

University of Kent

Access Agreement 2018-19

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 Tracking 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 Tracking (HEAT) network has allowed for collaborative monitoring and evaluation approaches to outreach between 69 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). There are four main strands of the initiative, each of which will be reported directly to HEFCE and included in each partner institutions' Access Agreement. 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 Access Agreement.

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 academy, Brompton Academy, 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 OFFA guidance.

The Access Agreement 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 2017/18 tuition fees for all its full-time undergraduate programmes of study and a maximum of £6,935 for part time programmes based on 2017/18 tuition fees. The University's Partner Colleges will charge fees as follows: East Kent College, £6,000 p.a; and West Kent and Ashford College will decide their fees in 2017 so they wish to retain the option of charging up to a maximum of £6,165 p.a¹. The Medway School of Pharmacy will charge £9,250 p.a. based on 2017/18 tuition fees for the undergraduate MPharm degree programme. We propose to charge £1,350 based on 2017/18 tuition fees for years abroad and sandwich years. All fees for all programmes will be subject to annual inflationary increases where permitted.

For 2018-19 the University is forecasting that it will have 13,566 home students and a fee income of £39.6m². The University committed to a large increase in funding for the development and piloting of targeted student success measures during 2014-16, and the most successful are being mainstreamed through phase II, a further five year initiative which begins in 2017-18. 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 2018-19 the University is forecasting to spend a total of £11.2m 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 £5,000 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 POLAR3 (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 currently exploring the roll out of 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

¹ Subject to change in Government Policy

² Full and part time home students and home fee income above the basic fee 2017 figures.

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.

Secondly, the University's generous bursary scheme, targeted via the use of POLAR indicators, resulted in the following profile of recipients in 2015-16: 57% with prior qualification other than A levels³, 77% hit at least one of four deprivation⁴ indicators; 38% BME compared with 36% BME overall intake and 13% 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 benchmarks for access to the institution. However, our plans intend to address the following significant issues during the next five years:

- 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.
- Improve our performance in the recruitment of students from NS-SEC 4-7 (or other disadvantage measures such as low income).
- 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 2015 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 POLAR3 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 new NCOP schools, our local authorities (Kent and Medway) and

³ Including BTEC and Access to HE

⁴ IMD, EST, IDACI from Index of Multiple Deprivation and POLAR3

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 in addition to newly identified NCOP schools. We remain committed to the active implementation of the Learner Progression Framework, to 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, an area 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 Academy's 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.
- The increase in funding in the resource plan will allow the University to offset the loss of the HEFCE Student Opportunity Allocation and continue outreach work at a sustained level.

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, the University initiated in 2014-15 a two year developmental programme to provide further analysis of the qualitative issues in students' learning and achievement and provide a range of targeted action research projects to address variations in performance. The projects, which will be fully benchmarked and monitored by 2016-17 will inform a second five year phase initiative to reduce gaps in performance levels. More specifically it should be noted that any specific disability-related spend within this Agreement has been estimated pre-Guidance (March 2016) 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

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

programme) and this analysis highlights lower achievement rates for our POLAR3 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.

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). 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 by initial student participation in the pilot phase. The scheme will continue to grow and will be available in all academic schools and will target 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 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 we will seek to match students in areas of professional interest.

The University is piloting an innovative tripartite scheme between the University, Brompton Academy and a private teacher training provider that combines a QTS school-based qualification with a part time PhD 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 POLARv3 Q2 and Q5 students (88% to 94% respectively).
- 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 £42,875 who also meet other widening participation criteria. In addition, the University will also grow its Partner School and College Scholarship 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 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 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 (POLARv3) can be found on the HEFCE website and social housing data can be accessed on the University of Kent site⁷.

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 DSA⁸ with an income up to £42,875 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

⁶ Based on current Government policy.

⁷ 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.

⁸ DSA is currently under review. Therefore eligibility criteria will be re-assessed once the new assessment framework for the DSA replacement is known.

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 will be baselined and piloted in the first year so that we can 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.

To date our financial support has been informed by a cohort evaluation examining the retention and attainment outcomes of students who have received financial support at the University. Our analysis has extended to assessing the impact of support in combination with other factors such as student characteristics and background, prior attainment and other interventions they may have participated in. We have been able to compare the outcomes of these students with their peers who are not in receipt of support (with similar characteristics) and have found evidence of higher retention rates of students in receipt of financial support. Further work is planned to test the impact of support on reducing attainment gaps with our student success bursary. This approach is very similar to that proposed by OFFA and Sheffield Hallam University "Understanding the Impact of Institutional Financial Support". We are also considering the use of surveys and focus groups to help us gather nuanced data to support our quantitative analysis.

Targets and milestones

We provide additional information and context for the detail contained in tables 7a & b.

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 HEFCE 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.
- 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, NS-SEC 4-7, 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
- Model data on local school and 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:

- As the main sponsor of Brompton Academy in Gillingham which opened in 2010, we have the responsibility, through governance and support, to ensure the success of the school community. In 2017 we are in the process of building upon the current academy trust to develop a new multi academy trust (MAT), the University of Kent Academies Trust (UKAT) which will sponsor further schools in the Medway area.

Milestones:

Timescales and micro-monitoring are contained within the 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 tables 7a and b), 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 OFFA 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, the University is committed to supporting the Academy 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 Academy's 1200 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. As mentioned above the University is in the process of developing a new MAT which will increase the number of students that the University is working with in a direct capacity.

The University is also a co-sponsor of Longfield Academy which is run by the Leigh Trust. The University

participates in the governing body and offers a range of outreach through its partner school programme.

Monitoring and evaluation arrangements

As required under the OFFA 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 tables 7a and b and more broadly in our case study submissions to OFFA and HEFCE. 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 69 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 is also set to provide consistent data sets 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 compliments 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 is also set to provide consistent data sets for the majority of NCOP projects.

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, e.g. trends in % UCAS application and % accepted applicant rates for outreach participants. 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 (UCAS and 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).

Equality and diversity

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.

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. Documentation will provide detailed information of how to calculate eligibility for all bursaries and scholarships and a web-based 'ready-reckoner' to determine the financial aid package available.

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.

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.

Kent access agreement 2018-19 – final 050717