



## CANTERBURY CHRIST CHURCH UNIVERSITY ACCESS AGREEMENT 2016 - 17

### FULL AND PART-TIME ENTRANTS

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).

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## **1 Introduction and Context**

For more than 50 years, Canterbury Christ Church University has played a significant role in the Kent community, providing education which makes a real and positive difference to people's lives. Inspired by our Church of England foundation, the University's mission is to pursue excellence in higher education: transforming individuals, creating knowledge, enriching communities and building a sustainable future. This mission is re-enforced by our Strategic Framework for 2015-2020 which highlights six cross-cutting themes of Internationalisation, Widening Access, Inclusion and Participation, Employability, Sustainability, Partnerships and Community and Technology. As a University, we value the development of the whole person, respecting and nurturing the inherent dignity and potential of each individual; the integration of excellent teaching, research and knowledge exchange; the power of higher education to enrich individuals, communities and nations; our friendly, inclusive and professional community of students and staff, preparing individuals to contribute to a just and sustainable future.

Canterbury Christ Church University believes in inclusive education which provides equal opportunities to those who have the potential to reach higher education, but may not consider higher education to be an option that is available to them. This is demonstrated by our strong partnership links with local schools (over 1000 formal partnerships through our Teacher Education programmes) to enhance progression to higher education especially for those from lower socio-economic groups and first generation higher education entrants.

The 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 students from under-represented groups to access and succeed in HE, where success in a life-cycle approach, is recognised to include retention, attainment and employment. The 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.

## **2 Fees, Student Numbers and Fee Income**

The proposed fees to be charged by Canterbury Christ Church University 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 Partner Institutions, the intended fee starts from £4,500. The BA (Hons) Primary Education (7- 11) Part Time at a cost of £6,000 remains our only part-time programme above the basic fee (£4,500).

Canterbury Christ Church University is not planning any real term rises in fees for those entering in 2016/17. The fee levels for those entering in 2016/17 will apply to students for the duration of their studies barring the following exceptions; our four year degree with integrated foundation year has a reduced fee of £6,000 in year 0. Fees for the FD/BSc with ABDO college will be £4,500 for years 1 and 2 and then £5,500 for the BA year 3. Year 3 of the LLB course with Bromley College will increase to £9,000 from £8,400. Fees levels 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).

**The total estimated fee income above the basic level for full-time and part-time students is £25,286,000**

### **3 An Assessment of Canterbury Christ Church University's Access and Student Success Record Assessment based on HESA Performance Indicator**

Canterbury Christ Church University is proud of its record in attracting students from under-represented groups. In 2013/14 98% of young, full-time Undergraduate entrants came from state schools or colleges. Achievement in this area can be evidenced by evaluating HESA performance indicators against benchmark. The following figures are based on the most recent HESA Performance indicators (2013/14) for the student population at CCCU:

	Performance Indicator	Location Adjusted Benchmark
Young, full-time Undergraduate entrants from lower socio-economic groups NS SEC 4-7	37.4%	36.4% (+1%)
Young, full-time Undergraduate entrants from Low Participation Neighbourhoods	13.1%	10.5% (+2.6%)
Young, full-time Undergraduate entrants from state schools:	98%	95.2% (+2.8%)

We analyse our HESA data to determine additional areas of investment. This analysis highlights the need for continuing attention to be given to the targeted recruitment of students from lower socio-economic groups and low participating neighbourhoods, particularly of 'other full-time undergraduates'. A concern for the institution is the recruitment of students with a disability as well as improving the representation of mature and part-time students.

Comparing the relative performance of different groups to the over or under- representation within the institution and taking into account our current performance in our Access Agreement milestones, areas for particular focus include:

Overall retention rates;

The need to continue to monitor the participation of mature students;

Black and minority ethnic (BME) group retention, attainment and employment (graduate and postgraduate);

Recruitment and employment (graduate and postgraduate) of students with a disability;

Increasing the proportion of male students – especially into professions such as Education and Health which are currently female dominated;

Male student recruitment, performance (proportion of those repeating years of study) and employment;

Our Widening Participation Strategic Assessment Monitoring Return for 2013-14 indicated that the most important findings from the evaluation of our widening participation (WP) activities in 2013-14 related to the collaborative outreach work undertaken as part of the Kent and Medway Progression Federation (KMPF). In collaboration with other local Universities (The University of Kent and the University for the Creative Arts), the Federation currently provides outreach to 42 non- selective schools and colleges.

These schools and colleges are selected based on a range of criteria including the proportion of pupils eligible for FSM, low attainment at KS4, the proportion of pupils who are classified as living in an area of disadvantage and who send the fewest learners to HE. A Higher Education Access Tracker (HEAT) study evaluating the relationship between participation in collaborative KMPF outreach and HE entry revealed that:

84% of outreach participants tracked were first generation HE and 58% lived in an area classified as educationally disadvantaged using POLAR3 (Q1-Q2);

The overall progression rate for collaborative outreach participants tracked through HESA was 31%. This is similar to the national YPR rates of between 33%-37% despite the fact that the majority of outreach participants were first generation HE and from low performing schools. It also reflects the lower rates of entrants in 2012 due to increased fees. Moreover, the HE rate for those young outreach participants who live in a POLAR3 quintile 1 & 2 area was 28% and this is higher than the national YPR for Q1&Q2 students of 25% and the local rate of 20%;

Participants who only took part in an activity during Years 9-11 were less likely to go on to HE than those who took part in both Pre and Post-16 activity (e.g. Years 9 through to Years 13 and/or Further Education). This is evidence that outreach work should be started early and sustained through to at least 18 years. (41% vs 30%);

Students who participated in 4 or more activities were more likely to progress to HE than those students who participated in fewer activities. Furthermore, students who participated in a range of HE activities such as HE talk, campus visits, subject tasters and a summer school were much more likely to progress than those who just engaged in one low intensive activity (e.g. High intensive 37% vs 33% for low intensive);

Participants who took part in a Summer School also had a higher than average HE entry rate (50% vs 33%);

Of KMPF's tracked participants who were classified as NS-SEC 4-8 when they entered HE, 72% had improved their NS-SEC group to 1-3 based on their occupation six months after graduation. This provides evidence that HE contributes to social mobility.

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

Continuation of involvement in collaborative outreach activity via the KMPF;

Supporting the recently established collaborative network that supports all state schools;

Recognition of the importance of carefully targeted activity;

The use of serial rather than one-off interventions;

The importance of a whole institution approach;

The importance of long-term outreach to include the whole student lifecycle;

The helpfulness of monitoring tools such as Higher Education Access Tracker (HEAT) for evaluating the impact of interventions.

The creation and implementation of the 2016-17 Access Agreement has been and will continue to be the responsibility of key stakeholders within the institution. The Access Agreement Working Group, led by the Pro-Vice Chancellor (Research and Knowledge Exchange), brings together

academic, professional services staff, Senior Management Team members and student representatives to agree an institutional approach to widening access, student success and progression. In line with CCCU's commitment to promoting equality and diversity, the University's Annual Report to the Equality and Diversity Committee of the Governing Body has been central in designing the plans within this Agreement to improve access and student success. The Access Agreement has been developed to align with existing Learning and Teaching, Equality and Diversity, Retention and Alumni strategies as well as the institution's Student Charter and 2015-20 Strategic Framework.

Based on our assessments, we will seek to maintain our generally strong performance in access while shifting a proportion of our higher fee income spend towards student success and progression across a range of measures. Access priorities include an ongoing involvement in collaborative outreach activity and a mixture of long term and short term measures.

#### **4 Expenditure 2016/17**

##### **Estimated spend on access, student success and progression.**

Our estimated spend on access and success measures will be 22% (£5,562,920). This is a slightly lower percentage than the previous year but is an increase in monetary terms and remains high, reflecting our high proportion of students from under-represented groups. This reflects our institutional values and commitment to supporting our increasing student population from under-represented and disadvantaged communities and is integral to our Mission as a University with a Church Foundation. This level of spend also reflects what we consider to be necessary for maintaining and improving our current record for access, student success and progression and addressing the priorities identified as a result of our detailed assessment.

##### **Balancing expenditure between Access, Student Success and Progression.**

The assessment of CCCU performance suggests a generally stronger profile for Access measures than Success and Progression. We therefore intend to increase investment in success and progression activity (including student retention, attainment and employment).

##### **The balance between non-financial measures and financial support.**

Based on evidence of our performance in relation to Access, Student Success and Progression, we propose to use a mixture of financial measures and non-financial measures (e.g. outreach

activities with target schools and colleges and activities for enhancing student success including improving employability and access to the professions) within the proposed expenditure covered by this Agreement.

Of the 22% (£5,562,920) of additional fee income which is to be spent on widening access measures, 13.5% (£750,000) will be for targeted outreach activity and 22% (£1,225,000) on student success including progression. This includes the administration of the schemes (including administration carried out on our behalf by the Student Loans Company [SLC] under the Higher Education Bursary and Scholarship Scheme).

64.5 % (£3,587,920) will be spent on financial support through scholarships and grants. This is less than the previous Access Agreement and enables the University to increase investment in student success and progression initiatives. In consultation with the Students' Union and in line with recent national research and OFFA communications on the impact of bursaries on access and success, the institution intends to continue to provide financial support to its students from low income households but in a more targeted way.

#### **4.1 ACCESS**

CCCU intends to spend most of its expenditure on additional access measures on working towards institutional targets. Within this we will continue to build on the success of a collaborative model and intend to continue to commit £50,000 of our expenditure to collaborative outreach activity (as accounted for in previous Access Agreements). This collaboration is a partnership operating as the Kent and Medway Progression Federation (KMPF) and in 2015/16 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), 43 schools and one FE College from low participation neighbourhoods. As highlighted in the above assessment, impact data from this project has shown that young people selected for support are likely to be more successful at every stage than their peers in progressing to and achieving in HE.

We will continue to invest in a variety of aspiration and attainment raising activities in order to improve the University's Access record.

**Early engagement.** We will continue to offer Outreach activities to students from years 7-13 at our partner institutions and also deliver our Primary Schools project to a number of our partners' feeder schools. These earlier interventions increase awareness of higher education from a younger age and

are in line with OFFA recommendations.

**Raising aspirations.** A large number of campus visits and taster day opportunities will be offered to our partner institutions. These give young people the chance to spend time on our campuses taking part in subject-specific activities. Student ambassadors also share their own university experiences and demonstrate that universities are inclusive institutions open to anyone with the academic ability. We will continue to run residential summer schools (including a care-leaver summer school) that have a proven track record in raising aspirations and attainment.

**Raising attainment.** Partner institutions will be offered student ambassador led activities in school including subject-specific mentoring and study skills project over a period of weeks. On campus, students will participate in masterclasses, EPQ support and showcase events developed and delivered by academic staff, where they will have hands-on experience of different subject areas. New initiatives include a series of interventions for gifted and talented cohorts at our partner institutions.

**Working with parents and carers.** The Outreach team and student ambassadors support schools and colleges including HE evenings for students, parents and carers, offering finance advice, course information and the benefits of a higher education experience.

**Supporting a strong UCAS application.** We will continue to offer UCAS application support for our base-lined students from partner institutions. Workshops cover comparing universities, studying HE at FE colleges, the application process and a series of Personal Statement workshops.

**Supporting the transition into Higher Education.** For students in years 12 and 13, we run a series of workshops that cover budgeting, moving away from home, the difference between school and university, library tours and an introduction to the Students' Union. Prospective students can also benefit from Pre-Entry Advice and Guidance, information on the Clearing process and outreach support at Open and Applicant Days.

**Supporting the collaborative network.** We will offer enhanced online resources for teaching staff and students for all state schools as part of the collaborative network. This will include our interactive YouChoose pages for school aged children that introduces higher education using video, student diaries and quizzes as well as teaching materials that can be used by schools supported by the network.



**Supporting staff at our partner institutions.** We are committed to providing accurate and up to date information to staff academic and support staff at partner institutions. We hold teacher conferences relating to specific subject areas throughout the year as well as an HA Advisors conference in the summer term which provides the latest UCAS, Student Finance England, Admissions and course information to staff who support progression in their institution.

## **4.2 SUCCESS AND PROGRESSION**

### **Investment in success (Specific measures for improving retention, attainment and employability)**

The University continues to invest in improving the student retention, attainment and employability of its students, in particular to ensure there is equality of outcomes across its diverse student body. This includes strategic, operational and tactical investments in staffing, students as partners, transition and induction of new students and skills development. The investment in success is being strategically repositioned and operationally enhanced around a number of themes, namely:

**Leadership in Retention, Progression and Success.** A new Directorate and Leadership Team has been established working to a new Pro Vice Chancellor (Education & Student Experience) replacing the previous PVC (Academic) role. This leadership team is responsible, working through others including the Faculties and the Student Union, for the University evidencing it is delivering an outstanding education and an excellent student experience which leads to equality of, and improved, outcomes. An additional new focus is the introduction of a new Director of Curriculum who will focus on curriculum development and performance working in partnership with Deans, Heads, Programme Directors as well as the Director of Learning and Teaching and Director of Student Experience. This theme recognises delivering institutional strategic joined up responses across services and programme leadership, management and organisation are key influences of student retention, attainment and employability.

**The student experience.** A student lifecycle approach has been taken to review current business processes that expect, require or involve student interactions and this has led to a major project to reposition services including academic and student administration with the aim of evidencing a significant impact on student experience. Improving student retention is one of the major work streams supported. In relation to a diverse student body joining with significant differences in social and cultural capital, academic backgrounds and religious beliefs, particular attention is being given

to new students' transition and induction into the University and throughout their first year experience. This includes a tailored induction specifically for students with autistic Spectrum disorder (ASD). Additionally, Programme Director development, timetabling (early production to facilitate work and life responsibilities/commitments) and student attendance are also fundamental work streams. Developing a sense of belonging, providing accurate and timely information and supporting academic, research and IT skills are all key to this priority.

**Information for students.** Provide timely relevant, consistent and accurate information throughout the student journey delivered through platforms that are based on student need and preferences. The introduction of the Student Portal, an App accessible across mobile platforms focuses information relevant to the appropriate stage of the student's journey. The App is developed and is now in early phase 'roll out'. It is anticipated to transform how all students' access information and engage with the University. There is significant potential for growth of this media to 'push' timely information to students and to match the 'pull'. Investments will be continued in order to populate the App and to enable full roll out, on-going innovations and updates.

**Excellence in learning and teaching.** Partners in Learning continues to be a substantial response to improving student retention across widening participation student groups. Developing students and staff as partners in learning and teaching, students as peer mentors and 'buddy' schemes and staff providing Academic Learning Support and being excellent teachers. This is being continued and further enhanced embracing academic development and planning utilising specialist Teaching Fellows for Inclusion, technology for learning and graduate employability.

**Student Support, Health and Wellbeing.** The University has provided funds to support its current Department of Student Support, Health and Wellbeing. Following a review of its services and increased demands for specialist advice particularly in relation to mental health, counselling and disability support the Department is enhancing its leadership capacity and access to support for students across the distributed campus network including through collaborative partners. This will form a new funded work stream which is expected to continue to expand in line with increased widening access particularly through FE Colleges and other providers. This year has seen the introduction of a team of Student Support & Wellbeing Advisers; these staff work with WP cohorts to provide a holistic advice and support service.

**Enabling progression and success.** Investment in supporting students for progression into graduate employment and/or further study is a key priority for the University. This is recognised in

the appointment of the new PVC (Education & Student Experience), the repositioning of Career Development within the Learning & Teaching Unit and the proposed restructuring plans to realign services and support to students. This year has seen the introduction of Unitemps as a key mechanism to grow internships, internal and external job opportunities and placements for students. This will be rolled out during the coming year supported by other changes which include growing volunteering in partnership with the Student Union, embedding employability across the curriculum to complement the career and employment preparation services currently on offer and developing CCCU graduate attributes. Investment in services rather than projects will be a key feature of this work stream.

**Enabling transparent, accessible and timely management information.** Student Number Planning is currently being repositioned to deliver greater 'real time' management information to inform decision making at Faculty, School, Subject, Programme and Module level. This will be paralleled by increased sophistication and routineness of reporting of attainment and progression of students across various characteristics. New fit for purpose standard reports will be made available to a wide range of users whilst increased capabilities and capacities will be resourced to support bespoke strategic reports to support specific investigatory approaches to inform local programme interventions or student characteristic responses, i.e. effective and efficient deployment of impactful resources are at the heart of this work stream.

#### **4.3 FINANCIAL SUPPORT**

##### **Plans for financial support expenditure**

The following table indicates new financial support that is specifically targeted at new entrants in 2016/17. These measures are to run in addition to financial support already committed in previous Access Agreements. The University has also made arrangements to backfill the Access to Learning Fund from the Student Opportunity Fund (TBC).

Type of award	Amount	For whom	Number available	CCCU Expenditure	Eligibility criteria
CCCU Grant (full time and part time entrants from 16/17 onwards)	Varied amounts, up to £1,000 per year, to be reviewed annually	Those from low income backgrounds (under £25k) including those with income of under £25k but not qualifying for full state support.	Variable, dependant on identified need and allocated funds.	£850,000	(i) Income backgrounds of up to £25,000 Maintenance grants or loans  (ii) Eligible part time students will receive a pro-rata grant according to their course intensity %  (iii) Ordinarily resident in UK (Home students), or EU student.  (iv) Priority given to target groups.
Support for dyslexic students (to replace DSA funding)	Variable up to £300.00	Dyslexic students who will no longer qualify for support through DSA to help with the cost of IT equipment	Approximately 600 students	£150,000	All students who are assessed as dyslexic, not in receipt of DSA.
Care Leaver Bursary	£1200 per annum	For statutory care leavers of the UK who meet the eligibility criteria	25	£30,000	(i) For statutory care leavers of the UK (people who are under 25 years of age and have been looked after for at least 13 weeks since the age of 14 and who were in care on their 16 <sup>th</sup> birthday; also students who are recognised by the Foyer Federation; or students who have been homeless prior to entry (verified with the Local Authority, the Foyer Federation or relevant organisation) (ii) Income background below £25,000 (iii) Not in receipt of other CCCU financial support.
Work experience award	Up to £250	Supporting work placement opportunities	Variable	£15,000	Students from low income backgrounds and other target groups will be given priority
Sports	Up to £1000 per annum	Elite sports performers from target groups	20	£20,000	(i) Income backgrounds up to £42,600 OR identified as belonging to other target groups including BME, care leavers and students with a disability (ii) Elite level sports performer as judged by CCCU Sports

					Scholarships panel.
Ambassador Award	£500 per annum	Local students committed to inspiring the next generation of WP students in Kent	30	£15,000	(i) Previous institution in specific catchment area (ii) belonging to at least one of target groups, under-represented in HE
<b>Total bursaries and other awards for new entrants 2016/17</b>		<b>£1,080,000 as part of a total institutional spend of £3,587,920 (approx.) for all years</b>			

### Financial Support for Continuing Students

Continuing students who started their programmes 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 2016-17 will receive the institutional financial support as detailed in the relevant annually approved Access Agreements for their relevant year of entry.

Access to Learning Fund support of £375,000 will continue to be made available to eligible students who are experiencing extreme financial hardship across all year groups from alternative funding streams.

### 5 Targets and Milestones

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

Socio economic factors;

Low Participating Neighbourhoods;

Low income;

Target groups to include ethnicity, gender, disability and care leavers;

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 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, the increased proportions of those young people nationally in the higher socio-economic groups (NS SEC 1 and 2) and the University's already high recruitment levels from these groups. We have updated our institutional targets for the next five years. The previous set of targets was based on a snapshot from 2009/10 rather than an analysis of trends. Following consultation with OFFA, these new targets are now based on data trends over the last five years. We feel this is a more sophisticated approach to setting our targets for the institution, which remain ambitious.

Combined targets from the collaborative KMPF project (agreed by all partners) are to raise applications and subsequent conversions to higher education from within the 44 target schools and colleges in LPNs. **Our Institutional and collaborative targets are included in tables 7a and 7b respectively.**

## **6 Monitoring and Evaluation Arrangements**

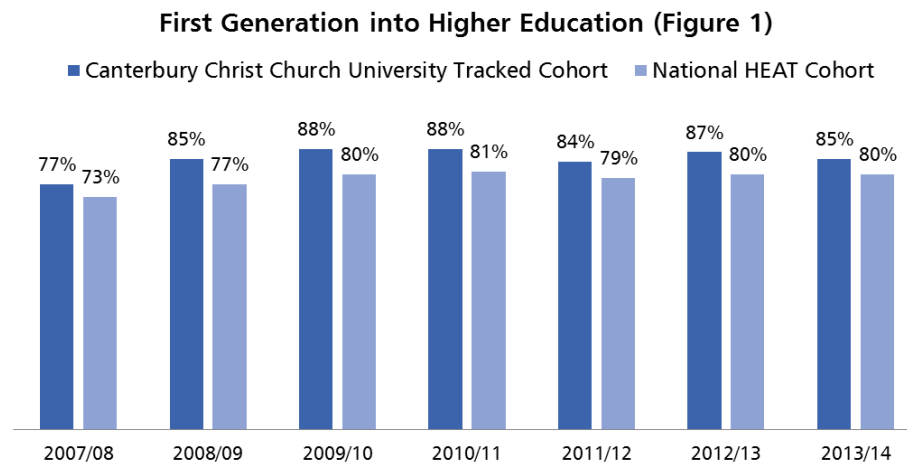
This section details how the measures set out in the Agreement (including collaborative work) are monitored and evaluated. Statistical measures will be monitored on an annual basis by the Planning Office as part of the analysis of the HESA return and HESA Performance Indicators. Collaborative targets will be monitored via the Higher Education Access Tracker (HEAT).

The impact of CCCU work with target schools and colleges and with target students will be monitored by the University's Outreach Team and is facilitated through our subscription to the HEAT service. 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.

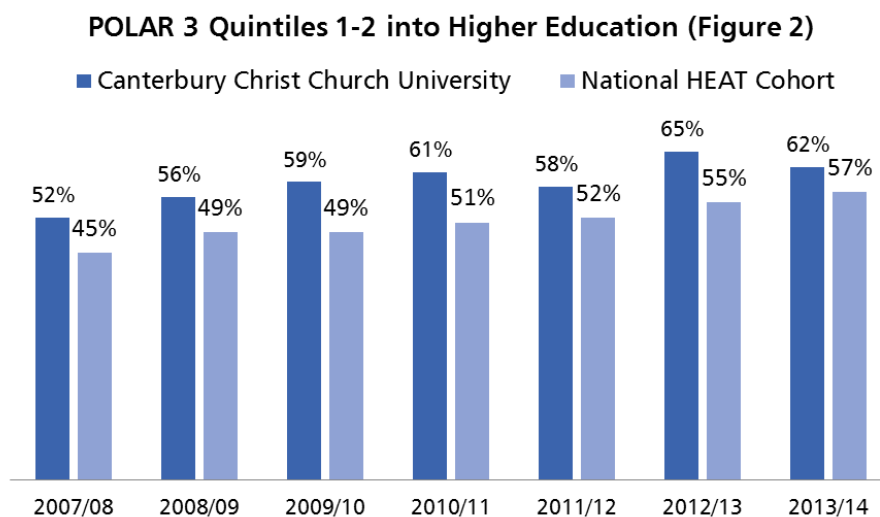
We are delighted to see that the tracking of our targeted students over a number of years is starting to reveal some encouraging data across access, success and progression.

## Targeting

**First Generation HE:** 85% declared themselves as First Generation HE, 15% as not First Generation HE. Data has not been collected for 7% (1310) of the tracked population. A higher proportion of First Gen HE are being reached than in earlier years 77% in 2007-2008 compared with 85% in 2013-2014. This compares favourably with the National HEAT cohort. See figure 1.



**POLAR:** 58% of the total tracked population with known postcodes were from POLAR3 quintiles 1 and 2 (least likely to go on to Higher Education). 4% (795) of the tracked population did not have a postcode recorded. A higher proportion of POLAR3 Q1 and Q2 are being reached than in earlier years 52% in 2007-2008 compared with 62% in 2013-2014 National HEAT cohort 57% (See figure 2).



## Access

Canterbury Christ Church University have worked with a total of 19,010 participants who were eligible to progress to HE between the academic years 2007/08 and 2013/14. Of this total 35% (6,730) have so far entered Higher Education as first time entrants.

The average YPR (% of those progressing to HE - Age 18 years and Polar3 Q1&2 only) of the tracked cohort was 30%. This compares well with national statistics where the likelihood of young people entering HE from POLAR3 quintiles 1 and 2 is 25%.

### Success

Of all Full Time First Degree entrants within Canterbury Christ Church University's 07/08-09/10 tracked cohorts 83% achieved a First Degree. This compares with the national average of 82% First Degree achievement, taken from a population that includes students from the most advantaged backgrounds in the country.

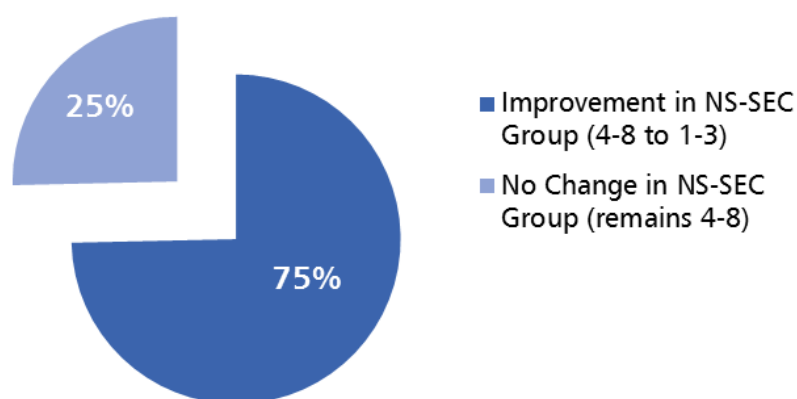
Canterbury Christ Church University's 2007/08-2009/10 tracked cohort, 60% achieved a Good Degree (First Class or Upper Second Class). The national average for those achieving a Good Degree is 65% taken from a population that includes students from the most advantaged backgrounds in the country.

### Progression

87% of Canterbury Christ Church University's tracked participants were in work and or further study six months after graduation in 2012/13. This compares with an average of 88% for leavers from all UK HEIs in 2012/13, taken from a population that includes students from the most advantaged backgrounds in the country.

Of Canterbury Christ Church University's tracked participants (2012/13) who were classified as NS-SEC 4-8 when they entered HE (355), 75% (265) had improved their NS-SEC group to 1-3 based on their occupation six months after graduation. This provides evidence for HE contributing to social mobility. Source: Canterbury Christ Church University, HEAT (Higher education Access Tracker) and HESA (Higher Education Statistics Agency).

**% Canterbury Christ Church University tracked participants improvement in NS-SEC Group (Figure 3)**





At a University level, the Widening Access, Participation and Retention Sub-Committee of the Academic Planning Committee (a Committee of the Academic Board) will receive regular monitoring reports from the Manager of the Outreach Team.

An annual monitoring report which includes progress in relation to the interim widening participation strategic statements (IW PSS) required by HEFCE and the Access Agreement will be received by the Senior Management Team and the Widening Access, Participation and Retention Sub-Committee.

### **Senior Persons and Bodies responsible for delivery of the Agreement**

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

The Manager of The Outreach Team, together with the Director of Learning and Teaching (Student Engagement) 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 nominee is responsible for ensuring delivery of the Access Agreement through the delegated work of the Academic Planning Committee (chaired by the Vice Chancellor or his nominee) and the Widening Access, Participation and Retention Sub-Committee (chaired by the Pro-Vice Chancellor [Research and Knowledge Exchange])

### **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 Access Agreement Working Group, the Academic Planning Committee and the Widening Access, Participation and Retention Sub-Committee.

## **7 Commitment to Equality and Diversity**

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

The Agreement includes a strong focus on targeted initiatives for BME student (with a particular focus on attainment), male students, disabled, part-time and mature students. In monitoring and evaluating the Agreement, this will in turn monitor the impact of our Access, Success and Progression plans on equality and diversity, since the Agreement has been designed with these outcomes in mind.

This Agreement is underpinned by equality and diversity data covering student admissions, retention, attainment and employability. In our Strategic Framework 2015-2020 we aim to provide our diverse student body with a high quality holistic student experience in relation to learning and to actively reach out to students from disadvantaged groups to raise aspirations, attainment and employment and work in partnership with local schools and colleges. 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 Widening Access, Participation and Retention Sub-Committee and the Equality and Diversity Committee).

## **8 Provision of Information to Prospective Students**

CCCU Marketing and Communications 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 be provided to applicants and to students through CCCU web pages, through the Prospectus and at Open Days. This will be updated to reflect any changes.

CCCU will also provide timely information to UCAS and the Student Loans Company (SLC) to enable them to populate their applicant-facing and student-facing web pages. CCCU will work with potential students and with the Students' Union in testing the clarity of the information we intend to publish.

We are working towards two outcomes for our digital content for prospective students, accuracy of information and transparency. We are currently auditing our online and printed prospectus content to ensure that all of the facts are current and up to date. This is a process undergone with the participation of Programme Directors and academic leads. Issues are flagged up to the web team by faculty web editors, marketing managers or academics and fed through to the web team for correction.

We are also currently working on our existing online prospectus template to allow us to surface additional course fees and make any further expenditure outside of stated fees visible. Additional fees will either be displayed directly on each course page or a link will be displayed, directing the user to a clear matrix of fees

## **9 Consulting with Students**

### **Comment from the Vice President (Welfare & Education), Canterbury Christ Church University, Students' Union.**

Canterbury Christ Church Students' Union is thankful for the continued involvement in the development of this access agreement. With several opportunities to discuss the funding options for students with students such as our Union Council members as a focus group. we have been able to fully include the student perspective into the funding opportunities for all students.

As in previous years the main discussion this year has been the appropriate allocation of funding to students, so they can focus on their journey through university. The importance of financial support for additional costs such as childcare, course expenses, accommodation and more has been highlighted. The Access Agreement always puts the student as top priority and maintains the financial support for students as and when appropriate. With new decisions on funding allocations this year such as Bursaries, even though a more difficult decision process, the Access Agreement still enables students to progress through their degrees while minimising financial worry wherever possible. It enables the continued high retention in the university and lowers the chances of students needing to rely on employment that could interfere with their studies.

The Students' Union supports the University's continued efforts to widen access and enable student success.