



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of Kent against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The University of Kent's ambition and strategy as detailed in the 2019-20 access and participation plan:

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 action 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 secondary 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 have potential. Furthermore, we have balanced this commitment to widen participation with our position as a dual intensity University, which delivers research-led high-quality teaching.

Access

Based upon the evidence we have collected and the analysis of that evidence, the University will continue to develop and offer a rich curriculum to partner secondary 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 sandwich year in industry.

We will continue our work with partner secondary schools to which we deliver in-depth aspiration and curriculum work; provide our sponsored multi-academies trust (Brompton Academy and Chatham Grammar) with further specialist support, and extend our community engagement in that Medway 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 professional employment.

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 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 BAME groups have risen year on year since 2008. We have piloted contextualised admissions for applicants to one programme, and we are planning to roll out contextualised admissions in other academic subjects. We feel that our significant and targeted outreach provision, coupled with targeted financial support, has stabilised our widening participation student population and therefore we will continue with our implementation as outlined in earlier access agreements, and our widening participation strategy.

Monitoring of our outreach programmes shows that male students are less likely to participate in outreach activity than their female peers. We will continue to address this by working with our local partner secondary schools to optimise the participation of male as well as female 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 secondary schools and colleges have the opportunities, and encouragement, to attend a range of subject tasters in under-represented areas such as English and Languages.

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 pathways.

Student Retention and Success

We have invested in analytics software to assist with identifying 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.

Degree class continues to be monitored to assess attainment gaps with specific groups of students, with overall narrowing of attainment gaps between Black and White students. Intersectional analysis also shows attainment differentials for groups of students who enter with non-A level qualifications (BAME and White) where these students are less likely to obtain an award, and are less likely to get a good honours degree. By examining the multi dimensions of disadvantage, we are now more able to target interventions 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, targeting our support accordingly.

Achievement and attainment rates are monitored closely at academic subject 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 all academic subject areas, 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.

Student Progression

We have launched a successful Work Study scheme, which we will continue to develop. The scheme is available in all academic subjects and it targets students who meet the widening participation eligibility criteria. In addition, focussed employability support work will continue with students on the autism spectrum and similar strategies for further supporting undergraduates with disabilities or particular needs will be developed and delivered by academic units and central student service teams. 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 enable them to earn money while developing 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 the two schools' part of the University of Kent Academics Trust and we will seek to match students in areas of professional interest.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Kent of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of Kent's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Improve upon NS-SEC 4-7 profile of undergraduates	2014-15	32.7% of young FT undergraduates are NS-SEC 4-7 against local benchmark of 31.8% and national benchmark of 33.2%.	34%	35%	N/A (see description / commentary)	2019-20		Expected progress
T16a_02 (Access)	Retain and improve upon POLAR 4 Q1 & 2 profile of undergraduates	2017-18	10.4% young FT undergraduates from POLAR4 Q1	12%	12%	Percentage	2019-20	10.5	No progress
T16a_03 (Access)	Increase full time entrants from local partner and Kent and Medway Progression Federation schools and colleges	2015-16	68 Partner school registrations and 57 KMPF school registrations	140	145	Headcount	2019-20	165	Expected progress
T16a_04 (Access)	Increase full time entrants from local partner and Kent and Medway Progression Federation schools and colleges	2017-18	60% of students from local partnerschools and colleges are POLAR 4 Q1 & 2	61%	62%	Percentage	2019-20	45	No progress

T16a_05 (Access)	Collaborative provision through Kent and Medway Progression Federation (KMPF)	Other (please give details in Description column)	Incorporation of monitoring and evaluation within HEI funded scheme under OFFA: new baselines established. 52% of students entering for A GCE exams at 40 KMPF schools apply to HE.	Discontinue	Discontinue	N/A (see description / commentary)	2019-20		Expected progress
T16a_06 (Other/Multiple stages)	Improve performance to meet national benchmark and stabilise trend in mature participation	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%	Percentage	2019-20	13	No progress
T16a_07 (Other/Multiple stages)	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	Other (please give details in Description column)	These figures represent the total cohort as headcount registrations. 987	Discontinue	Discontinue	N/A (see description / commentary)	2019-20		Expected progress

T16a_08 (Student success)	<p>Undertake a more complete analysis of patterns of non-continuation of entrants with differing profiles including the collection of robust qualitative data</p> <p>Maintain level of non continuation of entrants in transition year and through to end of programme</p> <p>Assess the impact of the introduction of targeted support and research based pilots 2014-16</p> <p>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</p>	2012-13	Achievement rates for a 2008-2012 cohort show 89% of POLAR3 Q1-Q2 students achieve their intended award (finish) compared to 92% of POLAR Q4-Q5)	91%	91%	Percentage	2019-20	87	No progress
T16a_09 (Other/Multiple stages)	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.	2017-18	Full data within revised plan (ex Buttle)	Implement collaborative targets	Implement new targets	N/A (see description / commentary)	2019-20		Expected progress
T16a_10 (Other/Multiple stages)	Review the needs of carers (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	2017-18	Establish shared monitoring of number of local assessments	Implement targets	Implement targets	N/A (see description / commentary)	2019-20		Expected progress
T16a_11 (Student success)	Address the finding that a lower proportion of mature home students completed and achieved their intended award compared to young home students	2014-15	80% mature, 91% young achieve intended award	Gap reduced by 2%	Gap reduced by 2%	Percentage	2019-20	0	Expected progress

T16a_12 (Student success)	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% cf 64%) compared to national data of 20% gap (England) that needs addressing	2014-15	19% gap in good degree class between home white and black students	Gap reduced by 2%	Gap reduced by 2%	Percentage	2019-20	9	Expected progress
T16a_13 (Student success)	Reduce the gap in achievement between POLARv3 Q1-Q2 and Q4-Q5 groups	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%	Percentage	2019-20	4	No progress
T16a_14 (Student success)	To improve disability success rates	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%	Percentage	2019-20	-1	Expected progress
T16a_15 (Progression)	To improve employability options for undergraduates with disabilities	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	N/A (see description / commentary)	2019-20		Expected progress
T16a_16 (Progression)	To pilot a number of employability schemes targeted at students from POLARv3 Q1-2 (targeted support, work-study placements and internship opportunities)	2015-16	7% and 14% of employability/ career support users are Q1 and Q2 respectively (POLAR3)	12% (Q1), 18% (Q2)	13% (Q1), 19% (Q2)	N/A (see description / commentary)	2019-20		Limited progress
T16a_17 (Progression)	To monitor student progression into postgraduate study to ascertain impact of fee increases on student participation (2015 PG first affected intake)	2015-16	POLAR4 Q1 - one year PG transition 7%	7% (Q1)	8% (Q1)	Percentage	2019-20	12	Expected progress

T16a_18 (Access)	To increase progression of entrants from local FECs, in the context of a reduced A level offer, particularly supporting students with BTEC qualifications and Access	2016-17	44 entrants	48	50	Headcount	2019-20	168	Expected progress
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Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Providing progression curriculum in Partner Schools and KMPF Schools	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	N/A (see description / commentary)	2019-20		Expected progress
T16b_02 (Access)	Providing progression curriculum in Partner Schools and KMPF Schools	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	N/A (see description / commentary)	2019-20		Limited progress
T16b_03 (Access)	Support progression from FE to HE	2015-16	1700 FE participants in workshops, visits and progression activities	1700 participants	1700 participants	Headcount	2019-20	556	No progress
T16b_04 (Access)	Large events (including language and science based events)	2015-16	12 large events held attracting 900 participants	12 events, 900 participants	12 events, 900 participants	N/A (see description / commentary)	2019-20		No progress
T16b_05 (Access)	Summer school to be retained	2015-16	Two summer schools per annum	2 summer schools	2 summer schools	Other	2019-20	0	No progress

T16b_06 (Other/Multiple stages)	Ambassadors: Offer a comprehensive student ambassador programme including voluntary, paid and credit bearing options	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.	Other	2019-20	12419	No progress
T16b_07 (Other/Multiple stages)	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	2015-16	5 PhD (QTS), 50 UG school placements with training	5 (QTS), 50 UG placements	5 (QTS), 50 UG placements	N/A (see description / commentary)	2019-20		Limited progress

T16b_08 (Other/Multiple stages)	Sponsorship of UKAT	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	N/A (see description / commentary)	2019-20		Expected progress
T16b_09 (Other/Multiple stages)	Commitment to widening participation retained in new plan.	2015-16	Strategic Plan	0	New strategic plan prepared	N/A (see description / commentary)	2019-20		Expected progress
T16b_10 (Other/Multiple stages)	New Widening Participation Plan	2015-16	Strategic Plan	0	New WP strategic plan prepared	N/A (see description / commentary)	2019-20		Expected progress
T16b_11 (Access)	Family learning	2015-16	50 students enrolled on Access pathways	52	54	Headcount	2019-20	67	Expected progress
T16b_12 (Access)	Ensure a range of year groups participate in outreach programmes and maintain level of engagement across schools	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	N/A (see description / commentary)	2019-20		Limited progress
T16b_13 (Access)	KS4 destination. Increase proportion who stay on in education. Reduce the gap between KMPF schools and LA average	2015-16	KMPF 84%	86%	86%	Percentage points	2019-20	91	Expected progress

T16b_14 (Access)	Help KMPF schools to improve KS4 results. % of disadvantaged students achieving at least 4 in English and Maths	2017-18	45% of students in KMPF schools achieve 4+ in English and Maths compared with 61% all school average	46%	47%	Percentage	2019-20	48	Expected progress
T16b_15 (Access)	% of outreach participants (POLAR4 Q1-Q2) entering HE at 18 or 19 years	2017-18	30% of KMPF outreach participants entered HE (YPR)	31%	32%	Percentage	2019-20	35.3	Expected progress
T16b_16 (Access)	% of outreach participants (POLAR4 Q1) exceed average attainment 8 score of school	2017-18	New target set from 2017-18 baseline	New targets set	New targets set	N/A (see description / commentary)	2019-20		Expected progress
T16b_17 (Access)	0	Other (please give details in Description column)	0	0	0	N/A (see description / commentary)	2019-20		Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£2,306,000.00	£2,519,000.00	9%
Financial Support	£5,145,000.00	£3,453,000.00	-33%

4. Action plan

Where progress was less than expected The University of Kent has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	We are currently reviewing our contextual admissions policy and considering the inclusion of BTECs going forward. We are working on advertising our contextual admissions policy more widely. Each academic division now has an outreach officer who will be looking to engage POLAR4 Q1 students at a subject level.
T16a_04	We will continue to work closely with our schools to ensure that the most disadvantaged students have access to our programme of activities, and will monitor progress against this. We will ensure that we continue to have a progressive package of activities which complement our Uni Connect offer.
T16a_06	We continue to try and engage adult learners in our outreach provision. We are continuing to expand our adult learning provision, which currently delivers access courses in Medway and Thanet. We are hoping to grow the number of students in our access programmes, which will result in a higher number of applications to Kent. We are working with partner colleges and delivering outreach activity to a number of access groups, to make students aware of progression pathways into HE. We continue to offer the Kent Mature Student Bursary (HHI related).

T16a_08	Our 2020-25 APP targets focus on the gap in retention between POLAR4 Q1 and Q5 students. We will continue to monitor this gap closely. Following an internal restructure, all academic Divisions now employ a Student Success and Attainment Manager who will focus on piloting interventions aimed at reducing this gap (as well as other gaps identified in our APP). More widely within the University, the Student Success Team continues to research and conduct impact evaluation with a view to share best practice and 'what works'.
T16a_13	Our 2020-25 APP targets focus on the gap in retention between POLAR4 Q1 and Q5 students. We will continue to monitor this gap closely. Following an internal restructure, all academic Divisions now employ a Student Success and Attainment Manager who will focus on piloting interventions aimed at reducing this gap (as well as other gaps identified in our APP). More widely within the University, the Student Success Team continues to research and conduct impact evaluation with a view to share best practice and 'what works'.
T16a_16	We will continue to offer a wide range of support to our students, and target those in POLAR4 Q1 and Q2 and/or at higher risk of disadvantage. We hope that by continuing offering a wide range of support (both live, and via email) students will be better able to engage with our support.
T16b_02	We will continue to provide schools with a comprehensive programme of activities, which allows their students to engage with outreach throughout their studies. We have increased the number of programmes which are available for online delivery, and have encouraged students to sign-up individually. We have increased the number of programmes offered outside school hours to increase engagement.
T16b_03	We have continued to expand and diversify our online offer to colleges, taking into account their students needs during this uncertain period. Our strong links with FE college staff have meant that the uptake from September 2020 has been significantly higher. We are also working with student ambassadors to re-design our interventions for college students.
T16b_04	We are creating an on-line events offer, to include larger events where we can bring together students from variety of schools. Given the current situation, it is unlikely that we will be able to run large events on campus, but we plan to provide alternative provision online.
T16b_05	We have ensured that we have an online provision for the current academic year, and will be running two summer schools (and an additional one through Uni Connect).
T16b_06	We have continued to expand our online offer, and this has provided additional work opportunities for our student ambassadors. We continue running a 6-week internship opportunity, to give our student ambassadors the opportunity to work alongside outreach staff. We continue to involve ambassadors in all the work that we do, and expect higher volumes of outreach delivery and ambassador hours once schools resume and visitors are allowed.

T16b_07	<p>We continue to work closely with academic schools to promote the Graduate Secondary Teaching Scheme to their students. This programme has the potential to be extremely beneficial to Kent and UKAT (helping to fill gaps in shortage subjects). However, this programme is extremely challenging and requires students to have an interest in undertaking a PhD and achieve QTS in equal measure. We will work on better advertising of the programme to increase the number of applicants.</p>
T16b_12	<p>KMPF partners will continue to work closely to ensure that we continue reaching target learners in KMPF Schools. The University for the Creative Arts has re-joined the partnership in the 2020/2021 academic year. Partners are committed to continue offering a wide range of outreach curriculum, which complements that on offer through the Uni Connect provision.</p>

5. Confirmation

The University of Kent confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The University of Kent has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor Karen Cox
Position	Vice-Chancellor and President

Annex A: Commentary on progress against targets

The University of Kent's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
Yes. We have continued to assess the impact on recruitment using measures from state school, low income and LPN Q1 and Q2. We have implemented a contextual admissions policy, which takes into account applicants educational achievement in the context of their school or college performance.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes. We have changed our contextual admissions policy for the 2020/21 cycle so that eligible students (including POLAR4 Q1) are given a contextual offer two grades below standard offer (previously one grade below).

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
Yes. We have continued to provide a progressive package of activities to our Partner and KMPF schools (selected given high numbers of POLAR4 Q1 and Q2 students, as well as high percentage of students on FSM and low attainment at KS4 and KS5 when compared with national average). According to our latest HEAT Track, 63% of HE Ready participants in 18/19 were from POLAR4 Q1 and Q2. We continue to offer a Stipend Award to students from our Partner and KMPF Schools, and a Partner Scholarship for those from Partner Schools.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Yes. We have changed our contextual admissions policy, as per comment against target TA16_02.

Target reference number: T16a_06
How have you met the commitments in your plan related to this target?
Yes. The University runs two adult Access to HE courses, in Medway and Thanet. The latter is a new strand, as per our commitment in the APP. We continue to support community-based and family learning programmes in partnership with the University of Kent Academies Trust (Kent sponsored MAT). We continue to engage with local FE Colleges, and offer a range of interventions aimed at supporting adult learners with their application and progression to HE.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have created a webpage dedicated to mature students, with curated information that can help mature learners find out information about UG study as well as link to Kent's Access to HE courses. We have also created online short courses targeted at mature students available online to encourage progression into Access Programmes and UG study.

Target reference number: T16a_08

How have you met the commitments in your plan related to this target?

Yes. We have continued to monitor completion rates for POLAR Q1 and Q2 students. The work-study programme targets these for support and guidance and future employability. Our stipend ambassador scheme supports students throughout their academic degree with the hope of increasing retention. Academic Divisions have piloted interventions aimed at increasing completion rates of disadvantaged students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have introduced progress profiles, which provide academic advisors with a more holistic view of their advisees performance. The reports also include a flag for academic advisors to identify students at potential disadvantage. In addition, it gives students a clearer view of how they are progressing in their degree. Initial findings suggest that these help guide discussions between advisors and advisees. Further evaluation is needed to understand the impact on retention rates and good degree attainment.

Target reference number: T16a_13

How have you met the commitments in your plan related to this target?

Yes. We continue to monitor closely the differences in completion between students with a WP Flag and those in Q4-Q5. The work-study programme targets these for support and guidance and future employability. Our stipend ambassador scheme supports students throughout their academic degree with the hope of increasing retention. Academic Divisions have piloted interventions aimed at increasing completion rates of disadvantaged students.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As per target TA16_08 above, we have introduced progress profiles, which we believe enable discussions between students and academic staff which positively impact their retention. Further evaluation is needed to understand the impact on retention rates and good degree attainment.

Target reference number: T16a_16

How have you met the commitments in your plan related to this target?

Yes. We have continued to offer employability support and placements across the university to Widening Participation students. Support is targetted at students who meet disadvantage indicators (including POLAR4 Q1 and Q2).

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Yes. A high percentage of our Q1 and Q2 students are commuters, and they are a harder to reach group. In addition, Covid-19 has added to the difficulties in engaging; we have seen an increase in engagement from the student body in general, but a decrease from Q1 and Q2. To mitigate this, we are targeting this group in the following ways:

- We have developed a number of sessions to be delivered in an on-line environment, and also started offering online and telephone individualised support as well as support via email.
- We launched a series of talks and panels (made up of WP alumni) covering topics such as BAME jobhunting experiences, and talking about disability to employers, in order to share the lived experience of particular groups.
- We are working with a range of external organisations to support the engagement of students with particular characteristics (who often make up Q1 and Q2), such as Freshfields (the Stephen Lawrence Scholarship), EDI Careers and MyPlus to offer work experience and mentoring opportunities.

Uptake was lower than expected during the lockdown (starting March 2020) with many students reporting lack of access to technology and/or a space to be able to engage with online support. This was more significant with POLAR4 Q1 and Q2 students; one of the biggest barriers to engagement is technological poverty in this group. Often, students do not have a quiet/uninterrupted space where they can access events/appointments or discuss confidential matters in privacy. We have seen an increase in uptake of email-based activities– these are more easily accessed and interacted with on a mobile device or tablet.

Target reference number: T16b_02

How have you met the commitments in your plan related to this target?

Yes. We offer our partner and KMPF schools a sustained and progressive package of activities ranging from Year 7 to Year 13. We have started implementing our strands project, which aims to engage targetted outreach learners in a progressive package of activities, ensuring that they have at least 3 interactions during their educational journey including a campus visit.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Yes. During the first lockdown, we created an online provision to keep learners engaged. We continued offering outreach provision to schools both through live and asynchronous delivery. We also tried to reach students individually, by allowing them to book activities individually. There was very low uptake of activities. The pandemic has had a substantial impact in our outreach delivery. Our schools have reported very low engagement from students, particularly during the first lockdown, which has resulted in a lower number of students participating in outreach activities. Most of our work is undertaken via schools, and it has been very difficult to engage with schools during this

period. It should also be noted that internet connection is very poor in most rural areas in Kent, and this has affected a large porportion of our partner and KMPF Schools.

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

Yes. We continue to offer a progressive package of activities to our FE Colleges.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Yes. During the first lockdown, we created an online provision to keep learners engaged. Colleges reported a very difficult transition in the first lockdown, with very low engagement from their students. Most of our delivery is facilitated by college tutors, and in many cases this was not possible because the tutors themselves were not able to reach their students. We made sessions available for individual sign-up but take-up was very low.

Target reference number: T16b_04

How have you met the commitments in your plan related to this target?

No. Due to the pandemic, we were not able to run the large events. Our large events take place on campus and bring together a high number of students from schools across the county. We were not able to re-create most of these in an on-line environment.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We re-created one of our large events as an on-line offer, reaching 595 participants.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?

No. We were not able to run any summer schools due to lockdown.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No. We were unable to run any summer schools due to lockdown.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

Yes. We have continued to offer opportunities for our student ambassadors. 282 paid ambassadors including 70 academic school ambassadors. 12,419 hours of paid ambassador work supporting outreach work. 63 students achieved a volunteering award, logging 8,014 of volunteering hours. 59 students took credit bearing modules in computing, politics, languages, social sciences.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Yes. Given the pandemic, there were fewer opportunities for student ambassador engagement than expected. To ensure the continuity of our ambassador scheme, we tried to provide alternative employment opportunities for our student ambassadors. We developed an internship programme so that students could work closely with members of staff, and help develop online programmes. This internship programme has been successful and has continued running this academic year.

Target reference number: T16b_07

How have you met the commitments in your plan related to this target?

Yes. We continue to offer students the possibility to complete their PhD whilst working towards QTS at UKAT. We have continued to offer credit bearing modules with placements in secondary schools.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No.

Target reference number: T16b_12

How have you met the commitments in your plan related to this target?

The University for the Creative Arts temporarily withdrew from the Kent and Medway Progression Federation in the 2019/20 academic year. This had a significant impact on our figures which also reflect KMPF schools' reduced engagement in outreach activities during lockdown. KMPF continues to support schools and colleges and partners offer a range of sustained outreach interventions delivered in a blended format in response to school needs. KMPF is implementing the Learner Progression Framework, and partners have collaborated closely to ensure that target learners continue to have access to balanced provision from across the partnership.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The University of Kent and Canterbury Christ Church University have offered a range of online curriculum that KMPF school learners could access either individually or through their school. This curriculum complements the curriculum on offer through Uni Connect.

Annex B: Optional commentary on targets

The University of Kent's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Discontinue - please see comments in column P
T16a_02	Our target in the 2020-2025 APP relates to closing the gap between POLAR4 Q1 and Q5 applicants, and have seen an improvement in the latest cycle.
T16a_03	
T16a_04	
T16a_05	Discontinue - please see comments in column P
T16a_06	There has been a drop in the number of mature students applying to HE nationally, and this is reflected in the lower than expected number of mature students at Kent. Latest figures suggest that this changing, with increased numbers of mature students applying to HE nationally in the latest cycle. We expect that this coupled with our continued work in this area will be reflected in a higher number of mature students in future.
T16a_07	Discontinue - please see comments in column P
T16a_08	87% V 90%, GAP AT 3%
T16a_09	Collaborative targets agreed and set as part of the 2020-2025 APP.
T16a_10	Collaborative targets agreed and set as part of the 2020-2025 APP.
T16a_11	
T16a_12	
T16a_13	
T16a_14	
T16a_15	Discontinue target due to ceasing of DHLE and implementation of Graduate Outcomes Survey. HESA's guidance warns against comparisons between DHLE and Graduate Outcomes survey. This target was based on DHLE data no longer available.
T16a_16	9.4% (Q1), 15% (Q2)
T16a_17	
T16a_18	Our partner FE Colleges have changed names over the last couple of years due to mergers. Current list: West Kent College, the EKC Group of Colleges and Mid Kent College.
T16b_01	46 secondary schools and 9,356 participants

T16b_02	95% of academic departments involved in delivery. Outreach strands delivered in 34 schools with 3,867 participants
T16b_03	
T16b_04	Cannot populate target field - 2 large events and 595 participants
T16b_05	
T16b_06	
T16b_07	1 (QTS) and 59 UG Placements
T16b_08	Targets in School Improvement Plan (SIP)
T16b_09	2020-25 WP strategy approved as per APP
T16b_10	2020-25 WP strategy approved as per APP
T16b_11	
T16b_12	Yr7-8 4007, Yr9 1089, Yr10 647, Yr11 533, Yr12-13 2317
T16b_13	
T16b_14	As per column Q, a new metric was introduced to replace the now discontinued 5GCSEs A*-C English and Math.
T16b_15	
T16b_16	Data not available from HEAT for proposed metric in the target. The alternative measure provided by HEAT is the difference in attainment 8 scores of disadvantaged outreach participants compared to average school attainment. +1.8 difference in attainment 8 scores of disadvantaged KMPF outreach participants compared to average school attainment
T16b_17	To be removed - added in error