82.4	70.1	74.2
	Non-commuter	45.0	89.1	86.6	71.4	69.0

**Sexual orientation** does not appear to be a statistically significant influence on the APP experience and outcomes indicators.

**Faith** - whilst there are apparent statistical differences in experience and outcomes for students for different faiths, these were found to not be statistically significant once variations between people from different ethnic backgrounds are accounted for. Follow up analysis showed that the attainment rates for white students of faith and no faith were identical, for example.

**Commuting** (students remaining at home when they study at CCCU) has a small but statistically significant effect on continuation, completion, and progression. Commuting students are less likely to continue and complete. This could be the classic reasons in the literature (less socially engaged, harder to balance studying with other commitments etc).

However commuting students are more likely to progress into the labour market. This appears to be a subject mix affect – progression rates for commuters and non-commuting students within each of the three faculties are almost identical. The Faculty of Medicine Health and Social Care has the highest progression rates the highest number of commuters.