University of
Cumbria

Access and Participation Plan 2019-20

Introduction

The University's clear focus on raising aspirations and attainment runs through the heart of our Strategic Plan and drives our aims and activities. Our commitment to the access, success and progression of all students, including groups of students who are underrepresented nationally, is evident from data in a range of areas which shows our performance as being ahead of the wider sector and from our desire to continually improve, as evident in this plan.

We are proud of our diverse student body and the ways in which we offer access to all. Across our 6,300 full-time equivalent students, many come from at least one of the underrepresented groups. 19.8% of all undergraduate students under the age of 21 are from low-participation neighbourhoods, well ahead of the sector average and the 15th highest rate across the country. 38.1% of students on undergraduate programmes are classed by HESA as "mature", with 12.3% of these students having no previous higher education and coming from low-participation neighbourhoods.

94% of the University's part-time students are mature and 41% are from POLAR quintiles 1 and 2. When national indices of multiple deprivation (IMD) are considered, 38% of home undergraduate students are recruited from the two quintiles indicating the highest level of deprivation.

The University operates from several campuses and sites and has a number of partnerships with Further Education Colleges, increasing access to a range of communities. 85% of the students at the London campus are classified as Black or minority ethnic (BME), with the majority of the recruitment from the local Asian communities. 66% of the University's BME students study at the University's other campuses, with BME student populations which either reflect or are higher than the local populations from where much of the University's students are drawn.

1. Assessment of Current Performance

As a relatively small university, numerically, many of the groups focussed on in this plan are small, with changes in outcomes for small groups of students leading to significant shifts in percentage terms. In our work to analyse and improve student outcomes, we therefore consider percentages and deviation from sector percentages alongside the size of the populations. In our analysis we have compared the University's performance against sector data, with the choice of comparator depending on availability and the appropriateness of the comparator. HESA performance indicators have been used where possible.

The University of Cumbria uses a wide range of data including Higher Education Statistics Agency (HESA) widening participation indicators, TEF data and internal data gathered through our student information system. Based on a comprehensive evaluation of Access Agreement performance in 2016/17, overall progress against targets and milestones continues to be positive for access and progression. In many areas targets have been met or exceeded, or we are on course to meet the target. Where performance gaps have been identified across the lifecycle, these areas will be the priority focus of the Access and Participation Plan.

The assessment of current performance has highlighted a general need for additional targeted data capture to provide granular data by student characteristic, including intersectionality, for individuals and at programme or subject level. This more cohort-focused approach will allow us to identify and analyse performance gaps in different underrepresented groups and to develop more targeted interventions. Development work in this area is under way through the SITS Roadmap Project and the work of the newly formed Student Outcomes and Data Group.

a. Access

Context
The University of Cumbria has a strong commitment to broadening access both within its local regions (Cumbria, Lancashire and East London) and beyond to national and transnational students.
The latest available data shows continued strong performance in the access of students from disadvantaged backgrounds in most of the key groups identified by the OfS. This is particularly encouraging given the low-participation neighbourhoods near many of the University's campuses. The HESA data shows that the proportions of young students with a declared disability and from BME backgrounds have grown over the last three years. The number of students from a care background studying at the University has also grown again, now at 1.4% of the student population. Overall targets for access have been exceeded in these areas but these will continue to be areas of priority.

Assessment of performance – by student characteristics

1) *Those living in areas of low higher education participation, household income, or socioeconomic status*

Year of Entry	University %	Benchmark %	Sector %
2014/15	19.7	15.4	11.6
2015/16	17.5	14.7	11.5
2016/17	19.8	15.0	11.6

Source: HESA Performance Indicator, T1b – all young full-time undergraduates

Access of students from areas of low participation in higher education continues to be a central focus for the University and is an area where the University is performing well. The proportion of young, full-time undergraduate students from such areas was 19.8% in the most recent HESA data, continuing to be ahead of the locally adjusted sector benchmark and significantly higher than the sector overall (11.6%). Mature students from low participation neighbourhoods who have no previous Higher Education account for 12.3% of the total student population, in line with the sector average and 1.1% above benchmark.

The latest data indicating the educational background of students showed that 97.1% of all young undergraduate entrants to the University were from state schools compared to 90.2% nationally and the locally adjusted sector benchmark of 96%.

The University has seen a slight decline in the proportion of young males studying at the institution over the last three years. While the number of male students from low-participation neighbourhoods increased in 2016-17 to 29.7%, activity will continue to be targeted to support the entry of this group into higher education given the low participation nationally and the institution's longer term declining trend.

2) *Students of particular ethnicities (from black or minority ethnic backgrounds - BME)*

Year of Entry	University %	Sector %
2014/15	8.0	18.3
2015/16	9.3	19.0
2016/17	10.4	19.6

Source: HESA Student FPE

In 2016/17, our BME students were present by campus and specific group as follows:

BME STUDENTS FTE 2016/17	UoC campus	FUSEHILL	AMBLESIDE	BRAMPTON	LONDON	LANCASTER
Total FTE	**6314.0**	1682.5	405.9	747.0	279.1	1900.5
Total UG FTE	**5359.0**	1485.7	381.3	723.3	249.2	1607.9
% of students on campus BME	**11%**	**8%**	**2%**	**5%**	**85%**	**12%**
Total UG FTE (BME)	**615.1**	119.0	7.9	39.1	211.1	185.0
% of total BME on that campus		**19%**	**1%**	**6%**	**34%**	**30%**
Black or Black British - Caribbean	**27.2**	4.0		3.0	9.0	7.5
Black or Black British - African	**119.2**	40.8	1.3	4.0	13.0	46.3
Other Black background	**6.3**	3.7				
Asian or Asian British - Indian	**68.9**	6.0		2.3	10.0	48.7
Asian or Asian British - Pakistani	**69.5**	17.3		3.0	16.0	30.8
Asian or Asian British - Bangladeshi	**149.2**	2.3			140.7	5.0
Chinese	**11.8**	3.3			0.0	7.3
Other Asian background	**46.8**	9.3	1.0		7.3	18.2
Other (including mixed)	**116.2**	32.3	5.6	26.8	15.0	21.2

Most students at our London campus are BME, with a majority identifying as Bangladeshi. London campus hosts 34% of our BME students. The BME proportion at each of our Carlisle campuses, Fusehill St and Brampton Road, is higher than that for the local population. Lancaster's rate of 12% BME students compares well to the national rate for the local population but is well below the 19.6% across the sector.

These figures demonstrate that the University is successful in attracting BME students to the North-West and in serving the very different and diverse population of East London well. However, improving the recruitment of students from BME backgrounds continues to be a priority for the institution, specifically to our Northern campuses.

3) *Mature students*

Year of Entry	University %	Sector %
2014/15	38.0	22.9
2015/16	40.5	22.4
2016/17	38.1	23.1

Source: HESA Performance Indicator, T2a – all mature full-time undergraduates

Students above the age of 21 on entry make up close to two-fifths of the full-time undergraduate population at the University and are well represented across postgraduate and part-time groups. The nature of much of the University's portfolio, including nursing and teacher training, and our supportive admissions policy contribute to this and the much better performance than the overall sector rate. Ensuring that mature students continue to study despite the loss of NHS bursaries is a priority for the University.

4) Disabled Students

Year of Entry	University %	Sector %
2014/15	11.8	11.8
2015/16	12.8	12.5
2016/17	13.3	13.2

Source: HESA Student FPE

The University recruits a slightly higher proportion of students with a declared disability than the overall sector, with 7.2% of students in receipt of Disabled Students' Allowance, compared to 6.6% nationally.

5) Care Leavers

Reliable national data on the numbers of care leavers in Higher Education is not available. Recruitment of students from a care background has seen a year on year increase and care leavers now make up 1.4% of the University's student population. While it is difficult to benchmark this against the sector, UoC is proud of its award-winning work with this exceptionally disadvantaged category of students and we continue to offer a highly developed programme of support for them across the lifecycle.

b. Success – Continuation

Context

Continuation is below sector levels and benchmarks across UoC, and this underperformance is evident in outcomes for most target groups. Continuation for all students is a key focus of our Annual Operating Plan, with data-driven insight being used to guide interventions and the implementation of the overarching Student Support Framework. We take a holistic approach to supporting continuation and achievement through every aspect of the student experience and lifecycle; specifically targeted interventions for particular groups are noted in the action plan in Table 8.

Assessment of performance – by student characteristics

1) Those living in areas of low higher education participation, household income, or socioeconomic status

Year of entry	University %	Sector %	Benchmark %
2013/14	90.5	91.8	91.1
2014/15	84.5	91.2	89.6
2015/16	84.5	91.4	88.9

Source: HESA Performance Indicators, T3b

The continuation of young students from low-participation neighbourhoods is below the overall sector rate for this group and, while the gap to the University's benchmark has narrowed, remains 4.4% below this. At 84.5%, there is a gap of 4.6% to the continuation rate of all full-time first degree students at the

University. This is a priority group within this plan, and we have targeted interventions for the cohort starting study in 2018/19 – the impact will be assessed in the continuation data for 2019/20.

When the continuation of mature students from low-participation neighbourhoods is included, the gap to the sector position is narrower, with the TEF Year 3 metric for continuation of students from POLAR Quintiles 1 and 2 showing a rate of 88.2% compared to a benchmark of 90%.

2) Students of particular ethnicities (BME)

TEF Year	University %	Benchmark %
2	89.8	90.5
3	88.9	90.5

Source: TEF Year 2 & 3 Metrics

The University's data in this area shows a narrow gap of 0.5 percentage points between the continuation of BME and white students in both TEF Year 2 and TEF Year 3, with the falling continuation rate of BME students mirrored in the rate of white students. Overall UoC students are below benchmark on this measure. When analysing the continuation rate more closely, it is evident that there is significant divergence between BME groups. The continuation rate of Black students per TEF Year 3 data was much lower, at 85%, and "Other" students were at 83.5%; whereas the continuation of the University's largest BME group, Asian students, exceeds its benchmark by 1% (93.9% vs 92.9%), with a continuation rate that is higher than the overall University level. The University is working to close the gap between some BME groups and the total student body through holistic support and new interventions – including a focus on inclusive curriculum – in 2018/19.

3) Mature students

Year of entry	University %	Sector %	Benchmark %
2013/14	88.7	88.2	89.3
2014/15	89.2	88.3	89.8
2015/16	88.9	88.4	89.3

Source: HESA Performance Indicators, T3a

The continuation of mature students, per the latest HESA data, is marginally below the overall University continuation rate (89.1%); however, the gap between the continuation rate of mature students and the overall University rate has closed from 1.8 percentage points in 2013/14 to 0.2 percentage points. While the continuation of this group of students is 0.5 percentage points above the sector rate, gaps remain, including to the sector benchmark, and this group of students is being closely monitored and supported to ensure that improvements across the largest groups are achieved.

4) Disabled Students

TEF Year	University %	Benchmark %
2	88.2	89.7
3	88.3	89.4

Source: TEF Year 2 & 3 Metrics

While the continuation rate of students with a declared disability has improved marginally, the latest TEF data shows a gap of 1.1 percentage points between the continuation of this group of students and those without a declared disability and this continues to be a priority area.

5) *Care Leavers*

This vulnerable, small group of learners generally has poorer continuation than the UoC average, but low numbers make statistical analysis unreliable. Care leavers benefit from a strong system of personal support and mentoring, and from 2018/19 this will be enhanced with explicit attention through the Personal Tutor to academic challenges.

c. **Success – Attainment**

Context

Student success in relation to attainment is a key focus for the University. Across all student groups, stronger use of data to inform interventions is expected to raise overall performance and, with it, the performance of target groups. We are aware that students in target groups will benefit from additional and tailored support to close achievement gaps. Our Learning, Teaching and Assessment Strategy and Annual Operating Plan articulate institutional goals and targets, and Table 8b includes interventions for priority groups.

Assessment of performance – by student characteristics

1) *Those living in areas of low higher education participation, household income, or socioeconomic status*

A gap exists between the Firsts and 2:1 achievement rate of students from low-participation neighbourhoods and the rate achieved by the overall student population. Latest data shows that this gap is 2.7 percentage points, with 58.5% of students from POLAR quintiles 1 and 2 achieving a first or 2:1 degree classification.

2) *Students of particular ethnicities (BME)*

Year of qualification	University %	Sector %	
2014/15	43.0	57.9	
2015/16	50.4	59.7	
2016/17	53.2	62.3	

Source: HESA Student Qualifiers FPE records

The attainment gap for all BME students has narrowed in the past three years; detailed analysis of this cohort shows that the complex intersections of subject, campus, and specific ethnicity need to be considered in designing interventions for different groups. This is an area of significant development for UoC, with new interventions to be designed in the course of 2018/19 building on our successful work in increasing access for these groups.

3) Mature students

Year of qualification	University %	Sector %
2014/15	61.0	67.0
2015/16	61.5	68.8
2016/17	60.6	70.7

Source: HESA Student Qualifiers FPE records

Attainment rates for this group of students have been broadly in line with those of the overall student population in recent years. The initiatives to support attainment for all students to reduce the gap between UoC and the sector are designed to address the needs of mature as well as young students.

4) Disabled Students

Year of qualification	University %	Sector %
2014/15	49.7	65.8
2015/16	54.4	67.6
2016/17	56.2	69.3

Source: HESA Student Qualifiers FPE records

The percentage of disabled students achieving Firsts or 2:1s has increased over the last three years with a closing of the gap to the percentage achieved by all students (61.1%). However, a gap remains and, as with all students, improving attainment rates is a key goal of our institutional and departmental plans.

5) Care Leavers

We know from internal data that there is a gap in attainment between care leavers and other students at UoC, although the small number of care leavers makes statistical analysis unreliable. This gap is evident both in the class of degrees achieved and in the time taken to graduate. The holistic package of personal support for care leavers, including mentoring and peer support, will be augmented from 2018/19 with an additional focus on academic achievement.

d. Progression

Context

The results of DLHE 2016/17 have shown a continuing improvement for UoC students in professional employment or further study, as well as in employment overall. 97% of our graduates are in employment at the DLHE census date, highlighted in the tables below where possible. Until TEF4 data is available to confirm benchmarking, comparison to sector data for DLHE outcomes for some groups of target students cannot reliably be completed. Our action planning will focus on those groups of students showing significant gaps in attainment compared to UoC overall, with attention to the specifics of student characteristic and the subject of study.

Assessment of performance – by student characteristics

1) *Those living in areas of low higher education participation, household income, or socioeconomic status*

TEF Year	Employment or Further Study		Professional Employment or Further Study	
	University %	Benchmark %	University %	Benchmark %
2	93.6	94.4	58.2	62.0
3	94.5	95.1	59.7	63.9

Source: TEF Year 2 & 3 Metrics

Progression rates of graduates from low-participation neighbourhoods into employment, professional employment or further study have improved steadily in recent years; a trend which has continued in the 2016/17 DLHE results. The gaps to benchmark, which are more pronounced when professional employment or further study is considered, and to the overall University rates, are being addressed by attention to the intersection of target group and subject of study. Fewer students from this group take vocational courses in Health and Education which lead readily to professional employment in their local area. Students in this target group are strongly represented in subjects, such as Sports and Forestry which have relatively limited opportunities for professional employment on graduation. Work is underway in these and similar subject areas to raise students' aspirations to, and awareness of, the full range of employment opportunities.

2) *Students of particular ethnicities (BME)*

Data Source	Employment or Further Study		Professional Employment or Further Study	
	University %	Benchmark %	University %	Benchmark %
TEF Year 2	90.3	91.4	65.6	66.0
TEF Year 3	91.7	92.2	71.4	67.6
DLHE – 2016 Graduates	90.7		78.7	
DLHE – 2017 Graduates	93.6		75.2	

Source: TEF Year 2 & 3 Metrics and 2016 & 2017 DLHE Survey

Progression to professional employment or further study for BME students, per the TEF Year 3 data, was above the overall University rate (68.1%). Considering the full-time first degree population, progression to employment or further study improved in the most recent DLHE results and progression to professional employment or further study remains over 75% and above the rate for non-BME students.

The progression rate of Black students is lower than that of Asian and White students, with 60.7% of Black students entering professional employment or further study per the TEF Year 3 data (benchmark rate of 68.2%) and 82% entering employment or further study.

The BME population surveyed as part of the DLHE is small, at just 109 in 2016/17 and therefore small changes numerically can impact significantly on percentages. Any gap is significant and as with continuation and attainment, we are working to develop interventions for specific ethnic groups in the context of their subject discipline and the relevant employment field.

3) Mature students

Data Source	Employment or Further Study		Professional Employment or Further Study	
	University %	Benchmark %	University %	Benchmark %
TEF Year 2	93.8	94.8	76.0	79.0
TEF Year 3	95.0	95.6	77.4	80.7
DLHE - 2016 Graduates	93.7		73.3	
DLHE - 2017 Graduates	95.7		80.2	

Source: TEF Year 2 & 3 Metrics and 2016 & 2017 DLHE Survey

Progression rates for mature students are improving and internal analysis of the 2016/17 DLHE results show that, for full-time first degree graduates, they now exceed the progression rates of all students, standing at 95.7% (employment or further study) and 80.2% (professional employment or further study) respectively. This is in large part due to the types of professional courses favoured by mature students and by the fact that a greater proportion are already in employment when they come to study. We need to look at how to "transfer" the success in this group to our young students in order to promote progression for them.

4) Disabled Students

Data Source	Employment or Further Study		Professional Employment or Further Study	
	University %	Benchmark %	University %	Benchmark %
TEF Year 2	90.6	92.6	63.1	67.3
TEF Year 3	91.3	93.6	63.3	70.0
DLHE - 2016 Graduates	88.3		60.2	
DLHE - 2017 Graduates	94.2		69.7	

Source: TEF Year 2 & 3 Metrics and 2016 & 2017 DLHE Survey

While this was previously the group with the most significant variance to sector data, significant progress has been made and the 2016/17 DLHE results show progression rates of 94.2% (employment or further study) and 69.7% (professional employment or further study) for full-time first degree graduates, with just nine students with a declared disability not being in employment or further study.

5) Care Leavers

Detailed data on the progression of care leavers is not available to us but our enhanced cohort monitoring and data collection from 2018/19 will make it possible for the University to identify the employment and further study outcomes for these graduates. At present care leavers benefit as students from tailored personal and study-related support; future work through the Careers and Employability Service will offer bespoke workshops on CV development and confidence-building.

2. Ambition and Strategy

a. Overall ambition

Since its inception, UoC has been committed to the provision of higher education to 'first in family' students and those from underrepresented groups. The UoC Strategic Plan 2017-2020 confirms the University's commitment to accessible higher education through outreach activity, distributed learning and a course portfolio which raises and broadens students' career aspirations.

b. Work with particular groups of students

Please note that Table 8a (Resource Plan) does not include any new targets relating to this Access and Participation Plan. The current plan identifies a number of priorities, and interventions/projects are ongoing to address these, including internal targets and measures as appropriate to monitor progress and measure impact. Given the opportunity to review targets in the course of 2018/19, we intend to update Table 8a to fully reflect priorities identified from this assessment and planning process.

Given the institution's assessment of current performance, and considering the OfS priorities, the University intends to continue to focus resource and activity on the key identified disadvantaged groups within a context of raising success and progression for all students. The table below summarises top-level activity for all priority groups in each phase of the lifecycle (specific targets can be seen in the Resource Plan Table 8):

Lifecycle Phase	Key priority groups	Lifecycle activities
Access		
	Students from areas of low HE participation, low household income and/or low socioeconomic status backgrounds – particularly young white males	Primary, secondary school and college visits, summer schools and Y9 mentoring- longer term sustained activities 'Futures' programme (Access to professions) Bespoke campus visits for young white males from disadvantaged backgrounds
	Students of particular ethnicities	Outreach work in East Lancashire Schools Summer School activity
	Mature students	Outreach targeting mature students plus on campus coffee mornings Development of web page content for mature learners Pre-entry orientation and transition support with student services Dedicated areas of Headstart – online induction module – aimed at this group

| | | Dedicated Cumbria Bursary support for over 21s

Portfolio development plans to continue to attract mature learners |
	Students with disabilities	Supportive admissions process and outreach information sessions with student support
	Care Leavers	Outreach activity in collaboration with local authorities, schools and other HE providers
Success		
	Students from areas of low HE participation, low household income and/or low socioeconomic status backgrounds – particularly young white males	Peer mentoring programmes – increase targeting and take up for key groups

Development of information shared internally to better support identified students

Pastoral support package alongside receipt of Cumbria Bursary with improved signposting to support

Enhanced personal tutor support |
	Students of particular ethnicities (BME)	Interventions for specific sub groups in development during 2018/19
	Mature students	Engage with whole-university approach to student support
	Disabled students	Engage with whole-university approach to student support
	Care Leavers	Peer mentoring programmes – increase targeting and take up for key groups
Enhanced personal tutor support
Progression		
	Students from areas of low HE participation, low household income and/or low socioeconomic status backgrounds – particularly young white males	Promote aspiration to professional level employment through activity embedded in courses
	Students of particular ethnicities (BME)	Address differential success with attention to intersection of ethnic group and discipline area – embedded in courses
	Mature students	Maintain current focus on courses in Health and Education for this group
	Disabled students	Further targeting of developed Career Ahead Award

Priority careers advice appointments for disabled students |
| | Care Leavers | Individualised support through peer mentoring, personal tutoring and 'exit' support package |

c. Wider institutional work

The University has a range of support open to all students but designed to address the needs of students from underrepresented groups. As many of our students belong to one or more of the Widening Participation categories, it is essential that we facilitate access to mainstream services and support.

The most important of these initiatives include:

- The Portfolio Development Programme (PDP): This programme addresses skills gaps for our regions. By keeping skilled graduates in the region, the lives of graduates, their families and their communities will be transformed. The PDP will also facilitate the progression of learners to HE through strategic partnerships with Further Education Colleges providing off-campus provision for learners in areas of low-participation in higher education
- Higher Level and Degree Level Apprenticeships: These opportunities offer accessible and funded routes into HE
- The Learning, Teaching and Assessment Strategy 2017-22: This articulates our commitment to creating an accessible environment for learning, teaching and research and focused on student success
- Inclusive curriculum and assessment design
- Peer Assisted Learning and Transformative Learning: have been shown to have an impact on continuation rates
- Peer mentoring: This provides a focus on successful students from target underrepresented groups acting in Years 2 and 3 as mentors for new students
- Responsive Learner Support: This offers seamless integration of academic, regulatory, personal and practical services for students, including collaboration with the Students Union
- The Career Ahead Award: This is a flexible programme is aimed at supporting students to develop key employability skills through Bronze, Silver and Gold levels.

For the vast majority of our students, financial hardship is a barrier to continuation and attainment. To attend to this, we adopt financial support as one of our approaches to access and participation. In order to understand the impact of direct financial support on students with differentiated disadvantaged characteristics, a full evaluation of financial support provision is underway in 2017/18 based on data which has been collected using the toolkit developed previously by OFFA. This is due to be completed by the end of the academic year and the recommendations from the evaluation will inform the bursary provision in future years. This will give us confidence that we are targeting financial support appropriately to those most in need, ensuring that we maximise the positive impact upon those students.

d. Collaboration with other HE partners, education providers and third sector organisations

The University promotes strong, sustainable and collaborative working, as outlined in its Corporate Strategy 2017-2020. The University is the lead institution for the Cumbria National Collaborative Outreach Programme (NCOP) consortium and is a member of the Lancashire NCOP. The institution is committed to working closely with other HE providers within Lancashire and Cumbria to share best practice and aspirations around engagement with schools.

UoC will work with other local institutions to run regional CPD Workshops for practitioners and stakeholders involved with or interested in widening participation and social mobility. In addition, we will work together to deliver programmes to support a range of students underrepresented within higher education, including students leaving care, students from the Gypsy, Roma and Traveller communities, students with a disability and students from underrepresented ethnic minority groups to address institutional and OfS priorities. Collaborative activities undertaken include working with Lancashire based higher education institutions in partnership with Lancashire County Council to provide specific activity for young people in care to support confidence building, the development of resilience and increased

awareness of higher education progression opportunities, with specific information, advice and guidance delivered from each of the universities involved. Evaluation of impact processes are being developed as part of the programme. Also in Lancashire, following from CLNCO, the participating HEIs and FE colleges and the local NHS careers team have continued work collaboratively across a number of projects. The Health Patient Journey, to be delivered in the autumn term, takes participants through scenario based, experiential activities through eyes of various NHS professionals. The partnership will be targeting schools/pupils outside of NCOP but that meet combined institutions' WP criteria and will include students from key WP target groups. Evaluation in the form of surveys, focus groups and impact analysis will form part of the day. In addition, the partnership is developing an Empowering Practitioners Conference, designed to bring together a wide range practitioners working in the social care sector, to showcase the range of support available in HE. The conferences will involve peer lead sessions from students studying at HEIs/FE colleges who are care experienced and /or who have a long-term health condition or disability. The University is also working with a range of employers to deliver aspiration-raising activities and we work closely with Local Enterprise Partnerships in Cumbria and Lancashire.

e. Ensuring continuous improvement and monitoring performance

All members of the University Senior Leadership Team have responsibility for the activity delivered as part of the Access and Participation Plan within their delegated areas. The strategic direction for widening participation is coordinated through the Head of Widening Participation working with the WP Management Group, with representation from all key areas of the University.

The University has implemented the Higher Education Access Tracker (HEAT) to track and monitor the results of its long-term outreach activity and to complement qualitative evaluation. The University has also implemented OFFA's financial evaluation toolkit in 2017/18 to support robust evaluation of the impact of its financial support of students, with outcome data available to support the development of future plans.

There is a close relationship with the University's Students' Union with regard to widening participation. This involves a series of engagements with key representatives providing the opportunity for the student community to influence high-level decisions on, for example, the financial support offered by the University. In addition, the widening participation teams engage closely with student ambassadors who are essential in the delivery of outreach in schools and colleges. Student ambassadors are recruited and selected through an open and inclusive process to ensure they have the skills, experience and aptitude to work successfully with young people and those from underrepresented groups. Working closely with the young participants, the ambassadors' assessments of the success of activities and suggestions for improvement are invaluable.

The key indicators of success against the Access and Participation Plan will be achievement against the targets and milestones as identified within its resource plan. We will also use other quantitative and qualitative measures and data, as agreed by the WP Management Group. All activity and related financial spend within this agreement will have clear objectives and measures to support and monitor the overall achievement and meeting of milestones.

Internal monitoring of achievement against targets and milestones is achieved through:
- Regular reports to the WP Management Team (led by the Head of WP and attended by colleagues working across the institution) supported by institution-wide monitoring data
- Consideration of achievement at Department and professional service level
- Regular reports to the Vice Chancellor's Executive
- Reports to the University Board of Directors (Governors), which includes student representation
- An annual report, including outcome data, to our Academic Board and/or its sub-committees, which includes student representation.

f. Equality and Diversity

The University remains committed to improving equality and diversity as part of giving all students the opportunity to fulfil their potential in HE. A key part of the Equality, Diversity and Inclusion (EDI) strategy is its focus on WP. The UoC Equality, Diversity and Inclusion Plan references the Equality Act 2010 but goes much further than meeting basic legal requirements and is underpinned by our values as set out in the University Strategy 2017-2020.

The University's Equality, Diversity and Inclusion Manager works closely with the Head of Widening Participation to ensure that the University has a coordinated, consistent and partnership approach towards WP and EDI, adopting a whole of institution approach to supporting our students. To support this:

- UoC Equality Objectives link to the targets set out in the Access and Participation Plan and are grouped under the themes of: Access, Success and Progression to reflect the widening participation framework
- The Head of Widening Participation is a member of the EDI Committee which ensures that both areas of work inform each other and a whole of institution approach is adopted.
- Key work in evaluating and measuring the success of UoC access, success and progression projects is carried out in a collaborative way and overseen by the EDI Committee.

g. Involvement of students in developing the institutional approach to access and participation

The University confirms that its approach to Access Agreements, Access and Participation Plans and their content has been developed through ongoing close liaison and consultation with the University of Cumbria Students' Union (UCSU). Recent consultation has influenced the content and the overarching approach within this agreement. Working with students, through regular focus groups, paid student ambassadors and through student participation in schemes such as peer mentoring has informed the development of the WP evaluation framework.

3. Access, Success and Progression Measures

a. Approach

The University has taken a clear strategic and targeted approach to its activities and has directed effort and resource to those areas which will have high impact. The planned implementation of an evaluation framework across access, success and progression will support the University to more effectively and robustly assess the impact of its activities. The additional activity identified within the Access and Participation Plan is only a part of the University's approach and commitment to widening participation across the lifecycle and is aimed at enhancing and complementing broader widening participation work.

b. Sustained activities

Diagram A (page 18) shows key activities linking across the student lifecycle.

Access

For undergraduate programme entry from September 2018 onwards, the University has implemented the use of Contextual Information in our offer-making. We have reviewed the entry criteria for programmes and developed a UCAS tariff point range for the majority of our provision. Standard entry criteria will normally be at the top of the UCAS tariff range for that programme and the University will lower the offer within the range based on agreed contextual information to support access for care leaver applicants and applicants who have a declared disability or are mature. Applicants will also receive a reduced offer where they are actively engaged with the University through its summer school and/or Futures programme

(described below). The University is developing Progression Agreements with its partner FE colleges for students studying Level 3 courses who may face a number of barriers as they make the transition to HE.

To support access for mature students, the institution is enhancing its package of activity. Collaborative community activities designed to raise awareness and confidence before application will be followed by support through the application and 'return-to-study' processes. As well as guiding mature applicants and students to all the support mechanisms available, a dedicated online area is under development in 2017/18 to address key concerns/perceived barriers to returning to study and to support outreach initiatives. Specific 'return to study' outreach activities are being developed to encourage more mature learners to attend Open Days and Applicant Visit Days, in order to gain the specific information and support they need.

The University continues to build on its outreach work with white males from socio-economically disadvantaged backgrounds and low-participation neighbourhoods. The 'Young Men into HE' programme, aimed at raising and broadening the aspirations and expectations of this group, has been enhanced with the roll-out in 2017/18 of sustained interventions with school pupils in both Year 9 and Year 10 alongside the addition of Year 9 mentoring. The University will continue to align with, complement and support NCOP activity in Cumbria and Lancashire, focusing on this target group.

The University continues to work closely with schools and colleges in its local areas in Cumbria, Lancashire and London to provide support to students from underrepresented groups through a range of progressive activities from primary through to sixth form/college. The University will focus on opportunity areas, such as Blackpool and other areas of low participation across the regions. The University also continues to work specifically with schools and colleges in East Lancashire in order to deliver outreach to communities with a broader ethnic mix than those in Cumbria. Furthermore, we have begun to recruit to our residential summer schools nationally. As a result, we have seen an increase in the number of young people attending our events this year and importantly, positively disproportionate increases in attendance of young people from Black/Black British and Asian/Asian British backgrounds.

UoC is committed to providing support by raising aspirations in pupils from a young age and views this as an important element in its programme of sustained and progressive outreach. The institution is currently developing its Year 5/6 primary programme and plans to target schools which feed into secondary provision in NCOP ward areas. It will continue to work with primary age children in its local area by providing its "What is University?" campus visit for year 5 pupils, exploring career options and adding a community-based and parent/carer engagement element to the programme.

The Future Teachers and Future Health schemes will be expanded to cover other career / subject areas, as will the Year 12 Summer University, which provides students with practical experience of the course of their choice and of living on campus. These schemes and events allow students to interact directly with the University by taking part in a number of activities which help support their application to their chosen course at University. This longer duration of interaction with the University aims to break down any perceived barriers they may have in relation to accessing HE.

The University takes a strategic and operational approach to supporting school attainment across its regions. The institution's work within Cumbria includes the development of key relationships across the county and active membership by the Institute of Education of a number of groups set up to support attainment in the county. These include the Cumbria Alliance of Systems Leaders (CASL) representing heads in Cumbria, the South Lakes Federation (SLF) and county-wide and local careers education groups. All of these groups work at a county level to support school attainment regionally alongside Cumbria County Council's School Improvement Team. They seek to coordinate provision for the benefit of the

county as a whole, sharing best practice and expertise, while also building on the local skills agenda promoted through the Cumbria Local Enterprise Partnership. The Co-Head of the Institute of Education chairs the CASL post-16 group which includes a number of regional stakeholders working in partnership with a specific responsibility to improve Level 3 attainment across the county. Institute staff also support the development of local academy trusts such as the Blackpool Multi-Academy Trust. Furthermore, many members of University staff are engaged as School Governors and the University intends to develop staff participation in governing roles across its regions aiming to match staff to governor vacancies in the area, particularly focused on schools most in need of improving HE participation rates. The Learning, Education and Development (LED) Research Centre at the University delivers 'Mastery Approaches to Maths' sessions as CPD for teachers in primary schools to support knowledge building and confidence in relation to maths teaching and therefore impact attainment in the classroom.

The University continues to contribute significantly to the teacher supply in the areas around its campuses. Student teachers focus on their impact on pupil progress and attainment while undertaking their placements in local schools. The Institute of Education and University Outreach team work together to develop workshops delivered by placement students in schools, promoting access to HE by sharing experiences of what it is like to be a student at university, supporting study skills and signposting further information. Through broadening aspiration, raising expectation and increasing knowledge of higher education opportunities, these workshops will also support attainment alongside the broader focus on pupil progress delivered by the student teachers. They are being piloted in primary schools in 2017/18, before extending delivery to secondary level in 2018/19 and beyond.

Success

The University takes a cross-institutional, coordinated approach to supporting student success, recognising that aspiration and challenge are essential for all students in higher education. While addressing specific barriers to access and achievement, the University seeks to avoid adopting a "deficit" model and promotes success through curriculum, support and enhancement activities, which are relevant to all students.

In September 2018, the institution will implement a revised framework for student success and support, along with enhanced guidance and materials for academic Personal Tutors, drawing on the outcomes of research projects within the University. From the 2019/20 year, the Personal Tutor role will start to receive enhanced information about each student so that the induction and ongoing support of every student is tailored to their circumstances. The new framework supports paths for referral to specialist services and a central role for the Personal Tutor in working collaboratively with the individual student to monitor progress, resolve problems and access support when needed. For all WP students, the Personal Tutor is an essential point of contact, easing the transition to HE.

The new applicant portal will speed up the application and registration processes. For students with disabilities and/or specific learning difficulties (SPLD), this smoother process will enable more personalised and responsive communication, making the stages of disclosure and needs assessment faster and more accessible. This is one of ongoing enhancements to our systems that will remove practical barriers for students in these disadvantaged groups, enabling the University to improve its responsiveness to individual needs.

As part of the University's intention to work more closely with students identified as at risk of failure or disengagement, we are reviewing the mentoring programmes on offer at the institution and in particular, how they are targeted. The 'Life Mentors' programme, offering a peer mentor to first year students, will be tailored to those from LPNs. A male mentoring strand is being explored as part of the reshaped Peer Mentoring Programme to support male students, along with a Level 3 pilot aimed at male students on Sports programmes to address confidence, teamwork and engagement. The results of these reviews and

pilots will inform implementation in 2019/20 of a suite of mentoring and peer-support options designed for our target groups: students from low-participation neighbourhoods, BME students and students with a disability. The peer mentoring approach provides critical support to the individual whilst highlighting successful WP students as role models.

The University's online Head Start induction support programme – which guides students through a structured preparation for HE study before starting the course -- is being reshaped into an accessible MOOC (massive open on-line course) to include more emphasis on HE preparation and WP students' 'top tips'. A section of the MOOC is provided to support adults who are considering returning to study as mature students. To further support mature students, the University now has a designated mature student support team. Recognising that mature students often report feeling isolated or unable to participate in campus life fully, we offer this group bespoke updates and invitations to events such as Lunch and Learn sessions, coffee mornings and social events, in partnership with the Students' Union.

The University's WP Report 2017 identified an increase in the number of students reporting a mental health condition and/or learning disability in the four years up to and including 2015/16. The needs of this group are understood as distinct from other forms of disability. The University has invested in new posts in 2017/18 at our major campuses and staff training to offer more informed and comprehensive support for students in this group. Amendments to our assessment regulations in 2018/19 are designed to better support students who are struggling academically. This will be monitored throughout 2019/20 and 2020/21 to evaluate impact on the success of this particularly vulnerable group of students.

Progression

The University's Employability Plan is being reviewed in 2018. The new Strategy will be launched in September 2018 and will provide a framework for the ongoing development of activities and resources, supporting WP learners in terms of employability, enterprise and aspiration-raising.

One of the key tasks for us as a WP institution is to support students from backgrounds of disadvantage with developing their professional networks and increasing their social capital. For students with a disability or caring responsibilities, or those suffering economic disadvantage, there is often a need to find work locally on graduation. As part of our work to promote prosperity and growth in the poorer parts of Cumbria and North Lancashire, we actively encourage our students and alumni to develop entrepreneurship, resilience and self-management skills to thrive in difficult circumstances. The Graduate Survival Guide will be piloted in Autumn 2018. This pilot will generate insight into the employment challenges faced by BME students and those with disability in the labour market, as well as highlighting support available for self-employment and career change.

The Careers and Employability Service (CES) have a social media marketing plan for students with disabilities which promotes careers advice and opportunities. Screening questions on the "one-to-one careers advice request" online form allow the CES to prioritise students with disabilities and prepare a tailored approach to appointments. Plans are in place to develop resources for students, to include mental well-being, in collaboration with Student Services colleagues. In 2018-19 our online virtual chat facility will be trialled for hosting drop-in sessions for students with disabilities. Nationally, access to employment for graduates with any form of disability is significantly poorer than for the rest of the population. Our approach is to focus the student and recent graduate on promoting their abilities and understanding legal and practical approaches to overcoming barriers.

The CES have continued to enhance activity at our London campus, which has a high proportion of students from a BME background, many of whom also come from backgrounds of economic disadvantage and low participation. Many are also mature students.

Diagram A

> **Access - Outreach; Key priority groups – mature students, young white males from LPN**
> - Targeted primary school programme and secondary/college visits and campus visits
> - Raising attainment activities and 'Futures' programme (access to professions)
> - Student mentoring (Y9) and summer schools (Y10 and 12)
> - Collaborative aspiration raising activities
> - With student services, interventions with mature learners, young disadvantaged males, care leavers, carers, those with a declared disability

> **Access/Success - Preparedness of HE applicants; Key priority groups – mature students, young white males from LPN**
> - 'Headstart' MOOC – preparation for HE, study skills etc. and dedicated mature learner resources
> - 'Headstart Plus' and preparing for PG study online course including learning development
> - 'Get Ahead' pre-entry orientation – mature students, clearing and top-up entrants
> - Dedicated pre-entry contact for care leavers, estranged students and carers
> - Intensive delivery of academic skills, pastoral support and signposting for incoming L3 students
> - Targeted communications – student money advice and budgeting – with underrepresented groups

> **Success – Transition, continuation, attainment; Key priority groups – LPN and BME and disabled students**
> - Targeted peer mentoring scheme – Life, Well-being and Learning Mentors
> - Care leaver and carer support package plus coffee mornings for mature students with UCSU
> - Targeted money health checks
> - 'Help is at Hand' & 'Welcome Back' campus events plus dedicated support for those in intercalation
> - 'Stay Ahead' – bespoke and front-loaded learning development support for identified programmes
> - Student Success Scheme and Academic Transformation & Achievement Scheme – early identification and designated support for those at risk of failure or disengagement

> **Success/Progression – Employability; Key priority groups – BME and disabled students**
> - Targeted 'Career Ahead' Award providing progressive opportunities for achievement at all levels
> - Course specific events linked to professions e.g. Health, Arts, Science, Education
> - Employer engagement and networking plus mentoring scheme
> - Targeted careers support to enhance social mobility
> - Online workshops
> - Student enterprise support

> **Progression – Employability; Key priority groups – BME and disabled students**
> - Alumni networking, employability and enterprise events
> - Targeted 'Graduate Career Boost' including exit package (information pack and signposting/resources)
> - Enhanced care leaver graduation package
> - 1:1 support appointments with Careers and Employability Service up to 3 years post-graduation

c. Financial support for students (including bursaries and scholarships) from 2019/20

At present, financial support is provided through a fixed number of bursaries and uses a scored prioritisation process to impartially rank all eligible applicants (those with household incomes of less than £25,000 per annum) and award bursaries to those with the highest scores. The process prioritises those groups identified as experiencing more barriers to accessing and succeeding in HE, such as students who come from low-participation neighbourhoods, have been in care or have a declared disability. A defined proportion of bursaries is set aside for mature students, to align with institutional priorities. In addition, a set number of 4-year bursaries are available to support those entering onto Integrated Foundation Year programmes. The Progression Scholarship supports the institutional aim to grow relationships with FE Colleges and build clear progression pathways to support entry.

Internal evaluation conducted to date has focussed on analysis of retention figures and consultation with students around the perceived benefits of different models of financial support. As a result of this, the institution continues to offer financial support to students from disadvantaged backgrounds as cash, rather than as fee waivers or in-kind payments. Given the need to improve continuation rates for recipients of our bursaries, a pastoral support package has been developed to complement the financial support. Students will be assigned to a student support advisor who provides information, signposting and guidance to help them to settle into university, including budgeting advice and a range of resources. A follow-up appointment scheduled for the end of the first year ensures that progress is monitored and any issues are addressed. Students in receipt of a Cumbria Bursary will also benefit from an additional package of referrals to the CES for one-to-one advice, CV writing support and workshops. The impact of this additional resource will be monitored for effectiveness over the course of 2018/19.

The University's evaluation of the impact of its financial support on supporting student success and retention, utilising the OFFA toolkit, will be completed by the end of the 2017/18 academic year. The toolkit is now embedded and will continue to be used to evaluate on an ongoing basis to inform the effective allocation of financial support to the students with the greatest need. Eligibility criteria will be set annually based on this analysis.

The University will meet its commitment to financial support beneficiaries by fulfilling the obligations, and beneficiary entitlements, set out in the 2015/16, 2016/17, 2017/18 and 2018/19 Access Agreements. The University will also award a range of other WP-related bursaries and scholarships. These will include:
- Full Time Cumbria Bursaries (up to 15) of £1,000 per year of study for a maximum of 4 years for students entering onto integrated foundation year programmes in 2019/20
- Full Time or Part Time Cumbria Bursaries (up to 90) of £1,000 per year of study (full time) or £500 per year (part time) for a maximum of 3 years for students entering onto full time or substantive part time undergraduate programmes in 2019/20. A proportion of these bursaries will be protected for students aged over 21 who meet the eligibility criteria outlined below
- Up to 35 progression scholarships for students progressing directly to the University after studying at one of our partner colleges (worth up to £500 per recipient in the first year of study).

4. Investment

The University has assessed the proportion of students from underrepresented groups, using the OfS guidance. We calculate that UoC has a high proportion of these students. Accordingly, the University will plan to spend about 13.5% of its additional fee income on access, success and progression for underrepresented groups. In 2019/20, the University anticipates spending 13.6% of its additional fee income on OfS countable spend.
Of this 13.6%:

- 3.4% (£418,048) will be spent on direct financial support
- 4.0% (£491,821) on additional access activity (increased to compensate for the cessation of the Student Opportunity Funding allocation for access)
- 3.1% (£381,161) on additional student success activity (increased to reflect focus required on this area)
- 3.1% (£381,161) on additional progression activity (increased to reflect focus required on this area).

We believe that all the expenditure included in our agreement is OfS countable and we commit to protecting access activity funded previously through the Student Opportunity Funding allocation, as noted above. In deploying the funding, the University seeks to focus resource on outreach, retention and progression activity, student success and support, the learning environment and learning resources as detailed within the plan. It recognises that the proportions allocated to bursary/scholarship support, outreach and on course support may vary across the period of the Access and Participation Plan, but will continue to work towards a re-allocation from direct financial support towards student success and support for progression outcomes following the recommendations of previous OFFA evaluation, OfS guidance and internal analysis.

This funding represents only part of the money the university invests as part of its commitment to accessible higher education through outreach activity, distributed learning and a course portfolio which raises and broadens students' career aspirations.Wwe intend to invest a further £2.4million in 2019/20 on broader projects and developments which further support those from disadvantaged backgrounds. Specific initiatives in which the university invests are detailed in Section 2, parts c. and d. of this plan and resource is deployed to ensure that broader university initiatives to support all students, such as Headstart and the Career Ahead Award, are accessed by those groups most in need through targeted promotion, advice and guidance. Developments such as the SITS Roadmap Development Project, which includes the applicant portal, the enhancement of student information for Personal Tutors and general accessibility of data on students at individual and cohort levels, will support analysis, intervention and monitoring of impact for those groups particularly where we have performance gaps in relation to access, success and progression. Funding will also be deployed to boost our capacity to evaluate the impact of projects and interventions systematically across the institution. Further financial support is provided to those students in need of it through the institution's Hardship Fund and a large amount of additional investment is provided to support the access and progression to HE of young people in disadvantaged wards across Cumbria through the University's role as the lead institution in the regional NCOP consortium.

5. Provision of Information to students (prospective and existing students)

The University of Cumbria recognises that the changes in the fees and funding regime impact on applicants to HE where they lack clear information about funding and costs. This is especially relevant in relation to underrepresented groups with no or limited tradition of HE entry in their families or communities. The University is determined that no student will be deterred from exploring and achieving entry to an appropriate UoC programme because of poor information or poor access to information.

The University participates fully in the Unistats official course data scheme. The University will continue to work closely with the UoC Students' Union and through its student support and information services to ensure that current students have a clear understanding of the financial context and how it does or does not impact on them. The approved Access and Participation Plan will be published and accessible on the University website and through the Student Hub alongside previous Access Agreements where relevant.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
The University may increase the tuition fee levels for 2019/20 by inflation during their subsequent years of study, subject to Government and Office for Student approval. Increases will be a maximum of the Retail Prices Index (RPI-X).		

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree	Top Up	£9,250
Foundation Degree		£9,250
Foundation year / Year 0		£6,000
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT	PGCE Core	£9,250
Postgraduate ITT	PGCE School Direct	£9,250
Accelerated degree		*
Sandwich year	Start 2019/20	£1,650
Erasmus and overseas study years		*
Other		*

Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Part-time course type:	Additional information:	Course fee:
First degree	- Counselling	£6,167
First degree	- Occupational Therapy	£6,167
Foundation degree	- Teaching & Learning Support	£6,167
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (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)
Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body													
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	Young, full time UG entrants from NS-SEC 4-7	No	2011-12	41.3%	N/A	N/A	N/A	N/A		Target discontinued as from 2017, the NS-SEC data are no longer published as part of the widening participation PIs, see https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation for details.
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young, full time UG entrants from LPN	No	2013-14	20.5%	22%	22.5%	23%			
T16a_03	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Young full-time First degree entrants from LPN no longer in HE	No	2013-14	10%	8.4%	8%	8%			
T16a_04	Access	Mature	**HESA T2a** - (Mature, full-time, all undergraduate entrants)	Mature, full-time UG entrants from LPN	No	2013-14	14.6%	15.4%	15.6%	15.8%			
T16a_05	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Full -time students (PG and UG) from BME groups (known)	No	2013-14	9.02%	9.6%	9.6%	9.6%			
T16a_06	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	FT undergraduate applications from BME groups (known)	No	2013-14	10.7%	10.8%	10.8%	10.8%			

Ref	Stage	Group	Measure type	Description	Collaborative	Baseline year	Baseline	Yr 1	Yr 2	Yr 3			Commentary
T16a_07	Other/Multiple stages	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	FT undergraduates who have been looked after	No	2013-14	0.0054%	0.008%	0.009%	0.010%			Amended figures to accurately reflect the % of care leavers as a proportion of overall student numbers
T16a_08	Other/Multiple stages	White economically disadvantaged males	**Other statistic** - Gender (please give details in the next column)	Young male FT UG students from LPN POLAR quintiles 1 & 2	No	2013-14	32.25%	34.5%	35%	35.5%			
T16a_09	Student success	Part-time	**HESA T3e** - No longer in HE after 2 years (aged 30 and under, part-time, first degree entrants)	Retention target: PT first degree entrants under aged 30 no longer in HE	No	2013-14	13.9%	12.8%	12.5%	12.2%			
T16a_10	Other/Multiple stages	Disabled	**Other statistic** - Disabled (please give details in the next column)	FT undergraduate students with a known disability	No	2013-14	11.66%	12%	12%	12%			See also additional target below
T16a_11	Access	State school	**HESA T1b** - State School (Young, full-time, undergraduate entrants)	Young full time UG entrants from State Schools or Colleges	No	2013-14	98.10%	98.10%	98.10%	98.10%			
T16a_12	Multiple	Disabled	**HESA T7** - Students in receipt of DSA (full-time, first degree entrants)	FT undergraduate students with a known disability (in receipt of DSA	No	2017-18	8.0%	8.1%	8.2%	8.3%			Added target for disability alongside internal target to reflect the performance indicator provided by HESA for more accurate benchmarking
T16a_13	Progression	Ethnicity	**Other statistic** - Progression to employment or further study (please give details in the next column)	% of FT BME students who are employed/in further study as per DELHE data (HEIDI)	No	2014-15	88.7%	92%	92.5%	93%			Added target to highlight and monitor performance on outcomes for BME students. Please note, data based on small population; therefore volatility may occur.

								Yearly milestones (numeric where possible, however you may use text)					
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Primary school activities	No	2012-13	220 participants	520 participants	540 participants	550 participants	N/A		
T16b_02	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Targeted secondary school and college visits	No	2012-13	42 visits	320 visits	340 visits	350 visits	N/A		Significantly increased targets as refocused resource from sustained package of activity and subject tasters to account for alignment with NCOPs
T16b_03	Access	State school	Outreach / WP activity (other - please give details in the next column)	Generic campus visits	No	2012-13	930 participants	2000 participants	2050 participants	2100 participants	N/A		
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Student mentoring scheme. Access: Year 9	No	2013-14	140 participants	200 participants	200 participants	220 participants	N/A		
T16b_05	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (summer schools)	Summer schools. Access: Year 10	No	2012-13	84 participants	150 participants	160 participants	170 participants	N/A		
T16b_06	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (summer schools)	Summer schools. Access: Year 12	No	2014-15	0	90 participants	90 participants	100 participants	N/A		NB Incorporating subject taster day content into these residentials for a more emersive and sustained experience and increased target in later years.
T16b_07	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Subject taster days. Access: Year 10 and Post-16	No	2012-13	20 visits days	N/A	N/A	N/A	N/A		Target discontinued as events absorbed into summer schools and expanded 'Futures' Programmes. Reduced target for 17/18 as transition occurs and uplifted targets in other areas accordingly.
T16b_08	Access	State school	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Schools taking part in sustained package of activity	No	2014-15	0	N/A	N/A	N/A	N/A		Target discontinued as sustained package suspended to align with NCOP activity and resource refocussed into increased school and college visit targets (see above). 17/18 programme will be altered to align with NCOP.

Table 8b - Other milestones and targets.

T16b_09	Access	Low participation neighbourhoods (LPN)	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Futures' Programmes - access to professions	No	2014-15	0	220 participants	240 participants	250 participants	N/A		Name change to reflect expansion of programme and increased targets
T16b_10	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative aspiration raising activities	Yes	2012-13	2 interventions per year	4 interventions	4 interventions	4 interventions	N/A		See Access Agreement for details of activities planned as part of sustaining work delivered through NNCO
T16b_11	Access	Mature	Outreach / WP activity (other - please give details in the next column)	Interventions with part time/ mature learners	No	2014-15	0	2 interventions	3 interventions	3 interventions	N/A		Targets increased to reflect focus on this group
T16b_12	Access	Care-leavers	Outreach / WP activity (other - please give details in the next column)	Interventions with young people in care/ care leavers	No	2014-15	0	3 interventions	3 interventions	3 interventions	N/A		
T16b_13	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Interventions with young carers	No	2014-15	0	2 interventions	2 interventions	2 interventions	N/A		
T16b_14	Access	Disabled	Outreach / WP activity (other - please give details in the next column)	Interventions with disabled students involving outreach and student support teams	No	2014-15	0	1 intervention	1 intervention	1 intervention	N/A		Please note, collaborative interventions also include activity targeted at disabled students so activity has been increased in this area. Description amedned to show that student support teams are involved in this outreach activity also.
T16b_15	Other/Multiple stages	Multiple	Operational targets	Faculty based subject interventions for access, retention and progression	No	2012-13	9 events	8 events	8 events	8 events	N/A		

T16b_16	Other/Multiple stages	Low income background	Student support services	Deliver the Career Ahead award both as a stand-alone award and as part of some curriculum programmes	No	2012/13	40 completions	250 completions	250 completions	300 completions	N/A		We have revised and developed a new approach to Career Ahead which has impacted on the number of completions. The quality of the experience for students has been enhanced and the numbers of students completing the Gold award has increased.
T16b_17	Other/Multiple stages	Low income background	Student support services	Engage effectively with employers and increase students social capital to enable them to secure graduate level employment	No	2012/13	25 employers / 5 events	50 employers / 10 events	60 employers / 10 events	70 employers/ 10 events	N/A		New 2018 pilot Bitesize Scinence Employability event for l5 and L6 students.
T16b_18	Other/Multiple stages	Low income background	Student support services	Work with the Student enterprise coordinator to support student businesses and promote a culture of entrepreuneurship	No	2012/13	3 events	10 events	10 events	12 events	N/A		
T16b_19	Student success	Low income background	Student support services	Aspiration raising and retention activities	No	2013/14	4 events	10 events	12 events	12 events	N/A		
T16b_20	Other/Multiple stages	Multiple	Student support services	Pre entry interventions - Head Start/Head Start Plus/Preparing for M Level Study and Career Ahead summer events	No	2012/13	640 Participants	1200 participants	1200 participants	1200 participants	N/A		
T16b_21	Other/Multiple stages	Multiple	Student support services	Transition into HE interventions - Peer mentoring schemes	No	2012/14	0	750 participants	800 participants	800 participants	N/A		

T16b_22	Student success	Multiple	Student support services	On-programme retention interventions - Help is at Hand events, support for intercalation, students in reassessment and Stay Ahead activities	No	2012/13	600 participants	850 participants	900 participants	900 participants	N/A	
T16b_23	Student success	Multiple	Student support services	Targeted transition and retention activities - Care Leavers/ Young Carers/Estranged students and Mature Students	No	2012/14	0	30 participants	35 participants	40 participants	N/A		Description amended to add in work with estranged students and targets increasing year on year to reflect increased focus on mature students
T16b_24	Access	White economically disadvantaged males	Outreach / WP activity (other - please give details in the next column)	Targeted activities for young white disadvantaged males	No	2017-18	1 intervention	2 interventions	2 interventions	2 interventions	N/A		While we have delivered targeted activities for a number of years, this is the first year we have assigned targets to them
T16b_25	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Raising attainment in our partner schools	No	2017-18	0 interventions	1 intervention	2 interventions	2 interventions	N/A		New target - see agreement for further details on raising attainment

T16b_26	Student success	Disabled	Student support services	Workshops on managing study for Level 4 students (ASD and MH)	No	2017-18	0	12 participants	15 participants	15 participants	N/A		New target to support additional focused retention work for disabled students
T16b_27	Student success	Multiple	Student support services	1 to 1 sessions to promote retention and higher achievment levels in SpLD students	No	2017-18	0	10 participants	20 participants	30 participants	N/A		New target to support additional focused retention work for disabled students
T16b_28	Student success	Disabled	Student support services	Mental health myth busting events delivered with external stakeholders	Yes	2017-18	4 events	6 events	10 events	10 events	N/A		New target to specifically support students around mental health
T16b_29	Success	Multiple	Student support services	Enhanced Personal Tutor Support - students from LPNs, with mental health disability and/or care leavers	No	2018-19	0	Assess baseline - student feedback and retention rates	Increase retention by 0.5%	Increase retention by 0.5%	Increase retention by 0.5%	Increase retention by 0.5%	Data and new guidance to support academic Personal Tutors in working proactively with students from LPNs, with Mental Heath disability and/or care leavers
T16b_30	Multiple	Multiple	Student support services	Peer Mentoring Scheme - students from LPNs, with a declared disability and from a BME background	No	2017-18	0	50 participants	75 participants	100 participants	110 participants	120 participants	Peer mentoring scheme for students from LPNs, BME groups and students with disability