

University of Kent

Access and participation plan 2019-20

Preamble

This is the University's final Access and participation plan in support of its 2015-20 Widening Participation Strategy. As such, it will support the embedding of some of our key aims over the last five years but it will also reflect the beginnings of a new phase that will be underpinned by evidence highlighting the need for piloting new approaches to inform the efficacy of intended aims and objectives within our emerging 2020-25 Plan.

At this point in time, emerging aims and objectives for our new Widening Participation Plan include the following:

Outreach with learners in communities and students within partner schools and further education colleges

Outreach provision

- Full embedding of the *progression curriculum strands* within the University's partner schools. The process of a full evidence-based review began in 2016 and some testing of content is underway. By 2019-20 we will have in place a number of complete *strands* for testing and a full complement of student focus/tester groups to respond knowingly to the curriculum. The whole approach will be situated within the wider tracking of outreach provision participants through the Higher Education Access Tracker (HEAT) database to support the longer-term assessment of impact.
- Access to HE, for younger mature and mature learners located within high areas of deprivation, will continue to be an important focus for the University.
- Development of an ambitious new programme of outreach to underpin the University's new collaborative medical school.
- The University will create a scholarship for international students who meet newly devised widening participation criteria and are willing to work within our local outreach programme for the duration of their undergraduate studies.

Outreach and transition phases

The University's partnership work with our FE partner colleges will become more focussed. In particular we will focus upon the following two areas:

- Working with colleagues in FE to support, in particular, BTEC students who may wish to progress to higher education. Providing outreach within FE settings has often been precarious with the level of staff changes within FE and it is likely that this will remain a difficulty for HE liaison. However, we aim to reinvigorate and foster *strategic partnerships with the practical focus of supporting academic writing skills for BTEC students* through the development of an academic writing module which can be delivered in a number of ways either pre-HE or during transition to HE and secondly through the shared development of new *higher apprenticeship pathways*.

School sponsorship

At the time of writing the University has recently incorporated a second school into the University of Kent Academies Trust (UKAT), formed in 2017 from a single academy trust. Although there is much to do the University's priorities include the following:

- Continue to build a cosmopolitan and excellent 6th form provision across the two schools.
- UKAT to provide the locus of the University's medical school outreach provision, through testing innovative all-age engagement within and throughout our communities.
- Pursue the further development of the Trust, particularly with a focus upon including local primary schools.
- Develop a new broad based leadership programme throughout the schools.
- Design, development and review outreach curriculum with the 2800 students served by UKAT. This will be underpinned by qualitative methods and longer term tracking based on base-lining all students and participants.
- Continue to explore and pilot innovative approaches to tackling chronic teacher shortages through engagement of undergraduate ambassadors and internships, joint teacher-training and postgraduate study pathways, and direct entry programmes.

Students within the University

Student Success Project

- Phase II of the Times Higher Education award winning student success project will be continuing throughout 2017-20. Our focus upon targeting good degree performance gaps, and in particular where these gaps occur through intersectionality, will continue at a forensic level within seven academic schools.
- In addition to our schools-based approach, which will be underpinned across the University by easily accessible performance monitoring, the University will continue to pilot assisted technologies and wellbeing approaches within the entire student body.
- Transition and orientation programmes that will be targeted to students within the outreach phase will continue their arc for students who choose to continue to studies with the University at undergraduate level.

Students progressing from undergraduate study

The University will continue to build upon its successes in student progression, such as the work study programme and innovative employment bridging programmes for students with disabilities. To this we will add the following:

- Develop a range of subject-based engagement projects for students with the intention of further supporting applied academic approaches to their engagement with employment opportunities.

- Provide an increasing number of internships within the University and within UKAT to provide a range of subject-based, professional and management experiences for widening participation students and students with disabilities.
- As above, under school sponsorship, continue to develop and innovate in the provision of subject-focussed teacher training routes within secondary schools.

Financial support

The University will increase the number of stipends available to students from partner organisations. In addition to providing financial support the stipend programme offers participating students a range of professional development opportunities. The programme also requires student engagement in a range of work offers within partner settings throughout the duration of their undergraduate degree programme.

Monitoring and Evaluation

The University has, for over a decade, been a sector leader within the monitoring and evaluation of outreach and latterly student success and progression. The innovative and comprehensive approach to improvement which has been made possible through the Kent led establishment of the Higher Education Access Tracker (HEAT) database across 78 English HEIs will continue to be embedded and inform further developments.

HEAT plans to broaden out its reach to include third sector organisations, further education and other regions across the UK and internationally.

Introduction

The University of Kent has long been committed to the provision of higher education to all those who could benefit and has delivered major innovation and success in widening participation. Our on-going commitment to widen access has resulted in the development of a multimillion pound campus at Medway, significant investment in a range of nationally recognised outreach schemes, as well as providing a focus for academic excellence in the region through the delivery of our Partner Schools initiative. The University is proud of these achievements, particularly as our engagement with widening access pre-dates the wider sector and was driven by institutional commitment, rather than external factors, to the provision of higher education to all those who were intellectually able. Furthermore, we have balanced this commitment to widen participation with our position as a research-led University which delivers quality teaching.

The University of Kent has continued to develop, implement and build capacity within its widening participation strategy from the first HEFCE funded access project in 1996 to its established commitment to provide recurrent funding for all its outreach activity. From direct contact with those in target populations where we deliver support to raise attainment and aspirations, to major urban regeneration projects, Kent has played a key role in the investment and delivery of projects to widen access throughout its region. Our data illustrates the success of our outreach approach and the University has contributed nationally in the development of widening participation: Kent was one of a handful of universities which participated in early national evaluation work in widening participation and is the lead institution for HEAT, the Higher Education Access Tracker network.

The University has been a leading partner in the 'Universities at Medway' project. Kent was an early champion of the participation agenda with the development of a new campus in the Medway Towns; an area with significantly low participation. The University's direct contribution to the capital cost of this project to date exceeds £20m. In this challenging economic climate we must remain financially astute in order that we

can sustain a programme of expansion and modernisation of space and facilities on all our campuses to ensure an appropriate 21st century learning environment and experience for all our students while we also continue to deliver our innovative and insightful participation agenda.

Our success to date in widening participation is driven by the reality that we have never stopped our developmental approach in seeking best practice. We have sought a range of partners with a host of different aims to work towards a better local engagement with higher education. We have built capacity for widening participation within the University with people at all stages of their career, and this commitment will lead to a more systematic implementation over the next five years for both students and staff. The University has not only invested significantly in outreach provision, but has also invested substantially in partnerships and the maintenance of collaborative provision across sectors. This has helped sustain activity within the county post the withdrawal of national funding and has allowed the development of a range of primary and secondary school partnerships and Academy sponsorship while furthering relationships across further education, local government and communities of informal learners. This range of activity has resulted in the University's role in collaborative target setting on a local basis with nearly 50 partners. In addition, the creation of the Higher Education Access Tracker (HEAT) network has allowed for collaborative monitoring and evaluation approaches to outreach between 78 HEIs. In 2014 the University began the national roll out of HEAT to an increased number of HEIs in England, and by working collaboratively we will ensure that the monitoring and evaluation of WP practice develops and evolves.

The University is also lead institution for the 2017-19 Kent and Medway's National Collaborative Outreach Programme (KMCOP). At the time of writing we are waiting to see if NCOP continues beyond 2019. There are currently four main strands of the initiative, each of which will be reported directly to OfS and included in each partner institutions' Access and participation plan. The University of Kent is developing an entirely new academic strand of work based within partner FE colleges that is wholly distinctive to the work contained within the scope of its plan.

We will continue our work with Partner Schools to which we deliver in-depth aspiration and curriculum work and triple the number of student ambassadors; provide our sponsored academies, Brompton Academy and Chatham Grammar School for Girls, with further specialist support and extend our community engagement in that locality. We will embed further a targeted retention and student success and employability programme that reinforces our aspiration efforts and ensures the successful transition of our students to employment. These efforts are coupled with generous financial support to those in most need. The following pages outline the University's intentions for the future with regard to key aspects of the University's strategy and in full response to the OfS guidance.

The Access and participation plan fully articulates with the University's Widening Participation Strategy (2015-20) and Student Success (Equality and Diversity) project. There is full University policy engagement through the formal committee structures of the University and all academic schools and key professional services are engaged in the development, delivery and evaluation that are core to those policies.

Fees, student numbers and fee income

The following section is based upon current Government policy and may be liable to change. The University of Kent will charge £9,250 p.a. based on 2018-19 tuition fees for all its full-time undergraduate programmes of study and a maximum of £6,935 for part time programmes based on 2018-19 tuition fees. The University's Partner Colleges (East Kent, West Kent and Ashford College) will decide their fees in 2018 and wish to retain the option of charging up to a maximum of £6,165 p.a.¹. The Medway School of Pharmacy will charge £9,250 p.a. based on 2018/19 tuition fees for the undergraduate MPharm degree programme. We propose to charge

¹ Subject to change in Government Policy

£1,385 based on 2018/19 tuition fees for years abroad and sandwich years. All fees for all programmes will be subject to annual inflationary increases where permitted.

For 2019-20 the University is forecasting that it will have 14,273 home students and a fee income of £41.3m². The University committed to a large increase in funding for the development and piloting of targeted student success measures, with the most successful are being mainstreamed through phase II. The University has also maintained its ongoing commitment to outreach at £2M per annum. The University will also continue to provide funding for hardship in order to meet financial shortfalls not met by the student opportunity fund. For 2019-20 the University is forecasting to spend a total of £10m on access, student success and progression, and financial support measures.

Access and student success measures

Based upon evidence collected and the analysis of that evidence, the University will continue to develop and offer a rich curriculum to partner schools, colleges and communities, and to provide targeted financial support to enable access and student success. The University's outreach provision regularly works with all ages across different settings. As stated in earlier Access Agreements, we have undertaken an extensive statistical review of widening participation and equality and diversity indicators to gauge where we are doing well and areas for further development. The University will continue to provide student financial support at £4,500 per student in order to continue to invest in student success measures, to continue bursary funding to students who may not remain in satisfactory academic standing to aid retention and to increase spend by maintaining bursary funding for students with a year in industry/sandwich years.

The University continues to monitor our intake using HEFCE's disadvantage metric POLAR4 (LPN Q1). In 2015-16, the University met its local benchmark for Q1 entrants and although below our national benchmark we are continuing our targeting work. In addition to LPN monitoring, the University uses a basket of proxy measures for disadvantage. We know that around half of our UK entrant intake meets at one or more of four deprivation indicators. We will continue to increase our understanding of the multi-dimensional aspects of disadvantage by the use of intersectional data. We use household income to assess the extent to which we are widening participation from groups with less economic capital and secondary school performance data to provide context about educational capital. Trends reveal that we are recruiting a much more ethnically diverse population of students where numbers of entrants from all BME groups has risen year on year since 2008. We have piloted contextualised admissions for applicants to one programme and are planning to roll out contextualised admissions in other academic schools. We feel that our significant and targeted outreach provision, coupled with targeted financial support, has stabilized our widening participation student population and therefore we will continue with our implementation as outlined in earlier access agreements and our widening participation strategy.

In seeking evidence on the impact of financial support, the University continues to monitor links between bursary support and student success especially continuation and completion. Our monitoring has demonstrated that students at a higher risk of withdrawing (students from low household income/and or mature students) who are in receipt of a bursary have higher completion rates, i.e. are more likely to stay on and achieve their degree than their peers who do not receive a bursary. On this basis we feel that student success is significantly enabled by well-targeted financial support.

² Full and part time home students and home fee income above the basic fee 2018 figures.

Secondly, the University's generous bursary scheme, targeted via the use of POLAR indicators, resulted in the following profile of recipients in 2017-18: 55% with prior qualification other than A levels³, 99% hit at least one of four deprivation⁴ indicators; 37% BME compared with 36% BME overall intake and 15% disability.

Outreach

As documented in our last widening participation strategic assessment (WPSA), the University has performed well in regard to outreach volume measures, and generally well against the HEFCE (OfS) benchmarks for access to the institution. We intend to address the following significant issues within the final phase of our current widening participation plan:

- Retain the stability of the intake of young full time undergraduates from widening participation backgrounds post the introduction of higher fees in the sector (as defined by current HEFCE benchmarks and Kent's internal partnership targets).
- Improve our performance in the recruitment of young FT undergraduates from LPN Q1 and Q2.
- Increase the volume of applicants as well as full-time entrants to HE from Partner Schools and Colleges and Kent and Medway Progression Federation (KMPF) (Aimhigher legacy) schools.
- Increase mature participation from LPN Q1 and Q2 through the development of new access provision in Medway.
- Work collaboratively with local authorities, schools and colleges to improve access to HE by care leavers.

As outlined above our data illustrates that our 2016 performance for participation of underrepresented groups from low participation neighbourhoods is good against the local benchmark but below the national benchmark. However, we know that an increasing proportion of our entrant cohort are domiciled as POLAR4 Q3 but with alternative markers for disadvantage (e.g. geo demographic postcode profiling, secondary school performance and household income). Monitoring of our outreach programmes shows that male students are less likely to participate in outreach activity than their female peers and we will continue to address this by working with our local partner secondary schools to optimise the participation of male students. We know from internal entrant monitoring that disadvantaged males are less likely to study specific subject areas at the University whilst other subject areas have good representation of disadvantaged males. We will continue to monitor subject based outreach activity to ensure that disadvantage males in our partner schools and colleges have the opportunities, and encouragement, to attend a range of subject tasters in under-represented areas such as English and Languages.

Equally, our widening participation strategy has always actively addressed the selective school system that operates within Kent and our existing target schools are all non-selective institutions. However, we recognise that there is value in continuing the assessment of our success against the state school indicator, on a local basis, to ascertain which state non-selective schools we should work with in partnership. The funding through this Agreement is targeted to undertake outreach work with Kent Medway Progression Federation (KMPF) schools.

As well as continuing our relationships with our Partner Schools, we will work with KMPF schools who wish to commit to a new partnership agreement, our local authorities (Kent and Medway) and partner HEIs (Canterbury Christchurch University, University of the Creative Arts) to ensure that collaborative work can continue productively in the region. Our commitment is to work with a minimum of 40 non-selective secondary schools and a smaller number of primary schools to offer ongoing and subject-based programmes of outreach. We remain committed to the active implementation of the Learner Progression Framework, to

³ Including BTEC and Access to HE

⁴ IMD, EST, IDACI from Index of Multiple Deprivation and POLAR4

encourage a sustained and complementary programme of outreach activities to target learners and the elimination of duplication. We will continue to work with our partner colleges: Mid-Kent College, East Kent College and West Kent and Ashford College, through delivery of our HE provision and outreach to their FE level students. The University will implement our existing care leaver plan. More detail on all aspects of this work is available as case studies and regularly updated evaluation reports from the Partnership Development Office at the University.

Additional outreach will be focused in the following areas:

- To continue to support and to develop further the offer of paid and credit bearing student ambassador work within the University. This investment has the dual function of increasing capacity for aspiration and subject-based work in schools and colleges whilst significantly enhancing the student experience for our undergraduate and postgraduate students. These posts have shown to improve student engagement with the University community and hence retention via active and relevant work experience which also provides a stable income stream. We have worked over the years to recruit our Ambassador base from those who progressed from our current Partner Schools and will extend this successful scheme to our KPMF schools.
- We will increase the provision for academic investment in the development and delivery of outreach curriculum across all departments.
- Building upon our commitment to deliver outreach in all subjects and to make additional provision for subjects of strategic importance, as well as address access to professional programmes, the University will assess if new progression programmes need to be developed.
- Kent is the main sponsor of Brompton Academy in Gillingham and Chatham Grammar School for Girls, both areas of high deprivation; a strategic priority for the University, we will fund a high concentration of outreach activity, including systematic curriculum design and delivery from year 5, in the feeder primary schools, to year 13.
- Finally, the University will continue to increase its provision of community-based outreach. In addition to building upon its very well regarded community learning forum, the University has designed and is delivering a modular level 3/0 programme in Medway, to help engage mature students in higher education. This work underpins and complements the work undertaken in the Brompton Academy by engaging with the adults/parents/carers in this community.

Student retention and success

We are committed to ensuring that all our students, regardless of background, are given appropriate support to succeed; not just in the completion of their educational qualifications, but in becoming successful and productive citizens through engagement in graduate level employment or in the furtherance of their educational careers.

In response to the findings from the extensive statistical analysis undertaken on student success and performance measures in phase I, the University has begun phase II of its 2017 Times Higher Education award winning student success project to reduce gaps in performance levels.

More specifically it should be noted that any specific disability-related spend within this Plan has been estimated pre-Guidance and therefore may be subject to change.

We have invested in analytics software to assist with identify outcome differentials across the student lifecycle and to increase our understanding of where we need to target activities ensuring that we are reaching students with the most need. For example, whilst the sector performance indicator data for non-continuation following year of entry demonstrates that we perform well (above benchmark), we have

extended our monitoring by examining achievement⁵ rates for our entrant cohort (following students across the entire cycle of their intended programme) and this analysis highlights lower achievement rates for our POLAR4 Q1 students, students entering with non A level qualifications, students with a disability and mature students.

Degree class has also been monitored to assess attainment gaps with specific groups of students. Our latest monitoring indicates a difference of 14% percentage points between the percentage of white students compared to black students attaining a first or 2.1 (87% and 73% respectively). This is an improvement on previous monitoring which found a 19% point gap. Intersectional analysis also shows attainment differentials for groups of students who enter with non A level qualifications (BME and White) where these students are less likely to obtain an award and are less likely to get a good degree. Students with other qualifications are also more likely to be disadvantaged. By examining the multi dimensions of disadvantage, we are now more able to target intervention to students who are most likely to need support. We do not use ethnicity as a sole measure for targeting support, instead, we identify groups of students on entry who are likely to have less educational, economic and cultural capital and who therefore may be at a disadvantage, and target our support accordingly.

Achievement and attainment rates are monitored closely at academic school level, having piloted a series of interventions to address attainment gaps we will roll out and embed this work across the university whilst continuing to focus our student success work on those students who are at risk of under-performance (such as students entering without A level qualifications). We have dedicated Student Success staff working in Schools with significant gaps: working with students as early as possible to optimise their engagement and identifying areas of support is a key part of this work. Systematising performance monitoring intelligence to help reduce attainment gaps is a key part of our student success framework, as is our qualitative research so that we can gain a fuller understanding of the reasons contributing to success differentials.

We will continue to monitor closely the success rates of students with a disability to identify possible trends which may identify the need for a specific intervention. Students in these groups report high levels of satisfaction with the support they receive during their studies.

There is evidence that male students are not achieving their intended degrees at the same rate as their female peers as well as underperforming in terms of good degree classification. We will continue to monitor the success rates of males to identify any persistent gaps at academic school and programme level.

To complement this we will continue to extend our ambassador scheme from exclusively outreach activities to include student mentoring. We will establish student mentor positions for 2nd and 3rd year undergraduates and postgraduates to work with first year undergraduates. Where first year students have studied at the same Partner School as their mentor, students will be paired prior to registration; where such matching is not possible, mentors will be allocated via subject-base.

Student Progression

The success of the Work Study scheme has been demonstrated and it will continue to develop. The scheme is available in all academic schools and it targets students who meet the widening participation eligibility criteria. In addition focussed employability support work will continue with students with on the autism spectrum and similar strategies for further supporting undergraduates with disabilities or particular needs will be developed and delivered by academic schools and student services. We will continue to establish work-study and internship opportunities, and to place students from targeted cohorts in these. These placements will engage students fully within the University community, and allow them to earn money while developing

⁵ Achievement rates indicate the % of entrants who **complete** their intended qualification and get an award

their employability skills. Some of these placements will be with our Student Ambassador Scheme, but many others will be established in other sections of the University and UKAT and we will seek to match students in areas of professional interest.

The University is continuing an innovative tripartite scheme between the University, UKAT academies and a private teacher training provider that combines a QTS school-based qualification with a part time PhD/Masters route for students who have been outreach student ambassadors at Kent. The scheme has evolved from the provision of our outreach offer and has been devised to further meet our requirements for high quality subject-based outreach but it has also provided an opportunity for progression to postgraduate and professional qualifications our undergraduate students. Based upon the early success indicators of the scheme, and ongoing acute teacher shortages, the University is broadening support for its sponsored school through the development of short teaching internships open to second year undergraduates and transition modules for students with an interest in teaching in their final year.

Broad targets:

- Continue to monitor and address non-continuation of young full time degree entrants from LPN Q1 and Q2.
- Reduce the gap in achievement of intended award between POLARv4 Q2 and Q5 students.
- Reduce performance gap with regard to first and 2.1 attainment based on age and ethnicity.
- Improve retention and success of mature learners.
- Further development of targeted tracking, intervention and appropriate support as well as the identification of relevant work-study and internship opportunities, to be undertaken by the three faculty employability posts established last year under our Access Agreement.
- Continuation of the ambassador and student mentoring programme across the University.
- Ambassador scheme to be assessed not only on success in outreach, but also monitored for impact on the retention and future employability of the student ambassadors.
- Employability advisors to work with students with disabilities and employers to address the lower employment rate of students with disabilities upon graduation.
- Closely monitor the impact of new fee levels on progression to postgraduate study.

Financial support for students

The University anticipates that we will provide bursary support to a minimum of 700 students. Awards of £4,500 will be allocated to eligible students across 3 years of study comprising £1,500 per year of study. Students that study a year abroad, year in industry or a 4 year undergraduate degree programme will receive an additional award of £1,500 (a maximum award of £6,000).⁶

This support will be targeted at students with a household income below £42,875⁷ who also meet other widening participation criteria. In addition, the University will also grow its Partner School and College Stipend Scheme to include more bursaries and we will introduce competitive work-linked financial programmes of support in partnership with these institutions too. Applications for Partner School and College scholarships and stipends are welcomed from UK and EU students from our Partner Schools and Colleges who are applying to Kent for full fee programmes and is worth £1,000 per year of study.

Eligibility for the Kent Financial Support Package will be determined by a number of indicators; in order to qualify, students under 21 whose household incomes fall within these bands will be required to meet low participation criteria (the student's household is located in an area that traditionally has had low levels of

⁶ Based on current Government policy.

⁷ The living cost loan amounts for 2019 have not yet been confirmed, this figure is subject to change.

participation in higher education (quintiles 1 and 2) as defined by the Higher Education Funding Council for England (HEFCE) or is classified as social housing). A full list of postcodes and their classification by participation (POLARv4) can be found on the HEFCE website and social housing data can be accessed on the University of Kent site⁸.

Students who are 21 or over (at the 30th September on their year of entry) will be eligible for the Kent Mature Student Bursary if they meet the household income thresholds as outlined above. Equally, all eligible candidates will have attended state funded education (including state funded secondary or Further Education aged 16 onwards). Students with disabilities in receipt of DSA⁹ with an income up to £42,875¹⁰ are also eligible. All care leavers will also be eligible for the same financial package. Socio-economic and first in family data will also be requested so that eligibility can be ranked should demand exceed supply. Medway School of Pharmacy students who also satisfy these criteria will be eligible for the same range of support packages.

It has not proved possible to accurately model the local carer population to date to see if it is possible to establish a carer-assessed finance package that would be based primarily upon students in our Partner FE colleges. However, we will put a capped pilot in place, at the same value as our care leavers package, for up to 10 carers, whose status will be verified by a council assessment in 2017. Consideration of financial support has also been given to estranged students. However, at this time there are no standard external verification measures in place on which we can model financial support. Within this context we would encourage those students who are estranged to make contact with our financial aid office for discretionary support. If estranged student status can be verified the financial support package would be the same as for care leavers.

In addition to the bursary support described above the University is also in the process of modelling for the introduction of a new type of financial support, based upon a range of indicators and allocated to targeted students in combination with a range of academic and pastoral support. We will make available support to students who are at risk of underperforming in terms of retention and success. For example, evidence suggests that students who enter from low house-hold income backgrounds (less than £25,000) are more likely to commute and to work, with a reduction in engagement seen for this group. Furthermore, students who enter with specific entry qualifications are also at risk of under-performance. Elements of the support package, both financial and student success, may not necessarily be allocated on entry but at important transition points. This new approach is currently being piloted and we will measure impact alongside other initiatives. The pilot will also enable us to refine eligibility criteria and support levels, for targeted groups, which is likely to include entry level and other disadvantage measures.

Targets and milestones

We provide additional information and context for the detail contained in table 8.

Targets relating to young full time undergraduate entrants:

- Increase intake of young full time undergraduates from widening participation backgrounds post higher fees within the sector (as defined by current OfS benchmarks and Kent's internal partnership targets).
- Improve our performance in the recruitment of students from under-represented groups (and develop robust proxy measures to aid assessment).
- Increase full time entrants from University Partner and KMPF Schools and Colleges.

⁸ The University has decided to retain and refine its use of postcode data by the incorporation of social housing postcodes in higher quintiles. Analysis of our 2012 intake indicates that using postcode data as an additional indicator to the criteria has helped to ensure that funds are targeted to widening participation students.

⁹ DSA is currently under review. Therefore eligibility criteria will be re-assessed once the new assessment framework for the DSA replacement is known.

¹⁰ The living cost loan amounts for 2019 have not yet been confirmed, this figure is subject to change.

- Further collaborative targets agreed by the Kent and Medway Progression Federation.

Milestones:

- Assess impact on recruitment of young students to full time programmes using measures from state school, low income and LPN Q1&2.
- Work towards meeting the national benchmark where we are below those measures and meet internal targets where we exceed benchmarks.
- Implement use of contextual data to assist a more holistic admissions process, examining applicants educational achievement in the context of their school or college performance.
- Maintain and strengthen relationships with schools and colleges using evidence on school and FE participation performance (including destinations to institutions other than Kent), to be made available through collaborative HEAT data analysis.
- New targets within a collaborative learner progression framework are now established and will be jointly monitored annually.

Targets relating to mature student entrants:

- Community-based access provision established and one new pathway under development.

Milestones:

- Assess impact on recruitment of mature students to full and part time programmes from low participation neighbourhoods and no previous experience of HE.
- Assess impact of new progression-provision and family learning on applications to HE (based on one and two year access intake).

Targets relating to regeneration and community:

- Develop targets for the new multi academy trust (MAT), the University of Kent Academies Trust (UKAT) which is currently sponsoring two schools in the Medway area.

Milestones:

Timescales and micro-monitoring are contained within the respective Academy's key performance indicators within its school improvement plan. In broad terms they focus upon the:

- Development of 5 University-led curriculum based projects within new specialism areas of Science and Arts.
- Leading community engagement of level 3 and above.
- Support development of 6th form.
- Develop opportunities for students to access teacher training opportunities in our sponsored school.

Targets and Milestones relating to non-continuation and student success:

The University has built a more complete analysis of patterns of non-achievement and attainment gaps of entrants with differing profiles including the collection of robust qualitative data. This informs our work with:

- Identifying student success differentials across a range of equality groups; specifically non-completion and lower attainment with BME, non A level entrants, mature students, POLAR Q1 and 2 to assess whether there are particular areas for intervention.
- Identifying non-completion and lower attainment in subject areas and assessing whether there are particular areas for intervention.
- The creation and targeting of internships and paid opportunities to include the further development of our Ambassador scheme; these opportunities to both support income generation during their study period as well as improve and employability skills.
- Improving student retention within HE in FE settings.

- Improving the retention of care leavers.

Volume measures

In addition to the targets and milestones given above (and in detail within table 8), the University will also use the following volume measures to ensure that appropriate levels of activities are in place to help secure our targets:

Existing volume measures will continue to be monitored and evaluated as outlined in our Widening Participation Strategy and we will incorporate our new OfS targets into our institutional reporting cycle. In addition, care leaver targets are included in the new implementation plan.

We will increase provision for academic investment in the development and delivery of outreach curriculum across all departments; to include additional and new curriculum outreach programmes to ensure that access to the Humanities does not become the preserve of the elite and that access to subjects of strategic importance and the professions is equitable.

In addition to undertaking the governance of Brompton Academy and Chatham Grammar School for Girls, the University is committed to supporting the academies in the development of its new specialisms of Science and the Arts. Curriculum across all year groups is being jointly developed in these areas and will be accessed by the Trust's 2800 students. Within the School Improvement Plan (SIP) for the DfE, the University committed to undertake five cross-school projects and to lead on the engagement of the community at level 3 and higher education, building upon our areas of outreach and curriculum expertise.

Monitoring and evaluation arrangements

As required under the OfS guidance, data and activities will be monitored closely to ensure that both can be assessed and targets reaffirmed or altered on an annual basis. The granularity of our monitoring and evaluation is clearly demonstrated in table 8 and more broadly in our case study submissions to OfS. We will continue to build upon our qualitative and quantitative evaluation to ensure that we are on track to meet our longer term strategic aims within acceptable tolerance levels. Equally, we are committed to continue to support wider trend analysis within the region and the sector. Since 2011 the University has led the Higher Education Access Tracking (HEAT) service, a collaboration of 78 other universities. Since 2014, the University has led the national roll out of HEAT to HEIs across England. The HEAT project allows the sharing of costs for student led monitoring and evaluation and for collaborative delivery of evidence based evaluation. Our national community of HEAT subscribers will work together in the research and development of effective, fit for purpose evaluation practice to inform outreach planning and assess impact. Longitudinal tracking underpins the quantitative evaluation. HEAT also provides data to underpin monitoring and evaluation for the majority of NCOP consortia. This will enable the university and our collaborative partners to examine NCOP delivery in combination with other outreach activity and to assess how the work complements each other. We will also be able to clearly separate our NCOP beneficiaries from other outreach participants so that we can monitor groups, areas and age ranges not targeted through the NCOP.

HEAT provides monitoring and evaluation information on the impact of WP interventions through an evidence based WP evaluation framework. This evaluation framework aims to provide evidence that engagement in outreach activity has a positive impact on student outcomes and to assess whether our work is:

- Reaching and engaging disadvantaged students
- Delivering a progressive and complementary set of outreach activities to a range of year groups
- Increasing disadvantaged student's awareness and knowledge of HE

- Contributing to increased student attainment at KS4 and KS5
- Contributing to increased retention in education rates at age 16, 17, 18 years
- Increasing the applicant and accepted applicant UCAS rates of disadvantaged students
- Increasing the HE entrant and success rates of disadvantaged students

The University and the HEIs that subscribe to HEAT have developed a student data tracking system and a set of measures which allow annual monitoring of outcomes against baselines. Equally, additional interim measures are in place to evaluate the impact of outreach activities on other student outcomes which indicate the student's propensity to enter HE, e.g. KS4 attainment, KS5 attainment, and year 11 to year 12 retention data. Examples of the information provided through the collaborative service are:

- Planning data on schools and colleges (based on pupil level data) to help monitor effective targeting of schools/colleges and students
- Postcode data to assess student profiles
- A recording facility to facilitate student tracking and record student participation in activities
- Provision of a range of data sets/measures related to student outcomes (KS4, KS5, UCAS)
- Evidence exploring the relationship between student participation in outreach activities and HE participation (e.g. HESA tracking studies)

The HEAT student tracking studies allow the monitoring of applicants and entrants to other HEIs and to HE in FE settings. Student led evaluation allows the exploration of the association between participation in outreach and set student outcomes throughout the student life cycle. For example, longitudinal tracking allows the exploration of patterns of HE entry over time (not just at age 18 or 19 years) and this is especially important for target group of students. Tracking studies through to HE entry and completion also allow research into the retention and success of students who progress.

Kent's evaluation framework also includes plans to assess the impact that our undergraduate Student Ambassador Scheme (in which current students assist in the delivery of outreach) has on their retention, success and future employability.

The University is also committed to qualitative evaluation of our outreach programme and we deploy Research and Evaluation Ambassadors to collect student feedback on individual outreach activity and our overall programme. We also gather evaluative evidence to assess the impact that our outreach programmes have on Partner School staff awareness and attitudes.

An evaluation of student success interventions is underway in pilot schools where we seek to identify the intervention and practice that has led to positive student outcomes so that we can roll this practice out to other cohorts and schools. An evidence led approach will also ensure that we continue to adapt to the changing composition of learners and that interventions are focussed on student need. The university is keen to improve the way we evaluate and use evidence and to continually review the way in which we engage future cohorts of disadvantage students (for both access and student success intervention). Our Access and Participation Plan Steering Group and Research and Evaluation Group review evidence and make recommendations regarding the efficacy of interventions and whether to cease or roll out for future cohorts.

Equality and diversity

The University has given due consideration to the Equality Act 2010 and considers equality issues when developing policies throughout the life cycle. The University has an increasingly culturally diverse home population and we are responding to differences in social, economic and cultural capital with our entrant

cohorts in order to fully support the needs of students from a range of backgrounds. Significant investment in Student Success initiatives aims to address the gaps in performance that persist with students from different equality groups including BME groups, disadvantaged students and students who enter with other qualifications than A levels. Our intersectional analysis of student data has identified groups of students whom we believe to be at risk of non-retention or under-performance and interventions will continue to be focussed on these groups.

Employability and further study trends under the new fee levels will be monitored to ascertain if progression into work or postgraduate study remains equitable for all groups. Where under-representation is identified we will continue to target activity to support student employability. Targeted activity such as our Work Study Scheme is monitored closely to ensure we are engaging students who may need this support most.

The other protected characteristics that are not included here are subject to new data collection and trend analysis in the future will be able to inform new targets in these areas if they are required.

Investment

Our Investment in Access, Success, Progression and Financial support activity reflects our commitment to supporting students at each stage of the lifecycle, with dedicated support available that is targeted by need. Our total spend in 2019-20 on this activity will be £10,049,641 which is 24.4% of our Higher Fee Income (HFI). There will be £2,306,000 spent on Access (5.6% of HFI), £2,119,000 spent on Success (5.4% of HFI), £367,641 on Progression (0.9% of HFI) and £5,145,000 invested in financial support (12.5% of HFI). Our levels of spend will be broadly similar between 2020-2022. The investment reported in our Access and Participation Plan does not exceed our total investment in each area, which is higher.

Provision of information to prospective students

The University will publish details of full costs for students and the means of support available, its financial support schemes and eligibility criteria in its annual prospectus. As this document is published well in advance of registration, supplementary information will be produced and published both online and in print. Detailed information is provided including how to calculate eligibility for all bursaries and scholarships and a web-based 'ready-reckoner' to determine the financial aid package is easily accessible with full details of the package and criterion.

The Recruitment Officers, Visit Day Coordinators, Outreach Coordinators and Development Officers have a role in the dissemination of information to the wider community and stakeholders. This information will be part of their portfolio of talks and presentations and they will deliver this information to schools, students, teachers, parents and community groups. The University is committed to supporting students through the application process.

Information will also be made available in a timely fashion to UCAS and SLC.

The University will provide full and accurate information of the aggregate amount of fees and other costs required to complete our degree programmes. We will also publish the final Access and Participation Plan on our website.

Consulting with students

The Union has been consulted in the formulation of this agreement through attendance at all key planning meetings. The Union endorses our Access plan. The Union is supportive of the University's commitment to financial support whilst studying rather than in the form of fee waivers. The Union supports the guarantee

that full and accurate information of the aggregate amount of fees and other costs are transparent. The current Agreement builds upon the clearly stated targets to develop joint working in outreach and student employability with Kent Union, as well as fully supporting the commitment for improving student success.

As part of our ongoing data collection and analysis pre-applicants, applicants and students are engaged in qualitative research to help inform our quantitative analysis and planning. We also undertake a programme of qualitative evaluation with students within our partner schools, colleges and community groups to inform our outreach and wider offer.

Table 3 - Summary of full-time and part-time course fee levels for 2019-20 entrants

Institution name: The University of Kent
Institution UKPRN: 10007150

Validation checks:

1. Please enter statement on increasing your fees by inflation for 2019-20 entrants in subsequent years of study in cell B13.

* 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.

Tuition fees for 2019-20 entrants will be subject to annual increases in line with RPI-X, subject to the maximum fee chargeable according to the tuition fee cap.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£1,385
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree	Canterbury College 10001144	£6,165
First degree	South and West Kent College 10007419	£6,165
HNC / HND	South and West Kent College 10007419	£6,165
Foundation degree		*
Foundation year / Year 0		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		£6,935
Foundation degree		£6,935
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8 – Targets and milestones

Table 8 - Targets and milestones													
Institution name: The University of Kent													
Institution UKPRN: 10007150													
Validation checks:													
1. All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.													
2. All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.													
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	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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	HESA T1b - NS-SSEC classes 4-7 (Young, full-time, undergraduate entrants)	Improve upon NS-SSEC 4-7 profile of undergraduates	No	2014-15	32.7% of young FT undergraduates are NS-SSEC 4-7 against local benchmark of 31.8% and national benchmark of 33.2%	34%	35%	35%	NA	NA	Discontinue target due to HESA discontinuation in PT and unavailability of metric
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	Retain and improve upon POLAR 4 Q1 & 2 profile of undergraduates	No	2017-18	10.4% young FT undergraduates from POLAR4 Q1	12%	12%	13%	13%	Review and set targets	Other internal proxies for disadvantaged used: HEI, IDACI, MOSIAC social housing, Long-term outreach activity, contextual admissions and KFSF. Note our targets are based on POLAR 4 not 3.
T16a_03	Access	Other (please give details in Description column)	Other statistic - Location (please give details in the next column)	Increase full time entrants from local partner and Kent and Medway Progression Federation schools and colleges	No	2015-16	68 Partner school registrations and 57 KMPF school registrations	140	145	150	155	Review and set targets	Note that although outreach is undertaken collaboratively the entrant target is institutionally based. These targets are conditional upon a stable entry qualification rate being maintained following KS4 and KS5 reforms. Long-term outreach activity.
T16a_04	Access	Other (please give details in Description column)	Other statistic - Location (please give details in the next column)	Increase full time entrants from local partner and Kent and Medway Progression Federation schools and colleges	No	2017-18	60% of students from local partner schools and colleges are POLAR 4 Q1 & 2	61%	62%	63%	63%	Review and set targets	Long-term outreach activity.
T16a_05	Access	Other (please give details in Description column)	Other statistic - Applications (please give details in the next column)	Collaborative provision through Kent and Medway Progression Federation (KMPF)	Yes	Other (please give details in Description column)	Incorporation of monitoring and evaluation within HEI funded scheme under OFPA: new business established. 52% of students entering for A GCE exams at 40 KMPF schools apply to HE.	Discontinue	Discontinue	Discontinue	Discontinue		DfE are no longer publishing a KSS population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating such from populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN/UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. We are also assessing entrants to HE from our targeted population in T16a-03 and T16b-15.
T16a_06	Other/Multiple stages	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	Improve performance to meet national benchmark and stabilise trend in mature participation	No	2014-15	15.3% with no previous HE and from low participation neighbourhoods against national and local benchmarks of 15.2% and 12.5% respectively	16%	16%	16%	16%	Review and set targets	We will review this target in future years to include mature benchmarks on entry to Kent (and numbers specifically from Kent's Access programme). The target is conservative in light of sector trends and the decrease in mature learners but reflects the work we will do locally with mature learners in local colleges and the community.
T16a_07	Other/Multiple stages	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	FEC partnerships It is imperative that we retain positive relationships with our FE partner colleges and funding at current levels if we are to maintain our strong student progression track record	No	Other (please give details in Description column)	These figures represent the total cohort as headcount registrations. 987	Discontinue	Discontinue	Discontinue	Discontinue		2010-11 Strategic partnership - student numbers are impacted by external system change out of our control, discontinue target, replace with new target (T16a_18)
T16a_08	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Undertake a more complete analysis of patterns of non-continuation of entrants with differing profiles including the collection of robust qualitative data Maintain level of non continuation of entrants in transition year and through to end of programme Assess the impact of the introduction of targeted support and research based pilots 2014-16 Work in partnership with Kent Union to support the retention and wellbeing of students through effective linking with Advice Services Department, Jobshop and direct employment of students	No	2012-13	Achievement rates for a 2008-2012 cohort show 89% of POLAR4 Q1-Q2 students achieve their intended award (Finals) compared to 92% of POLAR4 Q4-Q5	91%	91%	Gaps reviewed	NA		This target is discontinued, it duplicates existing targets (T16a_11, T16a_13, T16a_14)
T16a_09	Other/Multiple stages	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	Implement range of measures to encourage and support care leavers to apply and enter HE. We will work with the Care Leaver Progression Partnership (CLPP) and the Kent and Medway local authorities.	Yes	2017-18	Full data within revised plan (see Ex Butler)	Implement collaborative targets	Implement new targets	Review targets within new WP strategy (2020-25)	Implement new targets	Review and set targets	CLPP collaboration and Designated Member of Staff (Care Leavers). Partnership work (with CLPP etc) is based upon a broad principle of working together towards supporting care leavers to gain access to HE and succeed once they are in HE too.
T16a_10	Other/Multiple stages	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Review the needs of current (young and mature) with regard to application to HE and support once at university in light of the Care Act 2014 and the new duty on local authorities to undertake assessments on need from April 2015	No	2017-18	Establish shared monitoring of number of local assessments	Implement targets	Implement targets	Implement targets	Implement targets	Review and set targets	Pilot Care Package in 2017-18 for entrants with LA assessments and base targets on this pilot. Student Services

Tf6a_11	Student success	Mature	Other statistic - Mature (please give details in the next column)	Address the finding that a lower proportion of mature home students completed and achieved their intended award compared to young home students	No	2014-15	80% mature, 91% young achieve intended award	Gap reduced by 2%	Gap reduced by 2%	Establish target if required	Establish target if required	Review and set targets	2008-2012 combined cohort used as baseline, increase achievement of intended award. Student Success Phase II
Tf6a_12	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Student success rates are similar between ethnic groups but attainment of good degrees varies significantly. There is an 19% point gap in good degree attainment between home white and BME students (83% of 64%) compared to national data of 20% gap (England) that needs addressing	No	2014-15	19% gap in good degree class between home white and black students	Gap reduced by 2%	Gap reduced by 2%	Gap reduced by 2%	Gap reduced by 2%	Review and set targets	2008-2012 combined cohort used as baseline. Student Success Phase II
Tf6a_13	Student success	Low participation neighbourhoods (LPN)	Other statistic - Location (please give details in the next column)	Reduce the gap in achievement between POLAR3 Q1-Q2 and Q4-Q5 groups	No	2014-15	82% of young students with WP flag achieved their intended award compared to 86% of Q4-Q5 students	Gap reduced by 1%	Gap reduced by 1%	Gap reduced by 1%	Gap reduced by 1%	Review and set targets	2012-2014 combined cohort used as baseline. Student Success Phase II
Tf6a_14	Student success	Disabled	Other statistic - Disabled (please give details in the next column)	To improve disability success rates	No	2014-15	Students with a mental health condition are less likely to achieve their intended award (77%) compared to (85%) with no disability.	Gap reduced by 2%	Gap reduced by 2%	Gap reduced by 2%	Gap reduced by 2%	Review and set targets	2012-2014 combined cohort used as baseline, small numbers resulting in fluctuations. Student Wellbeing Offer
Tf6a_15	Progression	Disabled	Other statistic - Disabled (please give details in the next column)	To improve employability options for undergraduates with disabilities	No	2014-15	12% of leavers with a disability were unemployed compared to 7% of leavers without a disability	Employability gap reduced by 1%	Establish target if required	Implement new targets	New target	Review and set targets	Focus on students with disabilities in Work Study programme
Tf6a_16	Progression	Low participation neighbourhoods (LPN)	Other statistic - Location (please give details in the next column)	To pilot a number of employability schemes targeted at students from POLAR3 Q1-2 (targeted support, work-study placements and internship opportunities)	No	2015-16	7% and 14% of employability/ career support uses set Q1 and Q2 respectively (POLAR3)	12% (Q1), 18% (Q2)	13% (Q1), 19% (Q2)	13% (Q1), 19% (Q2)	13% (Q1), 19% (Q2)	Review and set targets	Work Study programme, focus on WP students
Tf6a_17	Progression	Low participation neighbourhoods (LPN)	Other statistic - Postgraduate (please give details in the next column)	To monitor student progression into postgraduate study to ascertain impact of fee increases on student participation (2015 PG first affected intake)	No	2015-16	POLAR3 Q1 - new year PG transition 7%	7% (Q1)	8% (Q1)	8% (Q1)	9% (Q1)	Review and set targets	Continue to monitor and refine tracking methodology
Tf6a_18	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	To increase progression of entrants from local FE/Cs, in the context of a reduced A level offer, particularly supporting students with BTEC qualifications and Access	No	2016-17	44 entrants	48	50	52	54	Review and set targets	Canterbury College, East Kent College and West Kent and Ashford College outreach

Table 8b - Other targets and milestones

Table 8b - Other milestones and targets.														
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	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)	
								2018-19	2019-20	2020-21	2021-22	2022-23		
T16b_01	Access	State school	Outreach / WP activity (other - please give details in the next column)	Providing progression curriculum in Partner Schools and KMPF Schools	Yes	2013-14	50 activities and curriculum offers available to 19 partner schools	40 secondary schools to have access to 50 activities and curriculum offers	40 secondary schools to have access to 50 activities and curriculum offers	40 secondary schools to have access to 50 activities and curriculum offers	40 secondary schools to have access to 50 activities and curriculum offers	40 secondary schools to have access to 50 activities and curriculum offers	Review and set targets	Maintain and increase level of participation in each school. Long-term outreach activity.
T16b_02	Access	State school	Outreach / WP activity (other - please give details in the next column)	Providing progression curriculum in Partner Schools and KMPF Schools	No	2016-17	95% of academic departments involved in delivery Establish new outreach strand offer in 45 schools	95% of academic departments involved in delivery. Outreach strands delivered in 45 schools	95% of academic departments involved in delivery. Outreach strands delivered in 45 schools	95% of academic departments involved in delivery. Outreach strands delivered in 45 schools	95% of academic departments involved in delivery. Outreach strands delivered in 45 schools	95% of academic departments involved in delivery. Outreach strands delivered in 45 schools	Review and set targets	Implement new strands in schools and maintain level of participation across year groups in sustained delivery
T16b_03	Access	State school	Outreach / WP activity (other - please give details in the next column)	Support progression from FE to HE	No	2015-16	1700 FE participants in workshops, visits and progression activities	1700 participants	1700 participants	1700 participants	1700 participants	1700 participants	Review and set targets	FE sustained outreach offer
T16b_04	Access	State school	Operational targets	Large events (including language and science based events)	No	2015-16	12 large events held attracting 900 participants	12 events, 900 participants	12 events, 900 participants	12 events, 900 participants	12 events, 900 participants	12 events, 900 participants	Review and set targets	Maintain offer of large events in faculties
T16b_05	Access	Multiple	Outreach / WP activity (summer schools)	Summer school to be retained	No	2015-16	Two summer schools per annum	2 summer schools	2 summer schools	2 summer schools	Summer schools to be reviewed within curriculum offer	New target	Review and set targets	Summer School offer to FECs and to Partner Schools
T16b_06	Other/Multiple stages	Multiple	Outreach / WP activity (other - please give details in the next column)	Ambassadors: Offer a comprehensive student ambassador programme including voluntary, paid and credit bearing options	No	2015-16	355 paid ambassadors including 86 postgraduates. (18154 hours of paid ambassador work supporting outreach work. 523 students achieved a volunteering award including 21 gaining the platinum award. 99 students took credit bearing modules	18500 paid hours undertaken.	18500 paid hours undertaken.	18500 paid hours undertaken.	18500 paid hours undertaken.	18500 paid hours undertaken.	Review and set targets	Ambassador Scheme
T16b_07	Other/Multiple stages	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Teacher support and postgraduate scholarships: Engage with teachers and learning support staff on CPD and postgraduate learning. Deliver postgraduate scholarships for PhD students undertaking QTS at sponsor school	No	2015-16	5 PhD (QTS), 50 UG school placements with training	5 (QTS), 50 UG placements	5 (QTS), 50 UG placements	5 (QTS), 50 UG placements	5 (QTS), 50 UG placements	5 (QTS), 50 UG placements	Review and set targets	"In Class room Project" and UKAT QTS
T16b_08	Other/Multiple stages	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Sponsorship of UKAT	No	Other (please give details in Description column)	Data in Key Performance Indicators (KPIs) within School Improvement Plan (SIP) submitted to DfE. 5 University-led curriculum based projects to underpin new specialisms of Sciences and Arts and to drive up attainment. Development of 6th form curriculum. Lead community engagement at higher educational level (3 and above) in recognition of low attainment area	Targets in SIP	Targets in SIP	Targets in SIP	Targets in SIP	Targets in SIP	Review and set targets	Brompton Academy and Chatham Grammar School for Girls (UKAT)
T16b_09	Other/Multiple stages	Multiple	Mission targets	Commitment to widening participation retained in new plan.	No	2015-16	Strategic Plan	0	New strategic plan prepared	2020-25 WP strategy approved	2020-25 WP in place	2020-25 WP in place	Review and set targets	2020-25 WP strategy
T16b_10	Other/Multiple stages	Multiple	Mission targets	New Widening Participation Plan	No	2015-16	Strategic Plan	0	New WP strategic plan prepared	2020-25 WP strategy approved	2020-25 WP strategy in place	2020-25 WP strategy in place	Review and set targets	
T16b_11	Access	Mature	Lifelong learning	Family learning	No	2015-16	50 students enrolled on Access pathways	52	54	56	Curriculum reviewed	Curriculum reviewed	Review and set targets	Midway Family Learning outreach

T16b_12	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	Ensure a range of year groups participate in outreach programmes and maintain level of engagement across schools	Yes	2014-15	Yr 7-8, 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063	Yr 7-8, 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063	Yr 7-8, 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063	Yr 7-8, 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063	Yr 7-8, 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063	Review and set targets	In collaboration with Federation secondary school partners and 2 partner HEIs (Canterbury Christ Church University and University of the Creative Arts (UCA)) Maintain same rate of engagement achieved in baseline year across a range of year groups. Long-term progressive outreach activity.
T16b_13	Access	State school	Outreach / WP activity (collaborative - please give details in the next column)	KS4 destination. Increase proportion who stay on in education. Reduce the gap between KMPF schools and LA average	Yes	2015-16	KMPF 84%	86%	86%	Review target, new target set	Not target set	Review and set targets	Effect of KS5 reforms will not be seen until 2016-17 KS5 data is available in 2019-20. May need to reset then. Measure is % of KS4 entrants who stay on to any education destination in year following KS4 exam entry. Work with students from Year 7 upwards to impact aspirations and attainment. Long-term outreach activity.
T16b_14	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Help KMPF schools to improve KS4 results. % of disadvantaged students achieving at least 4 in English and Maths	Yes	2017-18	45% of students in KMPF schools achieve 4+ in English and Maths compared with 40% all school average	44%	47%	48%	49%	Review and set targets	New metric to replace old metric, SOCSSEs A*-C English and Maths is no longer reported by DfE (Spring 2018). Partner School Headteachers have advised us to use % disadvantaged achieving 4+ English and Maths and the targets were set in collaboration with them. Work with students from Year 7 upwards to impact aspirations and attainment. Long-term outreach activity.
T16b_15	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	% of outreach participants (POLAR4 Q1-Q2) entering HE at 18 or 19 years	Yes	2017-18	30% of KMPF outreach participants entered HE (VPR)	31%	32%	33%	33%	Review and set targets	Individual participant tracking (HEAT). Work with students from Year 6 upwards to impact aspirations and attainment. Long-term outreach activity.
T16b_16	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	% of outreach participants (POLAR4 Q1) exceed average attainment 8 score of school	Yes	2017-18	New target set from 2017-18 baseline	New targets set	New targets set	New targets set	New targets set	Review and set targets	HEAT participant track through DfE, data expected Spring - Summer 2018, not available at time of submission
T16b_17	Access	Other (please give details in Description column)	Other (please give details in Description column)	0	No	Other (please give details in Description column)	0	0	0	0	0		Target incorporated above

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