



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by Canterbury Christ Church University against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

Canterbury Christ Church University's ambition and strategy as detailed in the 2019-20 access and participation plan:

Our University mission is to pursue excellence in higher education: transforming individuals, creating knowledge, enriching communities and building a sustainable future. The 2019-20 Access and Participation Plan was developed to align with existing Learning and Teaching, Retention and Alumni strategies, and equality objectives as well as the institution's Student & University Partnership Agreement and 2015-22 Strategic Framework.

In line with Canterbury Christ Church University's commitment to promoting equality and diversity, the University's Annual Report to the Equality and Diversity Committee of the Governing Body has been central in designing the direction and activities within the 19/20 Access and Participation Plan to improve student access, success and progression.

##### Access

Comparing the relative performance of different groups to the over or under- representation within the institution and as a result of the analysis of our performances, our access interventions will concentrate on the following:

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

Given our relatively strong record to date for widening access and student success, most of the targets seek to maintain, and where possible improve, this performance within a more challenging financial environment. Such targets may be especially challenging and stretching in relation to the access of those from Low Participating Neighbourhoods (LPNs), given the demographic decline in the number of young people (aged 18-21) in the population and the University's already high recruitment levels from these groups.

### Student Success

The University continues to invest in improving student retention, attainment and success, in particular to ensure there is equality of outcomes across its diverse student body. As a widening participation institution, our traditional students are indeed non-traditional. Our strategy draws on research, policy and practice based approaches an ambitious holistic institutional approach that has transformational change at its heart. It is fully embedded in the narrative of the University and embraced in the Learning & Teaching Strategy, 2015-2022.

### Progression

As a widening participation institution, the University continues to ensure there is equality of employability outcomes across its diverse student body. Our commitment to widening participation means that a significant number of our students are first generation university entrants, many of whom are likely to have limited experience of graduate employment in their families or friendship networks. This was reinforced by the DLHE data which showed high levels of employment, but low levels of graduate employment after six months, despite levels of graduate employment that exceeded the sector benchmark after three and a half years. More recently, data from the first Graduate Outcomes survey has shown that the University's graduate employment outcomes have improved significantly, with 69% of our graduates in work being in highly skilled employment after 15 months. This is both as a result of improvements we have made in supporting students' employment outcomes, and changes in the survey timings.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by Canterbury Christ Church University of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Canterbury Christ Church University's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Maintain, and slightly increase if possible, levels of recruitment from LPNs	2013-14	34.9%	36.5%	37%	Percentage	2019-20	39	Expected progress
T16a_02 (Access)	Maintain, and slightly increase if possible, proportion of students from low income backgrounds	2013-14	43.7%	44.1%	44.2%	Percentage	2019-20	39.5	No progress
T16a_03 (Access)	Improve recruitment of young males into the professions (especially Primary Teaching and Health and Social Care)	2013-14	32%	34%	34.5%	Percentage	2019-20	18	No progress
T16a_04 (Access)	Maintain, and slightly increase if possible, strong recruitment of students from minority ethnic groups	2013-14	16.2%	16.5%	16.6%	Percentage	2019-20	25	Expected progress
T16a_05 (Access)	Increase the proportion of disabled students (especially part-time in receipt of DSA).	2013-14	11.4%	13%	13.5%	Percentage	2019-20	20.5	Expected progress
T16a_06 (Access)	Increase enrolments from 'care-leavers'	2014-15	25	40	60	Headcount	2019-20	127	Expected progress
T16a_07 (Success)	Reduce non-continuation rate for all, full time first degree entrants.	2013-14	8.9%	8.4%	8.15%	Percentage	2019-20	11.9	No progress
T16a_08 (Student success)	Reduce non-continuation rate for mature, full time first degree entrants.	2013-14	11.1%	10.6%	10.3%	Percentage	2019-20	13.2	No progress
T16a_09 (Student success)	Improve degree attainment rate	2013-14	76.5%	78.7%	79.2%	Percentage	2019-20	71.4	Limited progress

T16a_10 (Student success)	To reduce the degree attainment gap between BME and other students	2013-14	27%	24%	22%	Percentage	2019-20	30	Limited progress
T16a_11 (Student success)	UK domiciled Full-time, first degree leavers in employment and/or further study, six months after completing their programme (DLHE EI)	2014-15	93%	93.5%	94%	Percentage	2019-20	94	Expected progress
T16a_12 (Progression)	UK-domiciled graduates - graduate employment after completion of studies (DLHE)	2013-14	54.9%	63%	64%	Percentage	2019-20	69	Expected progress
T16a_13 (Progression)	Recruitment of female students to new Engineering courses. No baseline data available as this is a new programme.	Other (please give details in Description column)	n/a	20%	23%	Percentage	2019-20	21	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Maintain engagement in member schools	2014-15	40 Schools	40 Schools	40 Schools	Headcount	2019-20	46	Expected progress
T16b_02 (Access)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - years 7&8	2014-15	Yr7-8 1222	1222	1222	Headcount	2019-20	4007	Expected progress
T16b_03 (Access)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - year 9	2014-15	Yr9 1831	1831	1831	Headcount	2019-20	1089	No progress
T16b_04 (Access)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - year 10	2014-15	Yr10 2160	2160	2160	Headcount	2019-20	647	No progress
T16b_05 (Access)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - year 11	2014-15	Yr11 2542	2542	2542	Headcount	2019-20	533	No progress
T16b_06 (Access)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - years 12/13	2014-15	Yr12-13 8063	8063	8063	Headcount	2019-20	2317	No progress
T16b_07 (Access)	Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools - FE	2013-14	FE, 108	108	108	Headcount	2019-20	844	Expected progress
T16b_08 (Access)	% of KS4 entrants who stay on to any education destination in year following KS4 exam entry	2014-15	KMPF - 85%	86%	Review Target 2019	Percentage	2019-20	91	Expected progress
T16b_09 (Access)	Improve KS4 results of disadvantage students 5A*-C including English and Maths	2013-14	30%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Percentage	2019-20	48	Expected progress

T16b_10 (Access)	Increase UCAS applicant rate as % of students entering for KS5 exam	2013-14	52%	na	na	N/A (see description / commentary)	2019-20		Expected progress
T16b_11 (Access)	KS5 Destination – Increase proportion who stay on in education after KS5, % of KS5 entrants who stay on to any education destination in year following KS5 exam entry	2012-13	54%	58%	59%	Percentage	2019-20	42	No progress
T16b_12 (Access)	Improve KS4 results of all students 5A*-C including English and Maths	2013-14	45%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Percentage	2019-20	48	Expected progress
T16b_13 (Access)	Improve KS4 % of disadvantaged students making expected progress in English	2013-14	52%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	N/A (see description / commentary)	2019-20		No progress
T16b_14 (Access)	Improve KS4 % of disadvantaged students making expected progress in Maths	2013-14	45%	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	N/A (see description / commentary)	2019-20		No progress
T16b_15 (Access)	Average point score per exam entry	2016-17	21 APS (academic Exam entry) compared to 30 APS for all KM school entrants	23	24	Percentage	2019-20	23.3	Expected progress
T16b_16 (Access)	Increase UCAS accepted applicant rate as % of students entering for KS5 exam	2013-14	40%	Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target.	Discontinue DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target.	N/A (see description / commentary)	2019-20		No progress

T16b_17 (Access)	HE entrant rate - % of participants entering HE at 18 or 19	2013-14	30%	Increase by 1% point	Increase by 1% point	Percentage	2019-20	35.3	Expected progress
T16b_18 (Access)	HE entrant rate - % of Polar Q1 entering HE at 18 or 19	2013-14	28%	Increase by 1% point	Increase by 1% point	Percentage	2019-20	31.5	Expected progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£750,000.00	£5,683,000.00	658%
Financial Support	£3,170,000.00	£3,098,000.00	-2%

### 4. Action plan

Where progress was less than expected Canterbury Christ Church University has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	Target discontinued
T16a_03	Target discontinued
T16a_07	In response to increases in non-continuation, a Retention and Withdrawals task force was established led by the Deputy Vice Chancellor. The remit of this group, meeting weekly, was to oversee an action plan specific to student retention. A collaborative, solution-focussed approach was swiftly adopted. The action plan encompassed a range of activity that included timely data reporting, policy & process development, role clarification, swift development of a student data dashboard .
T16a_08	In response to increases in non-continuation, a Retention and Withdrawals task force was established led by the Deputy Vice Chancellor. The remit of this group, meeting weekly, was to oversee an action plan specific to student retention. A collaborative, solution-focussed approach was swiftly adopted. The action plan encompassed a range of activity that included timely data reporting, policy & process development, role clarification, swift development of a student data dashboard .



T16a_09	<p>The Retention and Success framework identifies objectives around students' preparedness for university, effective induction, engagement with learning, developing a sense of belonging, inclusive practice, health &amp; wellbeing, and the use of data and early identification of "at risk" students.</p> <p>There have been significant developments around student transition and orientation, including resources and guidance for transition "between levels", the development of a student data dashboard to allow early identification of "at risk" students and a suite of regulations that have been developed to maximise student success.</p>
T16a_10	<p>Whole institution approach "Closing our Gap" initiated in 2019, including development of a framework centred around themes of Culture, Curriculum and Community. Significant activity has taken place including a new role to lead the work, staff and student development activities, new website, university campaigns and a successful collaborative project bid. Crucially there has been an all-student survey (an APP commitment) which will be used to inform the shape of our work going ahead.</p>
T16a_13	Target discontinued
T16b_03	<p>KMPF partners will continue to work closely to ensure that we continue reaching target learners in KMPF Schools. The University for the Creative Arts has re-joined the partnership in the 2020/2021 academic year. Partners are committed to continue offering a wide range of outreach curriculum, which complements that on offer through the Uni Connect provision.</p>
T16b_04	<p>KMPF partners will continue to work closely to ensure that we continue reaching target learners in KMPF Schools. The University for the Creative Arts has re-joined the partnership in the 2020/2021 academic year. Partners are committed to continue offering a wide range of outreach curriculum, which complements that on offer through the Uni Connect provision.</p>
T16b_05	<p>KMPF partners will continue to work closely to ensure that we continue reaching target learners in KMPF Schools. The University for the Creative Arts has re-joined the partnership in the 2020/2021 academic year. Partners are committed to continue offering a wide range of outreach curriculum, which complements that on offer through the Uni Connect provision.</p>
T16b_06	<p>KMPF partners will continue to work closely to ensure that we continue reaching target learners in KMPF Schools. The University for the Creative Arts has re-joined the partnership in the 2020/2021 academic year. Partners are committed to continue offering a wide range of outreach curriculum, which complements that on offer through the Uni Connect provision.</p>
T16b_11	20-25 collaborative targets continue to have a focus on progression to HE from partner schools
T16b_13	We will continue our work to improve attainment in partner schools with our collaborative partner HEIs
T16b_14	We will continue our work to improve attainment in partner schools with our collaborative partner HEIs
T16b_16	see commentary

## 5. Confirmation

Canterbury Christ Church University confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
Canterbury Christ Church University has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Rama Thirunamachandran
Position	Vice Chancellor and Principal

## Annex A: Commentary on progress against targets

Canterbury Christ Church University's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_03</b>
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No

<b>Target reference number: T16a_07</b>
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes

<b>Target reference number: T16a_08</b>
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes

<b>Target reference number: T16a_09</b>
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes

<b>Target reference number: T16a_10</b>
How have you met the commitments in your plan related to this target?
No
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes

<b>Target reference number: T16a_13</b>
How have you met the commitments in your plan related to this target?
Yes
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In addition to steps detailed in the plan, all marketing material (print and online) is now run through a gender decoder to ensure the language speaks to a female audience. We have led campaigns with images of female engineering students where possible. We've also highlighted our staff to show diversity as well as featuring our female academics.

<b>Target reference number: T16b_03</b>
How have you met the commitments in your plan related to this target?
The University for the Creative Arts temporarily withdrew from the Kent and Medway Progression Federation in the 2019/20 academic year. This had a significant impact on our figures which also reflect KMPF schools' reduced engagement in outreach activities during lockdown. KMPF continues to support schools and colleges and partners offer a range of sustained outreach interventions delivered in a blended format in response to school needs. KMPF is implementing the Learner Progression Framework, and partners have collaborated closely to ensure that target learners continue to have access to balanced provision from across the partnership.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school. This curriculum complements the curriculum on offer through Uni Connect.

**Target reference number: T16b\_04**

How have you met the commitments in your plan related to this target?

The University for the Creative Arts temporarily withdrew from the Kent and Medway Progression Federation in the 2019/20 academic year. This had a significant impact on our figures which also reflect KMPF schools' reduced engagement in outreach activities during lockdown. KMPF continues to support schools and colleges and partners offer a range of sustained outreach interventions delivered in a blended format in response to school needs. KMPF is implementing the Learner Progression Framework, and partners have collaborated closely to ensure that target learners continue to have access to balanced provision from across the partnership.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school. This curriculum complements the curriculum on offer through Uni Connect.

**Target reference number: T16b\_05**

How have you met the commitments in your plan related to this target?

The University for the Creative Arts temporarily withdrew from the Kent and Medway Progression Federation in the 2019/20 academic year. This had a significant impact on our figures which also reflect KMPF schools' reduced engagement in outreach activities during lockdown. KMPF continues to support schools and colleges and partners offer a range of sustained outreach interventions delivered in a blended format in response to school needs. KMPF is implementing the Learner Progression Framework, and partners have collaborated closely to ensure that target learners continue to have access to balanced provision from across the partnership.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school. This curriculum complements the curriculum on offer through Uni Connect.

**Target reference number: T16b\_06**

How have you met the commitments in your plan related to this target?

The University for the Creative Arts temporarily withdrew from the Kent and Medway Progression Federation in the 2019/20 academic year. This had a significant impact on our figures which also reflect KMPF schools' reduced engagement in outreach activities during lockdown. KMPF continues to support schools and colleges and partners offer a range of sustained outreach interventions delivered in a blended format in response to school needs. KMPF is implementing the Learner Progression Framework, and partners have collaborated closely to ensure that target learners continue to have access to balanced provision from across the partnership.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school. This curriculum complements the curriculum on offer through Uni Connect.

#### Target reference number: T16b\_11

How have you met the commitments in your plan related to this target?

Yes and KMPF continues to work with partners to encourage progression to HE. KS5 reforms had an impact on data. target discontinued.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school.

#### Target reference number: T16b\_13

How have you met the commitments in your plan related to this target?

The DFE are no longer providing separate data for English and Maths, In consultation with headteachers, we are now using a combined target for students achieving 4 or above in English and Maths

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school. This curriculum complements the curriculum on offer through Uni Connect.

#### Target reference number: T16b\_14

How have you met the commitments in your plan related to this target?

The DFE are no longer providing separate data for English and Maths, In consultation with headteachers, we are now using a combined target for students achieving 4 or above in English and Maths

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school. This curriculum complements the curriculum on offer through Uni Connect.

**Target reference number: T16b\_16**

How have you met the commitments in your plan related to this target?

see commentary

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

see commentary

## Annex B: Optional commentary on targets

Canterbury Christ Church University's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Target discontinued
T16a_02	we have seen an increase of over 500 students from low household incomes this year, although the proportion remains below our ambitious target. We will increase our promotion of financial support to prospective students
T16a_03	A disappointing performance. Though the target has been discontinued we will continue to deliver marketing campaigns and outreach events to encourage more males into Nursing and Teaching at CCCU
T16a_04	Target discontinued
T16a_05	Target discontinued
T16a_06	We are proud of the recent surge in numbers of care-experienced students at CCCU, thanks to our increased engagement with national and local networks, our status as a Care Leaver Covenant University and our development of care-experienced network for current students. We will embed commitments set out in our successful Care Leaver Covenant application and are now offering e-mentoring to children in care, supported by our own care-experienced students
T16a_07	
T16a_08	
T16a_09	There is an improvement from the 17/18 entry cohort (61%) to the 18/19 entry cohort 71.4%. CCCU is 1.9 % below HESA benchmark, however, CCCU is 1.1% above benchmark for other awards. Where this may not be the programme they commenced, they are still projected to obtain a formal qualification from their time at university
T16a_10	The 2020/25 APP has a new target specifically for Black student attainment. The March 2020 data release shows a 4% improvement in Black Student attainment against white student attainment (42% to 38%). The gap is still significant but encouraging that it is now decreasing
T16a_11	The University's employment outcomes have improved, with 94% of our graduates in employment after 15 months. The DLHE survey has now been superceded by Graduate Outcomes, and whilst the two are not directly comparable, the first set of Graduate Outcomes data gives us a new baseline which is at the sector average.
T16a_12	The University's graduate employment outcomes have improved significantly, with 69% of our graduates in work being in highly skilled employment after 15 months. This is both as a result of improvements we have made in supporting students' employment outcomes, and changes in the survey timings.
T16a_13	



T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	
T16b_10	Target discontinued as per comments in column P
T16b_11	Used DfE 2018 data (latest available)
T16b_12	New metric to replace old metric 5 GCEs A*-C English and Maths is no longer reported by DfE (Spring 2018). KMPF Headteachers have advised us to use % disadvantage achieving 4+ English and Maths and the targets were set in collaboration with them
T16b_13	New metric to replace old metric 5 GCEs A*-C English and Maths is no longer reported by DfE (Spring 2018). KMPF Headteachers have advised us to use % disadvantage achieving 4+ English and Maths and the targets were set in collaboration with them
T16b_14	New metric to replace old metric 5 GCEs A*-C English and Maths is no longer reported by DfE (Spring 2018). KMPF Headteachers have advised us to use % disadvantage achieving 4+ English and Maths and the targets were set in collaboration with them
T16b_15	Used DfE 2018 data (latest available)
T16b_16	When we set this target there was an expectation that HEAT would be able to link their dataset with UCAS to give us individualised data. This has not been possible and therefore we are not able to report on this target. As a UniConnect partnership we are exploring the use of STROBE data which might inform our practice in the future.
T16b_17	
T16b_18	this data is taken from HEAT/HESA track access to HE for POLAR 4 Q1 2015/16 to 2018/19 (18 or 19 year olds only)