



CANTERBURY CHRIST CHURCH UNIVERSITY ACCESS AGREEMENT 2017 - 18 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 that 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. Leadership and Management

The creation and implementation of the 2017-18 Access Agreement has been and will continue to be the University's Senior Management Team. The Pro-Vice Chancellor (Research & Knowledge Exchange) is the SMT lead in this work, supported at SMT level by the Pro-Vice Chancellor (Education & Student Experience). Together they are responsible for the delivery of the Agreement – including oversight of

the monitoring, evaluation and reporting. The Manager of the Outreach Team, together with the Director of Learning & Teaching will be responsible for the day to day management of the Agreement.

The Access Agreement and Widening Participation Executive Group (AAWPEG), led by the Pro-Vice Chancellor (Research and Knowledge Exchange), and reporting to SMT, 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 student access, success and progression. The Access Agreement has been developed to align with existing Learning and Teaching, Retention and Alumni strategies and equality objectives as well as the institution's Student Charter and 2015-20 Strategic Framework.

The Access Agreement is thus developed by the AAWPEG and agreed by the Pricing & Fees Committee (Chaired by the Director of Finance) before passing to the Senior Management Team for approval prior to submission to OFFA. The annual monitoring return is developed and approved following the same process.

3. 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 higher level 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 £9,250 to new, regulated, full-time entrants on designated courses. Other courses may have lower fees. From 2017/18 this will include formerly Department of Health funded Health students. For full-time students studying at Partner Institutions, the intended fee starts from £6,165. The BA (Hons) Primary Education (7- 11) Part Time, at a cost of £6,165, remains our only part-time programme above the basic fee (£4,625).

Fee levels for regulated, designated courses may be adjusted annually each year in line with an appropriate inflationary measure subject to Government Policy and Parliament's approval. In addition, our four year degrees with an integrated foundation year will have a reduced fee of £6,165 in year 0;

and Year 3 of the LLB course with Bromley College will increase from £8,635 to £9,250. Fee levels for other courses may be adjusted annually each year to reflect cost inflation in the University, or in line with any inflationary measures approved by the Government. The total estimated fee income above the basic level for full-time and part-time students is £27,301,055

4. An Assessment of Canterbury Christ Church University’s Access, Success and Progression Record

The University is committed to working with students from our outreach partner institutions at the earliest opportunity and tracking them into university via the Higher Education Access Tracker (HEAT). We have therefore analysed the performance across access, success and progression of both our tracked student cohort and the whole student population.

4.1 TRACKED STUDENT COHORT

Access

First Generation HE: 81% of our tracked students using the HEAT database, declared themselves as First Generation HE. This compares favourably with the National HEAT cohort. We have consistently tracked more First Generation HE students than the National HEAT cohort since 2007/08. See figure 1.

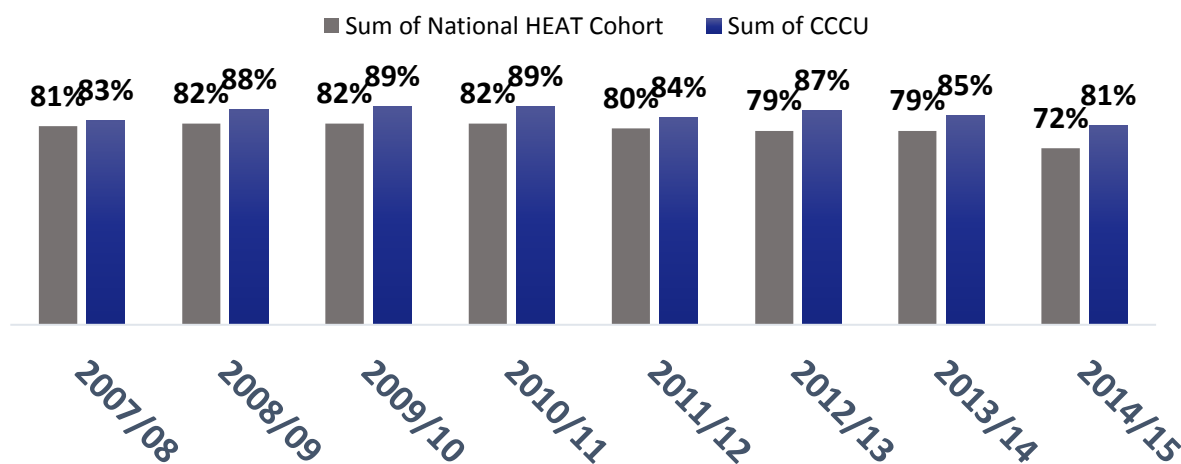


Figure 1

POLAR: 57% of the total tracked population with known postcodes were from POLAR3 quintiles 1 and 2 (least likely to go on to Higher Education). A higher proportion of POLAR3 Q1 and Q2 are being reached, 57% in 2014-15, compared with the 2014-15 National HEAT cohort at 47%. Canterbury Christ Church University has consistently tracked more Polar 3 Q1-2 students than the National HEAT cohort

since 2007/08. (See figure 2).

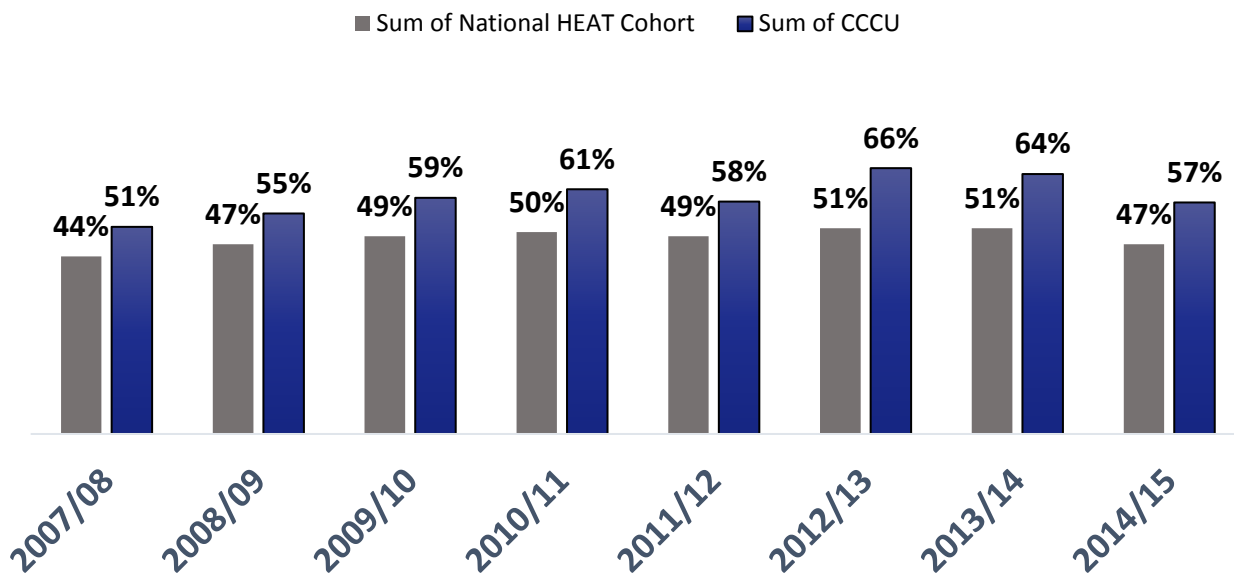


Figure 2

Canterbury Christ Church University has worked with a total of 18,750 participants who were eligible to progress to HE between the academic years 2007/08 and 2014/15. Of this total 36% (6,735) 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 29%. This compares well with national statistics where the likelihood of young people entering HE from POLAR3 quintiles 1 and 2 is 25%.

Our Access Agreement Monitoring Return for 2014-15 indicated that some of the most important findings from the evaluation of our widening participation (WP) activities in 2014-15 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 40 non-selective schools.

These schools and colleges are selected based on a range of criteria including the proportion of pupils eligible for Free School Meals (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. The HEAT study evaluating the relationship between participation in collaborative KMPF outreach and HE

entry revealed that 86% of outreach participants tracked were first generation HE and 57% lived in an area classified as educationally disadvantaged using POLAR3 (Q1-Q2).

The overall progression rate for collaborative outreach participants tracked through HESA 2007/8-2014/15 was 36%. 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 29% and this is higher than the national YPR for Q1&Q2 students of 25% and the local rate of 20%. Canterbury Christ Church University has worked with a total of 10,065 participants who were aged 18 and from POLAR3 quintile 1 or 2 postcodes and who were eligible to progress to HE between the academic years 2007/08 and 2014/15. Of this total 33% (3345) have so far entered HE as first time entrants.

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 four or more activities were more likely to progress to HE than students who participated in fewer activities. Furthermore, students who participated in a range of HE activities such as talks, campus visits, subject taster sessions and a summer school were also more likely to progress than those who engaged in one low intensive activity (e.g. High intensive 32% vs 31% for low intensive); participants who took part in a Summer School also had a higher than average HE entry rate (51% vs 33%).

Success

Current evaluation data shows that of all Full Time First Degree entrants within Canterbury Christ Church University's 07/08-11/12 tracked cohorts 81% 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.

Of Canterbury Christ Church University's 2007/08-2011/12 tracked cohort, 63% achieved a Good Degree (First Class or Upper Second Class). The national average for those achieving a Good Degree is 66% taken from a population that includes students from the most advantaged backgrounds in the country.

Of those in Canterbury Christ Church University's tracked cohort, who were ready to progress to HE between 2007/08 and 2011/12, who have achieved a First Degree and belong to POLAR3 quintiles 1 and 2, 62% achieved a First Class or Upper Second Class Degree. This compares with the national average of 61%, taken from a population that includes all quintile 1 and 2 students, some of whom will attend grammar schools or high performing state schools.

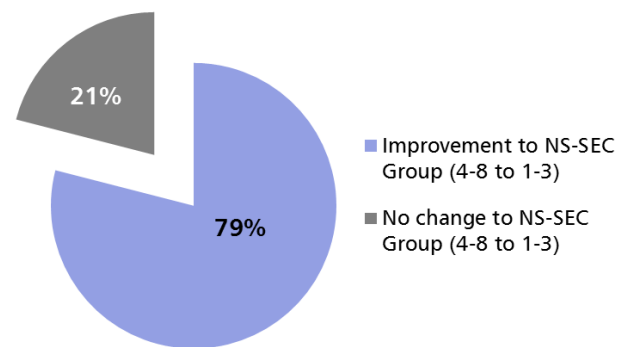
Progression

87% of Canterbury Christ Church University's tracked participants were in work and or further study six months after graduation in 2013/14. This compares with an average of 89% for leavers from all UK HEIs in 2013/14, taken from a population that includes students from the most advantaged backgrounds in the country.

Of Canterbury Christ Church University's tracked participants (2013/14) who were classified as NS-SEC 4-8 when they entered HE (505 students), 79% (400 students) had improved their NS-SEC group to 1-3 based on their occupation six months after graduation (this represents a 51% increase on the previous year in the number of students improving socially in NS-SEC

Groups). This provides evidence for Higher Education contributing to social mobility.

% CCCU tracked participants improvement in NS-SEC Group



Source: Canterbury Christ Church University, HEAT (Higher Education Access Tracker) and HESA (Higher Education Statistics Agency).

4.2 WHOLE STUDENT POPULATION

Access

Canterbury Christ Church University is proud of its record in attracting students from under-represented groups. In 2014/15 97.8% 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 (2014/15) 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	39.8%	36.7% (+3.1%)
Young Full time Undergraduate entrants from Low Participation Neighbourhoods (LPN)	13.7%	10.8% (+2.9)
Young, full time Undergraduate entrants from state schools	97.8%	95.1% (2.7%)
BME Student population	18.3%	N/A
Students with a declared disability as a percentage of the total population	12.6%	N/A

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 low participating neighbourhoods, particularly of 'other full-time undergraduates'. A concern for the institution is the recruitment of male students into the professions of Teaching and Health, as well as improving the representation of mature and part-time students.

Our Access Agreement Monitoring Return for 2014-15 indicated some very encouraging progress made year on year, in increasing participation from BME students and students with a disability.

	2010-11	2011-12	2012-13	2013-14	2014-15
Proportion of BME students	13.9%	14.2%	15.5%	16.2%	18.3%
Proportion of students with a disability	10.2%	10.5%	11%	11.4%	12.6%

Success

The following table shows the most recent performance data from four student groups:

2014/15 HESA data	LPN Q1-2	BME	Disability	NS-SEC 4-7
Percentage of students from the following groups obtaining a good degree (2:1 or above) vs. comparator group (in brackets)	63.6% (68.4%)	46.5% (71.0%)	62.7% (67.4%)	66% (70%)
Non-continuation rates: non-continuation rate has been calculated as the number of students withdrawing in the PC Grouping divided by the total number of registrations for that PC grouping. The comparable percentage of the non-PC grouping is given in brackets.	6.3% (6.3%)	8.5% (5.8%)	6.5% (6.3%)	6.6% (5.9%)

Ethnicity: Based on performance analysis, the University has identified a new student success target to reduce the degree attainment gap between BME and other students. This target forms part of the University's Equality Objectives for 2015-20. The most recent data available shows that the Institutional gap between BME and other students obtaining a good degree is 24.5%.

Disability: With regard to attainment, across the University, there is less of a discrepancy between disabled and non-disabled graduates than there is between BME and white graduates. There is also no clear trend in any of the four faculties with regard to the performance of disabled graduates. In some years and in some faculties they outperform their non-disabled peers, in some years they perform on a par with their peers and in others they under-perform slightly.

Bursary Retention Evaluation: The table below shows retention figures for students who have received a CCCU bursary, compared to those students not in receipt of a bursary. The analysis was completed for 2013/14 and 2014/15. There was a similar outcome for both years thus in 2014/15 the withdrawal rate for non-bursary students was 6.62% compared with a withdrawal rate of 3.96% from students in receipt of a bursary.

2014/15 students	Bursary withdrawal rate	Non-bursary withdrawal rate	Percentage point difference
	3.96%	6.62%	2.66
2013/14 students	2.43%	5.65%	3.22

This analysis indicates that students who received financial support in 2014/15 were 40% less likely to withdraw than non-bursary students.

Progression

93% of UK domiciled Full-time, first degree leavers are in employment and/or further study, six months after completing their programme (DLHE EI 2013). However, we do not yet have the progression data broken down by under-represented or under-performing groups. The University is committed to developing more sophisticated data to evaluate the progression performance of these groups.

5. Targets and Milestones

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:

Low Participating Neighbourhoods;

Low income groups;

Target groups to include gender, disability and care leavers;

Black and minority ethnic (BME) group attainment;

Completion rates.

As a result of the analysis of our performances, our access, success and progression interventions will concentrate on the following:

Continuation of involvement in collaborative outreach activity via the KMPF and the Kent and Medway Collaborative Network (KMCNet) as part of the National Network for Collaborative Outreach (NNCO);

Recognition of the importance of carefully targeted activity;

The use of serial rather than one-off interventions;

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

The helpfulness of Higher Education Access Tracker (HEAT) for evaluating the impact of interventions;

The importance of a whole institution approach;

The importance of student attendance monitoring;

Ease of access to information and student welfare support;

An increasing emphasis on evaluation of activities across the student lifecycle;

Accessibility of employability advice and support.

Given our relatively strong record to date for widening access and student success, most of the targets seek to maintain, and where possible improve, this performance within a more challenging financial environment. Such targets may be especially challenging and stretching in relation to the access of those from Low Participating Neighbourhoods (LPNs), given the demographic decline in the number of young people (aged 18-21) in the population and the University's already high recruitment levels from these groups. We have removed the University's NS-SEC target in response to the UK Performance Indicator Steering Group announcement that HESA will no longer be publishing the NS-SEC indicator after 2016. As we already have LPN and Household Income targets in place we shall not be replacing this target with an alternative.

We have reviewed our success targets and added new progression targets for 2017. There was a concern in the institution that our internal reporting did not allow for national and regionally adjusted benchmark comparison. We have therefore made the following adjustments to our success targets:

Non-continuation two years following year of entry: part-time first degree entrants – all entrants: Replacing the OFFA agreement target with the similar data from HESA allows for national benchmarking to be undertaken in order to ensure that the University is maintaining its commitment to these students. We aim to keep our non-continuation rate in this area below our HESA benchmark rate.

Non-continuation following year of entry: UK domiciled full-time first degree entrants – mature entrants: Changing the target to clearly focus on mature full-time first degree students (to match the national HESA data) ensures that we focus our efforts on this section of the student population and for the outcomes to be compared with HESA benchmarks rather than internally produced data. We aim to ensure that this student population's non-continuation rate is at or below the HESA benchmark rate by 2020/21.

Non-continuation following year of entry: UK domiciled full-time first degree entrants – all entrants: In order to ensure that young students are not disadvantaged by the focus on mature entrants, the University will also commit to maintaining the overall non-continuation rate for all students at or below the HESA benchmark.

BME: the University will replace the current phrasing of the target around BME success with a more explicit aim of reducing the success gap experienced by BME students.

Progression: the University has added a progression target that aims to keep us around or above the sector benchmark for the Employment Indicator from the DLHE survey.

Combined targets from the collaborative KMPF project (agreed by all partners) are to raise applications and subsequent conversions to higher education from within the target schools and colleges in LPNs. These targets will need to be reviewed in the coming years to reflect changes to GCSE grading in schools. Our institutional and collaborative targets are included in tables 7a and 7b respectively.

6. Expenditure 2017/18

Estimated spend on access, student success and progression.

Our estimated spend on access, success and progression measures will be 21.43% (£5,830,000). This is a slightly lower percentage than the previous year but an increase in monetary terms given the influx of higher fee paying health students and remains high, in recognition of 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.

Based on our assessments, we will seek to maintain our generally strong performance in access and continue our significant investment in success and progression across a range of measures. We will increase investment in student financial support in order to provide grants to those qualifying students from the formerly Higher Education England funded Health programmes that are now OFFA countable under the revised funding regime. Access priorities include an ongoing involvement in collaborative outreach activity and a mixture of long term and short term measures.

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 continue to invest heavily 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 21.43% (£5,830,000) of additional fee income which is to be spent on widening access measures, 12.9% (£750,000) will be for targeted outreach activity, 18% (£1,050,000) on student success and 3.9% (£225,000) on 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).

65.2 % (£3,805,000) will be spent on financial support through scholarships and grants. This is more than the previous Access Agreement in order to accommodate the need of the estimated 774 formerly Higher Education England funded Health students that will be paying higher fees from September 2017. In consultation with the Students' Union the institution intends to continue to provide financial support to its students from low income households in a targeted way.

6.1 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 expand our commitment to £75,000 of our expenditure to collaborative outreach activity. This collaboration is a partnership operating as the Kent and Medway Progression Federation (KMPF) and comprises 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.

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 summer school for looked after children and an all-boys 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 projects over a period of weeks. On campus, students will participate in masterclasses, Extended Project Qualification (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 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 will run a series of workshops that cover budgeting, moving away from home, the difference between schools and university, library tours and an introduction to the Students' Union. Prospective students can also benefit from Pre-Entry Advice and Guidance, information on the Clearing process and outreach support at Open and Applicant Days. We will also host Disability Orientation events to familiarise students with a disability with the University.

Supporting the collaborative network. We will offer enhanced online resources for teaching staff and students for all state schools as part of the KMCNet NNCO. This will include our interactive 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 academic staff and support staff at partner institutions. We hold teacher conferences relating to specific subject areas throughout the year as well as an HE Advisors conference in the summer term which provides the latest UCAS, Student Finance England, Admissions and course information to staff who support progression in their institution.

6.2 SUCCESS AND PROGRESSION

Investment in success (specific measures for improving retention, attainment and employability)

The University continues to invest strategically and tactically to improve 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 investments in staffing, students as partners, skills development as well as themes such as transition and induction of new students, the first year experience, access to student support, summer reassessment and engagement, embedding the newly developed graduate attributes and the development of a more explicit requirement to embed WBL/WPL in the curriculum. This is supported by work on assessment regulations, academic architecture and underpinning infrastructure. The investment in success continues within the previously defined themes, namely:

Leadership in retention, success and progression into employment/further study. Institutional leadership is provided by the Pro Vice Chancellor (Education & Student Experience) and her 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 leading to equality of, and improved, outcomes. Investment in two new key roles are having a transformative impact on creating the conditions for sustained improved student retention, success and progression; Director of Curriculum and Academic Strategic Lead-Student Retention. A detailed external strategic review of employability has been undertaken during 2015/16 by a previous DVC with recommendations due for implementation in 2016/17; this will include an additional senior academic leadership role.

The student experience. A student lifecycle approach has been taken to review current business processes that expect, require or involve student interactions. The Christ Church Process Improvement Programme (CCPIP) has a number of priorities: student attendance; access to student support; transition, orientation and induction continuing throughout the first year and summer reassessment and student engagement. 2015/2016 saw the launch of the Street Marshall Scheme, a collaborative venture with the University of Kent and the University of Creative Arts, keeping students safe in the city at night. This will be further expanded to additional evenings. The University was in the top 10 THE most improved student experience, improving 34 places.

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 continues to be a priority. The Student Portal and Apps accessible across mobile platforms that focuses information relevant to the appropriate stage of the student's journey has been well received and is being expanded for 2016/17, strengthening pre-registration information and facilitating greater early connectivity between applicants and students. The Student Communications Team provides support across the entire student journey including important consultations on changes to assessment regulations to enhance student retention and success.

Excellence in learning and teaching. The new Learning and Teaching Strategy, 2015-2020 designed around nine principles is being well received across the University and already has strong traction. The OFFA Agreement and Equality and Diversity Objectives strongly align with the strategy. Partners in Learning continues to be a substantial response to improving student retention and this will be extended to accommodate assessment transformation. The Teaching Excellence Awards have been repositioned to support 'teams', professional services, innovations as well as individual entries as a mechanism to recognize excellence wherever it occurs. There is encouragement to align with OFFA priorities. A new programme development team has been introduced to support curriculum transformation and embed widening participation, employability and internationalisation. Early indications suggest this is having real impact and will be evaluated as part of the plans for 2017/18.

Student Support, Health and Wellbeing. A new leadership team has been appointed (April 2016) and the repositioning of services responding to the removal of significant DSA funding is underway. Collaboration with the Technology Enhanced Learning team, IT and staff from Learning and Teaching are developing the University response to meeting the learning and support needs of disabled students and encouraging inclusive learning. The safeguarding responsibilities has also been a

particular focus. Additional temporary/flexible capacity in mental health, counselling and disability support is currently in place whilst a new 'stepped model of care' is being developed with the intention of a permanent staff delivery structure. These developments are also being supported by investment in a new Case Management System that will provide critical information across teams on vulnerable students and those in need of support.

Enabling success and progression into employment/further study. The University has approved significant changes to its assessment regulations to align with the newly approved Teaching and Learning Strategy 2015-2020. Fundamental to these changes are enabling student retention, success and progression. This is requiring significant development of the Student Record System, reassessment timings, in-year assessment/reassessment and the introduction of semesters, planned for 2017/18. There was extensive staff and student consultation/engagement prior to the approval of the regulations by Academic Board and a further set is planned for the introduction of a new academic year, scheduled for approval in June 2016. Following a strategic review of employability SMT has approved minimum credit equivalent thresholds for placements/WBL/WPL into the undergraduate curriculum and the creation of an appropriate employer engagement/placement support team. Unitemps has completed its first year of operation with 1145 jobs satisfied using students (baseline 800 in 13/14) and 105,953 hours worked to date. Recent DLHE (unofficial) outcomes suggest further improvements in employability (94.1%) and graduate employment (58.6%) performances.

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. A new Academic Management Information (AMI) dash board has been agreed by Academic Board for implementation from June 2016. 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. A new Visual Analytics Tool is being trialled for the AMI and a readiness assessment is currently underway for adopting the JISC Platform for Learning Analytics, which is considered to be key in supporting student retention in the future.

6.3 FINANCIAL SUPPORT

The following table indicates new financial support that is specifically targeted at new entrants in 2017/18. These measures are to run in addition to financial support already committed in previous Access Agreements. The University has decided to safeguard its Access to Learning Fund by including it in this Access Agreement. This hardship fund has been previously funded through the Student Opportunity Fund that now faces an uncertain future.

The University is aware that our financial support through the Canterbury Christ Church University bursary remains high. This decision to be cautious in relation to reducing bursary spend was taken in light of our analysis of differences in withdrawal rates between those receiving and not receiving a bursary and to aid students from disadvantaged groups who will not benefit from the NHS bursary. As part of our ongoing commitment to building a robust evaluation framework and to better measure the impact of support on our current student population, the University is increasing its investment, specifically to create a new full time post to oversee the evaluation of its targeted success and progression activity and financial support.

In 2013/2014 the University was able to financially support through the Canterbury Christ Church University bursary scheme 2,964 students, falling in 2014/2015 to 2,628 students.

Type of award	Amount	For whom	Number available	CCCU Expenditure	Eligibility criteria
CCCU Grant (full time and part time entrants from 17/18 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, depending on identified need and allocated funds	£850,000	(i) Income backgrounds of up to £25,000 or belonging to other target groups (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

Pre-Registration Health and Social Care Bursary	Varied amounts up to £1,000 per year, to be reviewed annually	To maintain representation of WP students in Health and Social Care workforce during transition in funding arrangements	Variable, depending on identified need and allocated funds	£200,000	(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) Priority given to target groups
Access to Learning Fund	Varied amounts	Students in extreme financial hardship	Variable, depending on need	£400,000	All awards based on needs assessment
Support for dyslexic students (to replace DSA funding)	Variable up to £200	Dyslexic students who will no longer qualify for support through DSA to help with the cost of IT equipment	Approximately 800 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 th 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 Bursary	Up to £200 per Student	Travel expenses support for students on work placements in 2017/18	Variable	£40,000	Priority given to students from low household income and other target groups including, BME, Care Leavers and student with disabilities

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
Total bursaries and other awards for new entrants 2016/17		£1,905,000 as part of a total institutional spend of £3,805,000 (approx.) for all years			

Financial Support for Continuing Students

Any 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.

7. 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).

Canterbury Christ Church University is a founding member of the collaborative Higher Education Access Tracker Service (HEAT) that assists members in the targeting, monitoring and evaluation of both their individual and their collaborative Fair Access activities. It allows member universities to demonstrate

outreach participation in relation to success at key transition point, collectively explore best practice in combining qualitative and quantitative research on outreach and in the future, perhaps, facilitate the development of collaborative targets.

Membership of the HEAT service assists Canterbury Christ Church University in fully understanding patterns of participation in outreach and the effectiveness of different types and combinations of outreach, something which is made possible by the collaborative nature of the service. Individual members use the HEAT database to record outreach activity and can see where individuals have engaged in activities with more than one HEAT university. Collectively this allows the central HEAT service to analyse the timing and combinations of activities that show most impact on enrolment in HE.

It can take some time for data about young participants in outreach to mature to the point of understanding their patterns of enrolment in HE as well as their retention and success rates. In the meantime, the HEAT service has developed a model of matching a number of different administrative datasets to the HEAT database which will afford the University a better understanding of the relationship between outreach and key educational outcomes at both pre and post 16, before any enrolment takes place. The collective size and diversity of the database will mean this relationship can be explored against multiple participant characteristics, contributing to the University and the sector's understanding of outcomes for different underrepresented groups and recognising that widening participation students are not a homogenous group.

Where HEAT data has matured it allows the University to understand the relationship between outreach participation and HE access, success (retention and attainment) and progression. We are able to see if and when our outreach participants enrol in HE. Crucially these data show enrolment not only to Canterbury Christ Church University but to all other HEIs. This allows us to demonstrate our contribution to the sector as a whole. Furthermore, as data has matured, the University can now build a picture of the retention and degree classification of our outreach participants, as well as seeing destination data. For the first time in 2016/17, the HEAT service will also be able to show members postgraduate enrolment data.

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. As part of our ongoing commitment to building a robust evaluation framework and to better measure the impact of support on our current student population, the University is increasing its investment in student success, specifically to create a new full time post to oversee the evaluation of its targeted success and

progression activity and financial support.

8. 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 students (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 informed by equality and diversity data covering student admissions, retention, attainment and employability. 'Widening Access, Inclusion and Participation' is one of the six cross-cutting themes that run through all areas of our Strategic Framework 2015-2020. The aim of the theme is to provide our diverse student body with a high quality holistic student experience in relation to learning and that actively reaches out to students from disadvantaged groups to raise aspirations, attainment and employment and to 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 Access Agreement and Widening Participation Executive Group and the Equality and Diversity Committee).

9. Provision of Information to Prospective Students

CCCU has put structures and processes in place to deliver accurate course and student recruitment related online content. A continual process of user testing ensures the expectations of stakeholder groups are met. Rigorous QA with legal, finance, quality and standards, marketing and student recruitment teams maintain compliance with Competitions and Markets Authority guidelines relating to digital course information provision.

Workflows are set between the central Digital Communications Unit, Faculty Web Editors, Programme Leads/Directors and Faculty Directors of Quality to ensure that timely updates to course information are made throughout the recruitment cycle and all issues are quickly snagged and resolved. We have developed an 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.

The University's website is fully responsive, following Google's recommended design pattern. The nature of this format not only increases search engine optimisation, but also extends the accessibility of the site by allowing content consumption across desktop and mobile devices. The University Virtual Open Day was created in January 2016 giving users a remote view of the University through videos, 360 degree images of campuses and accommodation and student commentary.

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 works with potential students and with the Students' Union to test the clarity of the information we intend to publish.

10. Consulting with Students

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

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 across the university, 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, and commends the University for focusing on the importance of retention and student

experience of our students. The Students' Union also acknowledges the Universities continued support to its students.