



CANTERBURY CHRIST CHURCH UNIVERSITY

ACCESS AGREEMENT 2014 – 15

Full and Part-time Entrants

1. INTRODUCTION

1.1 This Access Agreement (hereafter referred to as 'The Agreement') is submitted by Canterbury Christ Church University (CCCU) for approval by the Office for Fair Access (OFFA). This Agreement is written and submitted in accordance with the Guidance (January 2013/01).

1.2 An approved Agreement is required as:

- (i) CCCU is a publicly funded institution providing full-time and part-time undergraduate Higher Education (HE) programmes and postgraduate initial teacher training (ITT) which are subject to regulated fees;
- (ii) CCCU is directly funded by the Higher Education Funding Council for England (HEFCE) and the Teaching Agency;
- (iii) CCCU is intending to charge fees above the basic fee of £6,000 for full-time Home and European students (and above £4,500 for part-time) for some of its regulated programmes for new entrants from September 2014.

1.3 The Agreement seeks to ensure that in a context of increased tuition fees, CCCU sustains and, where possible improves, its performance in assisting and supporting suitably qualified, under-represented students to access and succeed in HE, where success is recognised to include retention, attainment and employment.

1.4 The Agreement applies to partner colleges and institutions in receipt of public funding via CCCU. These partner colleges include YMCA George Williams College, several Further Education Colleges and some private providers. Fee levels and access measures will be agreed in consultation with partners. Where a fee above the basic fee of £6,000 full-time equivalent is to be charged, the Access measures identified in this Agreement will apply pro-rata, relative to the level of additional fee. It is the responsibility of CCCU to monitor these arrangements.

2. FEES, STUDENT NUMBERS AND FEE INCOME

2.1 The tuition fees for new fee-regulated full-time entrants 2014/15

The proposed fees to be charged by CCCU comply with the Government's student fee regulations. The new regulated tuition fee rates do not apply to any students who are continuing studies which started before 1 September 2012, including those who have transferred and who are progressing to 'end-on' programmes such as Foundation Degrees to Honours degrees.

CCCU intends to charge up to £9,000 to new, regulated, full-time entrants. For full-time students studying at YMCA George Williams College, the intended fee is £7,500. The full-time provision above the basic level is as follows:

Course Type	Partner	Description	Mode of Study	Course Fee Per Year (£)
First_degree		BA Primary Ed	Full Time	9,000
First_degree	University Of Kent		Full Time	9,000
First degree	Bromley College		Full Time	7,900
First_degree	YMCA		Full Time	8,000
Foundation_degree	YMCA		Full Time	8,000
CertHE_DipHE			Full Time	9,000

First_degree		Excluding BA Primary Ed	Full Time	9,000
Postgraduate_ITT			Full Time	9,000
Foundation Degree			Full Time	9,000

2.2 The tuition fees for new fee-regulated part-time entrants 2014/15

CCCU intends to charge new fee-regulated part-time entrants up to £6,750. The maximum a part-time student will pay in any single year is £6,000. There are currently only two part-time programmes above the basic fee (£4,500):

First_degree		BA (Hons) Primary Education (7-11)	Part Time	6,000
Foundation degree	Bromley College		Part Time	6,000

2.3 Any real term rises in fees for new fee-regulated full-time and part-time entrants

CCCU is not planning any real term rises in fees for those entering in 2014/15 for 2015/16 onwards. The fee levels for those entering in 2014/15 will apply to students for the duration of their studies, but may be adjusted annually each year in line with an appropriate inflationary measure set by Government (i.e. the inflationary measure relating to the retail price index).

2.4 The estimated number of full-time students at each fee level for all students for each academic year (including fees at the basic fee and below)

The accompanying spread-sheets (Annexes B and C) contain details of the estimated full-time students at each fee level for all students for each academic year (including fees at the basic level and below). The numbers include all students and not just new entrants.

Currently, we estimate a total of 8,488 full-time fee-regulated students of whom 8,043 are estimated to pay above the basic fee.

2.5 The estimated total number of regulated part-time students and the number for whom we anticipate the fee will exceed the basic fee in an academic year

We estimate a total of 4,000 regulated part-time students of whom we anticipate a total of 78 (new and continuing students) will have a fee which exceeds the basic fee in 2014/15.

2.6 Estimated fee income above the basic level for full-time and part-time courses

The total estimated fee income above the basic level for full-time and part-time students is £21,898,300.

2.7 Fees for Erasmus/Study Abroad and Sandwich Placement Years

It is expected that there will be a total of 40 students on full-time sandwich placements or 'year abroad' experiences during 2014/15. The fees for Erasmus/study years abroad will be in line with the Government maximum fee cap (at 2013-14 prices) of £1,350.

3. ACCESS AND STUDENT SUCCESS MEASURES

3.1 An Assessment of CCCU's Access and Student Success Record

Assessment based on HESA Performance Indicators

The following table provides details of CCCU's latest performance (2011/12) in relation to access and success (including retention and employability) based on the most recent HESA Performance Indicators.

Where performance is better than benchmark it is assessed as excellent. Where it is below benchmark, it is identified as a potential target area for activity and investment.

HESA Performance Indicators (HESA 2011–12)

Performance Indicator	CCCU 2011/12 Performance (2010–11 data included in brackets to allow annual comparison)	National Benchmark	Location Adjusted Benchmark	Assessment Excellent (above benchmark) Target (below benchmark)
T1a) Young Full-time First Degree Entrants				
% from state schools or colleges	95.9 (97.4)	94.4 (94.6)	92.8 (92.9)	Excellent
% from lower socio-economic groups	34.9 (33.8)	36.5 (36.4)	33.3 (32.6)	Excellent
% from low participating neighbourhoods (LPN)	13.8 (13.5)	12.6 (13.0)	9.7 (10.6)	Excellent
T1b) Young Full-time Undergraduate Entrants				

Performance Indicator	CCCU 2011/12 Performance (2010–11 data included in brackets to allow annual comparison)	National Benchmark	Location Adjusted Benchmark	Assessment Excellent (above benchmark) Target (below benchmark)
% from state schools or colleges	96.0 (97.3)	94.6 (94.8)	92.9 (93.2)	Excellent
% from lower socio-economic groups	35.1 (33.4)	36.8 (36.8)	33.6 (32.8)	Excellent
% from low participating neighbourhoods (LPN)	15.1 (13.9)	13.3 (13.3)	10.4 (10.7)	Excellent
T1c) Young Full-time Other Undergraduate Entrants				
% from state schools or colleges	99.2 (95.5)	97.8 (97.9)	97.6 (96.7)	Excellent
% from lower socio-economic groups	38.9 (26.7)	41.7 (43.2)	38.4 (37.9)	Excellent
% from low participating neighbourhoods (LPN)	12.4 (20.2)	17.3 (17.6)	13.5 (14.2)	Target
T2a) Mature Full-time Undergraduate Entrants				
% first degree entrants with no previous HE & from LPN	12.9 (15.6)	11.8 (12.7)	10.5 (11.7)	Excellent
% all undergraduate entrants with no previous HE & and from LPN	12.8 (15.1)	12.4 (13.3)	10.4 (11.9)	Excellent
T2b) Part-time Undergraduate Entrants				

Performance Indicator	CCCU 2011/12 Performance (2010–11 data included in brackets to allow annual comparison)	National Benchmark	Location Adjusted Benchmark	Assessment Excellent (above benchmark) Target (below benchmark)
% young entrants with no previous HE & from LPN	15.3 (11.3)	12.8 (12.4)	12.3 (14.5)	Excellent
% mature entrants with no previous HE & from LPN	5.9 (6.4)	7.1 (7.2)	5.9 (6.0)	Excellent
% all entrants with no previous HE & from LPN	6.2 (6.5)	7.3 (7.4)	6.0 (6.2)	Excellent
T2c) Mature Full-time Other Undergraduate Entrants				
% with no previous HE & from LPN	12.6 (13.7)	13.4 (14.7)	10.1 (11.9)	Excellent
T3a) Non-continuation Following Year of Entry: Full-time First Degree Entrants				
% young entrants not in HE	4.7 (6.2)	8.3 (9.5)		Excellent
% mature entrants not in HE	7.3 (8.2)	10.8 (13.0)		Excellent
% all entrants not in HE	5.4 (6.7)	8.9 (10.4)		Excellent
T3b) Non-continuation Following Year of Entry: Young Full-time First Degree Entrants				
% from LPNs not in HE	6.4 (4.8)	10.5 (11.3)		Excellent
% from other neighbourhoods not in HE	4.3 (6.3)	7.6 (9.0)		Excellent
T3c) Non-continuation Following Year of Entry: Mature Full-time First Degree Entrants				
% with previous HE qualification not in HE	8.3 (5.1)	9.8 (11.8)		Excellent

Performance Indicator	CCCU 2011/12 Performance (2010–11 data included in brackets to allow annual comparison)	National Benchmark	Location Adjusted Benchmark	Assessment Excellent (above benchmark) Target (below benchmark)
% with no previous HE qualification not in HE	6.7 (11.0)	11.2 (11.8)		Excellent
T3d) Non-continuation Following Year of Entry: Full-time Other Undergraduate Entrants				
% young entrants not in HE	19.2 (12.1)	16.9 (16.9)		Target
% mature entrants not in HE	14.0 (11.9)	10.5 (12.1)		Target
% all entrants not in HE	15.5 (11.9)	12.3 (13.6)		Target
T3e Non-continuation two years following year of entry: part-time first degree entrants				
Entrants aged 30 and under	15.6	33.9		Excellent
Entrants aged over 30	11.0	28.0		Excellent
All entrants	12.1	31.2		Excellent
T5) Projected Learning Outcomes: Full-time Students Starting First Degree Courses				
% Projected to achieve degree	81.4 (80.9)	76.8 (74.8)		Excellent
% Projected to achieve neither award nor transfer	9.9 (11.1)	14.1 (16.0)		Excellent
T7) All Undergraduate Students in Receipt of DSA				
% Full-time first degree	6.7 (5.9)	6.5 (5.8)		Excellent
% Full-time Undergraduate	6.8 (6.0)	6.4 (5.7)		Excellent

Performance Indicator	CCCU 2011/12 Performance (2010–11 data included in brackets to allow annual comparison)	National Benchmark	Location Adjusted Benchmark	Assessment Excellent (above benchmark) Target (below benchmark)
% Part-time undergraduate	2.3 (2.4)	3.5 (3.1)		Target
EI) Employment Indicator (latest position)				
% Full-time first degree students in employment or further study	92.8 (94.3)	91.5 (91.8)		Excellent

(a) Assessment of performance in absolute terms

The following table which uses HESA PI data as well as other sources such as POLAR3, Student Loans Company data and analysis of internal University data generally shows the University to be performing well in relation to Access and Student Success across a range of indicators. However, a more detailed analysis by demographic characteristics highlights some areas of relative under-performance for specific groups (shaded rows) and these are addressed in the priorities for new spend in this 2014/15 Access Agreement.

Performance measure	CCCU performance (2011/12)
Access	
% from state schools or colleges	95.9 – 99.2%
% from lower socio-economic groups	34.9 – 38.9%
% from low participating neighbourhoods (LPN)	12.4 – 15.1%
% mature entrants with no previous HE & from LPN	5.9 – 12.9%
% part-time entrants with no previous HE & from LPN	6.2 – 15.3%
% higher fee payers from POLAR3 Q1 (young)	12.7%
% higher fee payers from POLAR3 Q1 or 2 (young)	34%
% higher fee payers from low income groups (in receipt of a bursary)	62%
% full-time in receipt of DSA	6.8%
% part-time in receipt of DSA	2.3%
% declared disabled	10%
% ethnic minorities (2011/12)	14.2%
% female: male (2011/12)	69%:31%
% mature (over 30) 2011/12 (compared to 2010/11)	40% (45%)
% part-time 2011/12	40%
Care leavers	70 (n)
Retention	
Non-continuation following year of entry (all full-time)	5.4%

first degree)	
Projected learning outcomes (neither award nor transfer)	9.9%
% disabled of those repeating a year (compared to % disabled students studying at the University)	11% (10%)
% disabled of those withdrawing (compared to % disabled students studying at the University)	9% (10%)
% ethnic minority withdrawals (compared to representation within student body)	17% (14%)
% ethnic minorities of all students repeating a year (compared to representation within student body)	29% (14%)
% male (of those repeating a year) (compared to representation within student body)	43% (29%)
Student Success	
% in employment or further study (2010-11)	92.8%
% female:male in employment (2009-10)	81%:73%
% BME v white graduate employment	72%:80%
% BME v white postgraduate employment	85%:88%
% disabled v non-disabled in employment	77%:79%
% disabled v non-disabled postgraduate in employment	83%:87%
% good honours degree (2011-12)	63%
% ethnic minorities of those gaining a first class honours (compared to BME representation of total graduates)	6% (11%)
% ethnic minorities of those attaining a 2:1 degree (compared to BME representation of total graduates)	7% (11%)
% ethnic minorities of those gaining a 2:2 degree	17% (11%)

(compared to BME representation of total graduates)	
% ethnic minorities of those gaining a third class degree (compared to BME representation of total graduates)	31% (11%)
% female:male good honours degree (compared to 69:31% of total student population)	72%:28%

(b) Assessment of performance in relative terms

In relative terms, the University performs well in relation to the national benchmarks (including the location-adjusted benchmarks). The data indicate that CCCU performs equal to or above the benchmarks in 29 of the 34 measures.

The measures where performance is below HESA Performance Indicator 2011/12 benchmarks are:

Recruitment of young full-time other u/g entrants from low participating neighbourhoods	12.4% (b/m 14.2%)
Non-continuation following the year of entry for full-time other undergraduate entrants (i) Young entrants not in HE	19.2% (b/m 16.9%)
Non-continuation following the year of entry for full-time other undergraduate entrants (ii) Mature entrants not in HE	14.0% (b/m 10.5%)
Non-continuation following the year of entry for full-time other undergraduate entrants (iii) All entrants not in HE	15.5% (b/m 12.3%)
Part-time u/g students in receipt of Disabled Students Allowance (DSA)	2.3% (b/m 3.5%)

This relative analysis based on HESA Performance Indicator data highlights the need for continuing attention to be given to the targeted recruitment of students from low participating neighbourhoods, the retention of 'other full-time undergraduates' and improving the representation of part-time disabled students.

Comparing the relative performance of different groups to the over or under-representation **within the institution**, areas for particular focus include:

- Increasing the proportion of male students – especially into professions such as teaching and nursing which are currently female dominated
- Male student retention, performance (proportion of those repeating years of study) and employment
- The need to continue to monitor the participation of mature students – which has seen the proportion of the student population aged over 30 decline by 5% in one year (although the actual number of mature students has grown from 7538 to 7862 over this period).
- Black and minority ethnic (BME) group retention, attainment and employment (graduate and postgraduate)
- Disabled employment (graduate and postgraduate)

(c) Assessment based on monitoring and evaluation of current access plans

The Access Agreement Monitoring report for 2011–12 showed that the University achieved its declared milestone to grow the participation of students from low income backgrounds on bursaries by 3% over a three–year period.

Our Widening Participation Strategic Assessment Monitoring Return for 2011–12 indicated that the most important findings from the evaluation of our widening participation (WP) activities in 2011–12 related to the collaborative outreach work undertaken as part of the Kent and Medway Progression Federation (KMPF). In collaboration with other local Universities (Kent, Greenwich and the University for the Creative Arts), the Federation currently provides outreach to 40 non–selective schools and colleges. These schools and colleges are selected based on the Index of Multiple Deprivation (IMD) scores and who send the fewest learners to HE. The evaluation from all the activity in 2011–12 shows that:

- Students who participated in 4 or more outreach activities are more likely to make applications to University (49% versus 30% where one activity is attended)
- Students who participated in mentoring schemes, such as Aimhigher Associate Scheme or individual mentoring schemes were more likely to apply to University (43% versus 36%)
- Students who had participated in summers schools were also more likely to apply to University (47% versus 37%)

As a result of these findings, the current Access Agreement includes:

- Continuation of involvement in collaborative outreach activity via the KMPF
- Recognition of the importance of carefully targeted activity
- The use of serial rather than one-off interventions
- The importance of mentoring activities
- The importance of summer school activities
- The helpfulness of monitoring tools such as Higher Education Access Tracker (HEAT) for evaluating the impact of different interventions. This is currently used with Kent and Medway as part of the agreement with KMPF but it is intended that this should now be extended more widely for use with non-KMPF schools and colleges where outreach is targeted.

3.2 Our Strategic Approach to access and student success based on the evidence provided in our assessment of our performance

Based on the above assessment, we will seek to maintain our generally strong performance in access and student success across a range of measures in what is a more challenging financial environment for students. However, the detailed analysis has shown that there are some areas to be addressed and to which funding will be targeted and activity monitored. The priorities include an ongoing involvement in collaborative outreach activity and a mixture of long term and short term measures.

Focus	Key investment priorities
Access / Outreach A1	Continued involvement in collaborative outreach through KMPF
A2	Enhanced monitoring through additional subscription to HEAT
A3	Careful targeted and serial interventions for students from low participating neighbourhoods (including some focused primary school interventions)
A4	Maintain relatively strong profile for outreach especially through ongoing use of ambassador

	schemes, mentoring and summer schools
A5	Targeted work in relation to improving the representation of male students
A6	Initiatives to encourage mature student participation (including part-time and part-time disabled students)
A7	Continue to target care-leavers
Student Success	Seek to maintain strong levels of student retention in a more challenging student financial environment.
S1	
S2	Targeted work to improve the continuation rates of full-time 'other' undergraduate entrants
S3	Targeted work to improve the retention, attainment and employment of male students
S4	Targeted work to improve the retention, attainment and employment of BME students
S5	Targeted work to improve the employment of disabled students

3.3 Estimated spend on outreach and student success measures

Our estimated spend on access and success measures is 22.9% (£5,008,763) for new and continuing new system students. Given our relatively strong record this may be higher than expected by OFFA but reflects our institutional commitment to supporting under-represented and disadvantaged communities as integral to our Mission as a University with a Church Foundation. This level of spend also reflects what we consider to be necessary for maintaining and improving our current record for access and student success and addressing the priorities identified as a result of our detailed assessment.

3.4 Balancing expenditure between Outreach and Student Success

(i) CCCU intends to spend most of its expenditure on additional access and success measures on working towards institutional targets. However, we are keen to build on the success of a collaborative model which has developed from the legacy of the Aimhigher Kent and Medway Project to promote widening participation and fair access more generally and therefore intend to continue to commit £50,000 of our expenditure to collaborative outreach activity (as accounted for in the previous Access Agreement). This collaboration is a partnership operating as the Kent and Medway Progression Federation (KMPF) and in 2014/15 is expected to comprise of 3 universities (CCCU, the University of Kent and the University of the Creative Arts), 2 local authorities (Kent and Medway) and 40 schools from low participation neighbourhoods. As highlighted in the above assessment, impact data from this project has shown that young people selected for support are likely to be more successful at every stage than their peers in progressing to and achieving in HE.

(ii) Since the assessment of CCCU performance in relation to Access and Success suggests a generally strong profile for both measures, we seek approval for Access expenditure to be used for both strands of activity: outreach and student success (including student retention, attainment and employment).

3.5 The balance between non-financial measures and financial support

Based on evidence of our performance in relation to Access and Student Success, we propose to use a mixture of financial measures (student bursaries and scholarships) and non-financial measures (e.g. outreach activities with target schools and colleges and activities for enhancing student success including improving

employability and access to the professions) within the proposed expenditure covered by this Agreement.

Of the 22.9% of additional fee income which is to be spent on access measures, 17.8% is to be spent on financial support through scholarships (including the NSP) and bursaries. This amounts to a proposed spend in 2014/15 of £ 3,891,950. A further 2.4% (£ 525,559) will be for targeted outreach activity and 2.7% (£591,254) on student success. This includes the administration of the schemes (including administration carried out on our behalf by the Student Loans Company [SLC] under the Higher Education Bursary and Scholarship Scheme.

3.6 Broad overview of investment in outreach and student success*

*The table below indicates new spend that is specifically targeted at new entrants in 2014/15. These measures are to run in addition to and complement those already accounted for in the previous Access Agreements. The new spend identified follows from our assessment of our access and student success record

Investment in access / outreach			
Example Activities	Proposed investment	Evidence base	Comparison with arrangements prior to 2014/15
<p>CCCU Outreach and Partnerships Team (developing targeted activity with schools and colleges and working with the KMPF to improve research, monitoring and evaluation including increased subscription to HEAT).</p> <p>This will also include more fine-tuned targeting of resource to support sustainable progression</p>	<p>New Spend £58,000</p>	<p>See 3.2 above re assessment of success of existing measures A1, A2, A3, A4, A7</p>	<p>Current expenditure of approx. £290,000 (pay and non-pay) to be increased by £58,000 to facilitate new activity including £6,000 for new HEAT subscription.</p> <p>Specific work (also linked to WPSS objectives) to include:</p> <ul style="list-style-type: none"> - Maintain Frank Buttle Trust Quality

<p>related partnerships including with Further Education Colleges and academies.</p>			<p>Mark (including £1k per annum subscription)</p> <ul style="list-style-type: none"> - Targeted serial interventions (including with Primary schools) - Summer schools (residential and non-residential) - Mentoring / ambassador schemes - School / visit days and master classes - School and college enrichment programmes - Academy sponsorship: raising attainment in 'failing' schools - Progression Agreements with schools and colleges and apprenticeship schemes - Development of scheme to take account of contextual data (including 'care experienced' data) in admissions
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Supporting FE/HE progression including progression from apprenticeships (including for mature and part-time learners)	£8,000 new spend	A6	£25,000 already allocated
Curriculum development work in collaboration with partners to develop programmes at foundation degree or diploma level to provide access for under-represented groups (particularly those from areas of low participation) Development of flexible, provision e.g. blended and accelerated provision	£8,000 new spend	A6	£40,000 already allocated
Marketing materials and activity to improve the participation of mature students	£15,000 (new spend)	A6	New spend
Targeted work to encourage increased male participation in HE (especially linked to Initial Teacher Training and the Allied Health Professions)	£8,000 (New spend)	A5	New spend
Pre-entry careers advice (including for GCSE/A level subject choice and mature learners) and advice for accessing the professions	£49,456 (new spend)	A6	New spend

Total investment in outreach / Access measures	£146,456 for new measures from a total of £ 525,559		
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Investment in success (specific measures for improving retention, attainment and employability)			
Student Retention (Peer mentoring scheme for under-represented groups)		Improved student retention of under-represented groups from evaluation of existing PAL Scheme S1	Current expenditure of approx.. £100,000 (pay and non-pay)
Enhanced student induction / orientation including initiatives to enhance engagement and a sense of belonging	£20,000 new spend	National evidence of impact from “What works – retention and success” project S1	Current total expenditure of approx.. £40,000 (pay and non-pay)
Development of institutional personal tutoring programme with specific attention to students from disadvantaged groups to improve retention and attainment		National Audit Office report on student retention highlights effectiveness of Personal Tutoring in improving student retention S2, S3, S4 and S5	Current expenditure of approx.. £90,000 (pay and non-pay)
Student retention / re-engagement personnel for targeted intervention work	£50,000 (new activity)	S1, S2, S3 and S4	New activity

Targeted intervention for unemployed graduates identified through the DLHE survey (new M level re-engagement module)	£50,000 (new activity)		New activity
Targeted work to improve BME retention and attainment	£30,000	S2	New activity
Targeted work to improve BME and disabled student employment	£30,000	S2 and S3	New activity
Targeted initiatives to enhance access to postgraduate study and access to the professions	£20,061	A6, S1	New activity
Total Investment in Success Measures	£250,061 for new measures from a total of £ 591,254		
TOTAL (Access and Success): £396,517 for new measures from a total of £1,116,813			

4. FINANCIAL SUPPORT FOR STUDENTS

4.1 Planned Investment as a contribution to the National Scholarship Programme

CCCU has been allocated 245 places on the National Scholarship Programme based on the formula relating to full-time HEFCE and Teaching Agency funded numbers. Each Scholarship will be worth £2,000. CCCU plans an investment of £1,464,000 in the National Scholarship Scheme in order to provide funding a total of 977 awards. The targeting criteria for allocation of the NSP will include:

- (a) Those from income backgrounds of £25,000 or less who also are in either categories (b) or (c) below:
- (b) Within/or projected by their institutions if currently studying to be within the top 25% of attainment in our target schools and colleges (young and

mature students) where there are more eligible students than scholarships available.

- (c) People who are either currently subject to a care order or have previously been registered in the care of a local authority (where fees are not already paid by a third party i.e a Local Authority)
- (d) Part time students (pro rata) who are paying more than £4,500 per year and studying more than 25% of a full time equivalent course provided they meet the criteria in either (a) and (b) above.

Having consulted with the Student Council Representatives and a diverse focus group made up of students from a range of courses, year groups, socio-economic and ethnic backgrounds, there was consensus that NSP students should be able to decide for themselves how best to benefit from the financial award. For those students offered a National Scholarship, it is therefore intended that they should receive £2,000 cash payment to assist with the costs of studying.

4.2 Plans for expenditure on bursaries and scholarships

*The table below indicates new financial support that is specifically targeted at new entrants in 2014/15. These measures are to run in addition to financial support already committed in previous Access Agreements.

Type of award	Amount	For whom	Number available	CCCU Expenditure
NSP	£2000 cash bursary in first year only	National Scholarship holders	977	£1,464,000
CCCU Bursaries (2) (entrants from 14/15 onwards)	£1000 per annum	Those from low income backgrounds (under £25k) including those with income backgrounds of under £25k but not qualifying for full state support. It excludes those from low income backgrounds in receipt of Government educational support of £5,000 or more per	800 (based on an estimate of a total of 1776 students qualifying from low income	£800,000

		annum (this is other than maintenance grants or loans).	groups)	
		(NSP Scholars meeting the above criteria will qualify in years 2 and 3), unless they are a statutory care leaver, see below).		
Care Leaver Bursary	£1200 per annum	(i) For statutory care leavers of the UK (people who are under 25 years of age and have been looked after for at least 13 weeks since the age of 14 and who were in care on their 16 th birthday; also students who are recognised by the Foyer Federation; or students who have been homeless prior to entry (in all cases, status will need to be verified with the Local Authority, the Foyer Federation or relevant organisation) (ii) Income background below £25,000 (iii) Not in receipt of NSP or other CCCU financial support.	15	£18,000

Part Time New System Support bursary (14/15 entrants)	£1000 per annum, pro-rata	Pro-rata cash bursary for entrants who are paying more than £4,500 per annum and studying at more than 25%fte and excluding those from low income backgrounds not qualifying for NSP but in receipt of Government educational support of £5,000 or more per annum (this is other than maintenance grants or loans).	10	£5,000
Sports	Up to £1000 per annum	Elite sports performers from low income backgrounds	20	£20,000
Total bursaries and scholarships for new entrants 2014/15				£2,307,000 (as part of a total institutional spend of £3,891,950 for all years)

The amounts of support and eligibility for new entrants

Name of award	Amount	Number of awards available	Eligibility criteria
National Scholarship	£2000 cash bursary for firstyear of entry only	977	<p>(i) Income backgrounds of £25,000 or less</p> <p>(ii) Within or projected to be within the top 25% of attainment in target schools and colleges</p> <p>(iii) Care leavers where fees are not paid by a third party</p> <p>(iv) Part time students (pro-rata) who are paying more than £4,500 per year and studying more than 25% of a full time equivalent course and meet either of the above criteria will qualify for the support package only. Students must meet statutory criteria in addition to the above.</p>
CCCU bursaries for students from low income backgrounds of £25,000 or less	£1000 per annum	800	<p>(i) Income backgrounds of up to £25,000</p> <p>(ii) Not in receipt of NSP or not qualifying for Government Maintenance grants or loans</p> <p>(iii) Excluding those from low income backgrounds not qualifying for NSP but in receipt of Government educational support of £5,000 or more per annum (this is other than maintenance grants or loans).</p> <p>(iv) Part time students who are paying more than £4,500 per year and studying more than 25% of a full time</p>

			equivalent course.
Care leaver bursary	£1200 per annum	15	(i) For statutory care leavers of the UK (people who are under 25 years of age and have been looked after for at least 13 weeks since the age of 14 and who were in care on their 16 th birthday; also students who are recognised by the Foyer Federation; or students who have been homeless prior to entry (in all cases, status will need to be verified with the Local Authority, the Foyer Federation or relevant organisation) (ii) Income background below £25,000 (iii) Not in receipt of NSP or other CCCU financial support.
Sports Scholarship	Up to £1000 per annum	Up to 20	(i) Income backgrounds up to £42,600. (ii) Elite level sports performer as judged by CCCU Sports Scholarships panel.

Financial Support for Continuing Students

Continuing students who started their programmes before 2006–07 and before 2011–12 will remain on the institutional financial support (including the minimum bursary) that was advertised when they applied, subject to annual inflationary increases.

Similarly, new system students who started their courses before 2014–15 will receive the institutional financial support as detailed in the relevant, annually approved Access Agreements for their relevant year of entry.

5. TARGETS AND MILESTONES (5 YEAR TARGETS WITH INTERIM MILESTONES)

Based on the assessment of our Access and Success record as detailed in Section 3 above, we set out in this section our five year targets and annual milestones. These are clustered around the core reporting criteria of

1. Socio economic factors
2. Low Participating Neighbourhoods
3. Low income
4. Target groups to include ethnicity, gender, disability and care leavers
5. Completion rates

Given our relatively strong record to date for widening access and student success, most of the targets seek to maintain, and where possible to 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 lower socio economic backgrounds (NS SEC 4–7) and from Low Participating Neighbourhoods (LPNs), given the demographic decline in the number of young people (aged 18–21) in the population and the increased proportions of those young people nationally in the higher socio-economic groups (NS SEC 1 and 2). Whilst continuing to monitor milestones around NS SEC, research into the reliability of these indicators as a measure of the impact of access activity suggests that the data fluctuates and therefore provides a less accurate reference point. This is partly due to various methods used in deriving a classification (self-selection) and interpretations of classification (interpreting a classification from job title, for example) which can be both inaccurate and inconsistent (Edgar, Smith and Thompson, 2008¹). CCCU places more confidence in the data derived around LPNS, particularly polar 1 and 2. As such, our key indicators of impact will focus on LPNs and this will be the key targeting tool for both collaborative as well as institution specific outreach work.

These targets and milestones are based on those submitted in the 2012/13 Access Agreement, and although there is some variation over and under the milestones, the trends are broadly in line with expectations. Where there is less progress, in each case this relates to greater variation than expected due to cohorts or changes in national policy priorities. Nonetheless, the details will be used to fine tune the

¹ Edgar, Smith and Thompson, *Report on Parent declared NS-SEC classifications for South East Aimhigher partnerships 2007–8*, (unpublished report, *South East Aimhigher Monitoring, Research and Evaluation Group, 2008*)

targeting of outreach and retention activities. In line with the OFFA Guidance (April 2012/13, para 133), our targets are considered developmental and to be refined in the light of new factors such as the new fees regime, the inclusion of part-time students in the Access Agreement, the addition of more collaborative provision students and the impact of a very sizable cohort of ITT students.

The targets and annual milestones as detailed in Annexes B and C (Tables 5a and 5b) are as follows:

Target	Baseline from previous Access Agreement	Annual Milestones				
		2012/13	2013/14	2014/15	2015/16	2016/17
(i) ACCESS	2009/10	2012/13	2013/14	2014/15	2015/16	2016/17
Maintain, and slightly increase if possible, overall participation levels of NS SEC 4-7	39%	39.5%	40%	40.5%	40.5%	41%
Maintain, and slightly increase if possible, levels of recruitment from LPNs (using LPN – Young Participation Quintile)	37%	37.50%	38%	38.50%	38.50%	39%
Maintain, and slightly increase if possible, proportion of students from low income backgrounds (less than £25k)	35%	35%	35.50%	36%	36.50%	37%
Improve recruitment of young males into the professions (especially Primary Teaching and	29% of all CCCU students	30%	30%	31%	31%	32%

Health and Social Care)	are male					
Maintain, and slightly increase if possible, strong recruitment of students from minority ethnic groups	14%	14%	14%	14.5%	14.5%	15%
Increase the proportion of disabled students (especially p/t in receipt of DSA)	11%	11.5%	11.5%	11.5%	12%	12%
Increase applications from 'care leavers'	22 in 2009/10	78	80	80	80	80

Target	Baseline	Annual Milestones				
(ii) STUDENT SUCCESS INCLUDING RETENTION	2009/10	2012/13	2013/14	2014/15	2015/16	2016/17
Maintain annual student w/d level at less than 4% (Planning Office statistics, HESA withdrawals)	3.6%	<4%	<4%	<4%	<4%	<4%
Maintain part-time continuation rates after 2 years of entry (HESA Table T3e)	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%
New target based on current Assessment and reflecting Equality and Diversity goals						

Improve the representation of BME students gaining a good honours degree by 2% (relative to the proportion of BME within the graduate student population [currently 11%]) (impacting on retention and employability also)	7%	7%	7%	7%	8%	9%
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Collaborative Targets

Combined targets from the collaborative KMPF project (agreed by all partners) are to raise applications and subsequent conversions to higher education from within the 40 target schools and colleges in LPNs

Number of Member Schools: 40

Outcome	Measure	Baseline	Target	Actual	Target			Comments
			2012-13	2013-2014	2014-2015	2015-2016		
Increase range of year groups who participate in outreach programmes	Year group participation across years 7-13 in each school	2011-12 – Number and % of total student exchanges Yr 7-8, 631 Yr 9, 657 Yr 10, 2395 Yr 11, 3007 Yr 12- 13, 5061 Total - 11751	Same as 2011-12		Yr7-8, 1116 Yr9, 1116 Yr10, 2093 Yr11, 3627 Yr12-13 5999 Total 13951	Yr7-8, 1204 Yr9, 1204 Yr10, 2258 Yr11, 3913 Yr12-13 6472 Total 15051	Yr7-8, 1292 Yr9, 1292 Yr10, 2423 Yr11, 4199 Yr12, 6945 Yr13, 16151 Total 16151	Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9

Outcome	Measure	Baseline	Target	Actual	Target			Comments
			2012-13		2013-2014	2014-2015	2015-2016	
KS4 Destination - – Increase proportion who stay on in education after KS5 Reduce the gap between KMPF schools and LA average	% of KS5 entrants who stay on to any education destination in year following KS4 exam entry	<u>2009-10</u> KMPF – 80% LA average – 85% Gap – 5% pts	<u>2010-11</u> 81%	<u>2010-11</u> 	<u>2011-12</u> 82%	<u>2012-13</u> 83%	<u>2013-14</u> 84%	DfE Destination Measures Create new base-line for 2014 cohort (data will be available in 2017)
Improve KS4 results	% of disadvantage students 5A*-C including achieving English and Maths Measure gap between KMPF schools and LA average	2011 21% average across KMPF schools a Kent LA average 29% b Medway LA average 25%	25%	30%	32%	34%	36%	Take into account changing examination practice and elimination of modular exams – monitor reduction in gap between KMPF schools and LA average
Increase UCAS applicant rate Maintain stable conversion rates as applicant volumes	UCAS applicants as % of students entering for GCE exams	2011 59% KM Average 71%	62%	49% KM Av 65%	64%	67%	69%	This will equate to an additional 186 applicants (using same number of GCE exam

Outcome	Measure	Baseline	Target	Actual	Target			Comments
			2012-13		2013-2014	2014-2015	2015-2016	
increase								entrants) <i>Note: 2012 Actual is against a backdrop of falling applications for KM as a whole</i>

Increase UCAS accepted applicant rate	UCAS accepted applicants as % of students entering for GCE exams	2011 41% KM Average 58%	43%	38% KM Av. 53%	45%	49%	52%	This will equate to an additional 162 accepted applicants (using same number of GCE exam entrants)
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6. MONITORING AND EVALUATION

6.1 Monitoring and evaluating the measures set out in the Agreement (including collaborative work)

(i) Statistical measures will be monitored on an annual basis by the Planning Office as part of the analysis of the HESA return and HESA Performance Indicators. Collaborative targets will be monitored by KMPF.

(ii) The impact of CCCU work with target schools and colleges and with target students will be monitored by the University's Outreach Partnership Team (OPT).

(iii) Monitoring data will be collected in respect of all our initiatives and activities to enable effective evaluation of demonstrable impact. The outcomes will be used to ensure that the targeting of our outreach and retention work is as efficient and effective as possible.

(iv) At a University level, the Widening Participation and Student Retention (WPSR) Sub-Committee of the Academic Planning Committee (a Committee of the Academic Board) will receive regular monitoring reports from the Manager of OPT.

(v) An annual monitoring report which includes progress in relation to the Widening Participation Strategic Statement (WPSS) required by HEFCE and the Access Agreement will be received by the Senior Management Team and the WPSR Sub-Committee.

6.2 Senior Persons and Bodies responsible for delivery of the Agreement

The Pro-Vice Chancellor (Academic) will be responsible, in liaison with the Pro Vice-Chancellor (Research and Knowledge Exchange), for delivery of the Agreement – including oversight of the monitoring, evaluation and reporting requirements.

The Manger of OPT will be responsible for day to day implementation of the Agreement.

The Academic Board, a Committee of the Governing Body, and Chaired by the Vice Chancellor or his/her nominee is responsible for ensuring delivery of the Access Agreement through the delegated work of the Academic Planning Committee and the WPSR Sub-Committee (both Chaired by the Pro-Vice Chancellor [Academic])

6.3 Student representation on the responsible Committees

The President of the Students' Union is a member of Academic Board. There is also student representation on the Academic Planning Committee and the WPSR Sub-Committee.

7. EQUALITY AND DIVERSITY

7.1 In line with CCCU's commitment to promoting equality and diversity, the University's Annual Report to the Equality and Diversity Committee of the Governing Body has been central in designing the plans within this Agreement to improve access and student success.

7.2 In focusing on the differential performance of groups (having shared protected characteristics) in relation to their access and success in HE, the Agreement is designed to impact positively on equality and diversity within and beyond the University.

7.3 An example of how the Agreement actively interacts with our institutional work on equality and diversity, is the new focus on BME good honours degree attainment (which is linked to a new target included within the Agreement). The Agreement also includes a strong focus on targeted initiatives for male students, disabled, part-time and mature students.

7.4 In monitoring and evaluating the Agreement, this will in turn monitor the impact of our Access and Success plans on equality and diversity, since the Agreement has been designed with these outcomes in mind.

7.5 This Agreement is underpinned by equality and diversity data covering student admissions, retention, attainment and employability. The University ensures the integration and implementation of its improvement strategies across these areas via the cross-representation of key staff on relevant committees and working groups (for example the WPSR Sub-Committee and the Equality and Diversity Delivery Group).

8. PROVISION OF INFORMATION FOR PROSPECTIVE STUDENTS

8.1 CCCU Marketing Department will be responsible for publishing clear, accessible and timely information for applicants and students on the fees to be charged for our programmes and the financial support that is available to students in each year of their studies. The information will make clear the changes that have been made to the NSP for prospective students for 2014/15. It will also clarify that the National Scholarship is a one-off benefit in the year of entry and not a recurrent, annual award but they will be eligible for cash bursaries, if they meet CCCU criteria, in Years 2 and 3.

8.2 The information will be provided to applicants and to students through CCCU web pages and through the Prospectus. This will be updated to reflect the changes.

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

8.4 CCCU will work with potential students and with the Students' Union in testing the clarity of the information we intend to publish.

8.5 CCCU will invest £50,000 new spend on pre-entry careers advice for prospective students, including course and financial support information.

9. CONSULTING WITH STUDENTS

The Students' Union has been actively engaged in the development of this Access Agreement and the amendment of the NSP, especially in the review of fee levels to facilitate an enriched student experience while undertaking their study.

The students have indicated strong support for the use of £2,000 cash bursaries in relation to the NSP to maximise the number of scholarships available and which help promote access and success in higher education for low income groups.

OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: Canterbury Christ Church University

Institution UKPRN: 10001143

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Socio-economic (other measure - please give details in the next column)	Maintain, and slightly increase if possible, overall participation levels of NS SEC 4-7	No	2009/10	39%	39.5%	40%	40.5%	40.5%	41%		
2	Location (other measure - please give details in the next column)	Maintain, and slightly increase if possible, levels of recruitment from LPNs	No	2009/10	37%	37.5%	38%	38.5%	38.5%	39%		
3	Low-income backgrounds	Maintain, and slightly increase if possible, proportion of students from low income backgrounds	No	2009/10	35%	35%	35.5%	36%	36.5%	37%		Baseline = % of those paying the higher fee from income backgrounds of less than £25,000
4	Gender	Improve recruitment of young males into the professions (especially Primary Teaching and Health and Social Care)	No	2009/10	29%	30%	30%	31%	31%	32%		Baseline = % all CCCU students that are male
5	Ethnicity	Maintain, and slightly increase in possible, strong recruitment of students from minority ethnic groups	No	2009/10	14%	14%	14%	14.5%	14.5%	15%		
6	Disabled	Increase the proportion of disabled students (especially part-time in receipt of DSA).	No	2009/10	11%	11.5%	11.5%	11.5%	12%	12%		with most increase from part-time
7	Care-leavers	Increase applications from 'care-leavers'	No	2009/10	78	80	80	80	80	80		
8	Completion/Non continuation (other - please give details in the next column)	Retention: maintain annual withdrawal level at less than 4%	No	2009/10	3.6%	<4%	<4%	<4%	<4%	<4%		
9	Part-time	Maintain part-time continuation rates after 2 years of entry	No	2009/10	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%		
10	Ethnicity	Improve proportion of BME gaining a good honours degree by 2% (impacting on retention and employability also)	No	2009/10	7%	7%	7%	7%	8%	9%		

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)						Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Outreach / WP activity (collaborative - please give details in the next column)	Increase UCAS applicant rate. Maintain stable conversion rates as applicant volume increase. Measured as UCAS applicants entering for GCE exams	Yes	2011	59%	62%	64%	67%	69%	69%	69	This will equate to an additional 186 applicants from the collaborative project.
2	Outreach / WP activity (collaborative - please give details in the next column)	Increase UCAS accepted applicant rate as a % of students entering for GCE exams	Yes	2011	41%	43%	45%	49%	52%	52%	52	This will equate to an additional 162 accepted applicants from the collaborative project
3												
4	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - years 7&8	Yes	2011	631	631	1116	1204	1292	1292	1292	Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
5	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - year 9	Yes	2011	657	657	1116	1204	1292	1292	1292	Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
6	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - year 10	Yes	2011	2395	2395	2093	2258	2423	2423	2423	Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
7	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - year 11	Yes	2011	3007	3007	3627	3913	4199	4199	4199	Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
8	Outreach / WP activity (collaborative - please give details in the next column)	Increase range of year groups who participate in outreach programmes - years 12/13	Yes	2011	5061	5061	5999	6472	6945	6945	6945	Exchange targets have been set to reflect increased number of schools from 29 to 40 and to increase proportion of total exchanges delivered to younger year groups – Yr 7-9
9	Outreach / WP activity (collaborative - please give details in the next column)	KS4 Destination - - Increase proportion who stay on in education after KS5 in 2009/10: KMPF – 80% LA average – 85% Gap – 5% pts Reduce the gap between KMPF schools and LA average	Yes	2011	82%	83%	84%	84%	85%	85%	85%	DfE Destination Measures Create new base-line for 2014 cohort (data will be available in 2017)
10												
11												
12	Outreach / WP activity (collaborative - please give details in the next column)	Improve KS4 results % of disadvantage students getting 5 A*-C including achieving English and Maths 2011 21% average across KMPF schools A. Kent LA average 29% B. Medway LA average 25% Measure gap between KMPF schools and LA average	Yes	2011	21%	30%	32%	34%	36%	36%	36%	Take into account changing examination practice and elimination of modular exams – monitor reduction in gap between KMPF schools and LA average

Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Yellow highlighted area for optional commentary on milestones.

White area for optional commentary on milestones.