

University of Kent
Widening Participation Strategy
2015-2020

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University of Kent

Widening Participation Strategy

2015-2020

The University has been successful in its strategy to widen participation. The University has performed well and consistently through its partnership-based provision. It has contributed locally and nationally to development and implementation, with regard to directly broadening individuals' engagement with higher education, embedding collaborative working at a time when central government funding for this important activity ceased and taking a leading role in collaborative arrangements for measuring impact at a national level. This strategy will build on this success in all of these three areas by a further strengthening of partnership-based working across sectors, comprising capacity building for outreach delivery and by extending the framework and technical underpinning for evaluation of widening participation, which will incorporate equality and diversity measures. It will also address the one strategic area that was identified but underperformed during 2009-15, and that is the European and international dimension of widening participation engagement. Finally, it will also build upon the dual successes of the student ambassador scheme and its sponsorship of an Academy to develop a new graduate scheme to improve the capacity for subject specialism in secondary schools' curriculum whilst providing new pathways for PhD students.

1. Strategic Aims and Objectives

Aims

The strategic aims of the University remain constant. The University will:

- Serve participation aims through bold innovation and with tenacity.
- Undertake partnership work with integrity and transparency.
- Work to ensure that there is diversity within our student body and diversity of engagement across the region and nationally.
- Ensure that EU and international learning experiences are created and are accessible to all students.
- Contribute towards societal, economic, cultural and educational sustainability via individual and collective engagement within Kent and Medway.
- Undertake sustainable growth in student numbers, with a greater proportion of students as defined by widening participation criteria engaged in undergraduate and postgraduate programmes.
- Offer a range of opportunities for teachers, support staff and families from our Partner Schools and colleges.
- Provide professional development opportunities for local workers.
- Consider the needs of older learners.
- Develop sustainable learning provision and progression with partners and collaborators.

Objectives

The objectives that we will give particular focus to over the next five years are as follows:

- The development and maintenance of successful partnerships with schools, FE colleges, voluntary sector and HEIs on an individual and collaborative basis.
- To continue to make a significant contribution to progression curricula for Kent and Medway learners.
- The continued development and refinement of impact measures and evaluation at student, institutional and national levels.
- Undertake and utilise qualitative and quantitative research to inform and enhance the student experience at Kent.
- To create a sustainable European and international dimension to the University's widening participation activities and development.
- Invest in innovative postgraduate programmes to support subject specialist pre-HE teaching.
- Create innovative and effective flexible pathways into first degrees where participation from particular cohorts remains low.
- To continue to ensure student engagement and investment in the wider community.

Widening participation policy and practice

There have been significant changes to the context in which widening participation policies have been formulated, debated and actualised since the preparation of the last Widening Participation Strategy in 2009. However, although these changes have impacted upon implementation in a myriad of ways they have not impacted upon the University's fundamental direction of travel. The University's widening participation strategy has always sought to ensure that individuals who might be less likely to engage in the idea of higher education, begin to do so through access to outreach provision. And where this engagement results in the individual wishing to study at Kent, then appropriate opportunities and processes are put in place to improve the chances of admission to their programme of choice. Outreach, focussed upon both the raising of aspiration and attainment, has been targeted at younger participants through formal relationships with secondary schools and FE colleges and at the very young and adult learners through community and primary school provision. Longitudinal tracking of individuals engaged in Kent's outreach over the last decade has proven that this approach is very successful in raising progression to HE with evidence demonstrating a 10% points positive difference in participation from lowest participation areas. Those responsible for recruitment within the University will now be able to adopt similar proven targeting methodologies in their activities to ensure that recruitment is better targeted and more effective in generating interest from a diverse range of applicants.

Priorities

The University's widening participation strategic aims and objectives are underpinned by the following policy priorities. The University will:

- Develop and maintain formal arrangements with a range of non-selective partner schools and FE colleges within Kent and Medway, in which the majority of outreach opportunities are delivered.
- Ensure that outreach continues to be innovative and is delivered across the University, with engagement at central, faculty and school levels by both staff and students.

- Develop community pathways into the University's Access Programme and/or HE provision.
- Develop the effective use of data for proactive targeting, developed initially through regional outreach, for use by recruitment teams nationally to ensure that Kent retains and grows a diverse entrant intake.
- Create new flexible pathways at first degree level where participation remains low.
- Promote outreach to the University's student body to ensure their engagement in the well-developed Student Ambassador scheme and in turn impact on their own success.
- Develop innovative internship programmes for widening participation students whilst on programme to promote their engagement with a broader experiential base.
- Develop a graduate programme in partnership with the University's sponsored school, Brompton Academy, to promote subject specialism and improve pre-HE curriculum capacity in non-selective schools whilst also enhancing postgraduate opportunities for Kent graduates.
- Develop and improve evaluation and monitoring data for project-based, annual and longitudinal tracking of learner engagement and impact measures for outreach and the student life cycle(s) including student retention and attainment.
- Continue to lead and develop HEAT (Higher Education Access Tracker) nationally.
- Continue to provide support and lobby for collaborative solutions to engagement and participation in higher education, which on a local basis provides on-going strategic and operational support for the Kent and Medway Progression Federation (KMPF) and the Care Leavers Progression Partnership (CLPP).
- Ensure there is an effective European and international dimension to the University's widening participation agenda.

In addition to these priorities the University also provides an annual Access Agreement to the Office of Fair Access (OFFA) and an annual monitoring return to OFFA and the Higher Education Funding Council for England (HEFCE). These documents provide detailed information on numerically based targets that should be read in conjunction with the Strategy.

2. International, national, regional and local partnership-engagement

The University's partnership-based work in widening participation has significantly and positively impacted upon the University's reputation at a local, regional and national level. Although reputation is difficult to quantify other measures have been taken, for example, Kent's work with partner schools has been calculated as having economic impact on the region whilst its widening participation data analysis has resulted in significant national funding. It is envisioned that the current strategy will build further to secure this reputation whilst also diversifying towards developing effective European and international work in this policy area which over the last twenty years has become integral to the University's institutional strategic aims.

As part of the University's sponsorship of Brompton Academy summer school opportunities for students have been offered at Medway, Canterbury and latterly Athens. The success of the Athens trip and the cultural impact upon students has led to a future commitment to engage Brompton students in summer schools at the

University's other European sites and to explore more generally how Kent as 'the European University' can impact upon the aspirations and attainment of students from widening participation backgrounds. Equally, the Academy has started to forge partnership links with a school in Jiangsu China that already offers opportunities for its students and staff for exchanges with America and Britain. The University will work with the Academy to explore how these links can be utilised for both pre-entry students and the University's student ambassadors. In addition the University will also create an international widening participation stipend (International Ambassador Stipend). Each recipient of the stipend will be involved in developing and delivering a new international aspect of the University's outreach programme to partner schools and colleges, to the mutual benefit of the student and Kent's outreach community.

2.1 The Higher Education Access Tracker (HEAT)

The Higher Education Access Tracker (HEAT) operates at a national, regional and local level. HEAT is a collaborative widening participation targeting, monitoring and evaluation service for Higher Education Institutions (HEIs). HEAT has been developed over the last decade, building originally upon Aimhigher South East longitudinal tracking of widening participation students. HEAT was initially established to ensure consistency of evidence across the South East HEIs. The model, based upon subscription, which is fully sustainable has now been built upon with extensive investment from HEFCE to ensure that all HEIs have the technical capability to access the HEAT service; that analytical capacity for the longitudinal tracking of widening participation is established across England, and that a consistent evidence base is created nationally, across the entire student life cycle with a particular emphasis on widening participation and equality and diversity measures.

HEAT has 20 'original' members and it is expected that at least 80 HEIs will engage in tracking by 2018. The University through effective collaboration has created a national step-change in the sector's capacity to measure the impact of widening participation outreach and will also be able to make a core contribution to the understanding and evaluation of equality and diversity issues.

The strategic and operational business plan of HEAT can be accessed at <https://www.highereducationaccesstracker.org.uk/login.aspx>.

2.2 The Kent and Medway Progression Federation (KMPF)

The University has long understood the value of collaborating with universities and other interested partners in working to widen participation, recognising that sharing certain resources, expertise and successful practice offers mutual benefits to all stakeholders. It is one of the founder members of the Kent and Medway Progression Federation that was established after the cessation of government funding for the collaborative Aimhigher programme, which in Kent and Medway has become a highly effective collaboration for widening participation with local non-selective secondary schools and FE colleges, enabling the University to extend significantly its partnership with local schools and to broaden its objectives through the development of challenging collaborative targets.

The KMPF is primarily focussed upon the local underpinning of collaborative outreach to widen participation. However, the quality and substance of its work has resulted in

the Federation representing the interests of its constituent members through having a strong national reputation and an effective national voice at a multitude of key strategic fora and boards in the fields of widening participation, care leaver participation, the third sector and trauma and recovery, often as a founding member. Such fora include the National Network for the Education of Care Leavers (NNECL) and the National Education Opportunities Network (NEON). KMPF has held an advisory role for ButtleUK and IntoUniversity; the Bridge Group and Teach First and has given research evidence to the Joseph Rowntree Foundation. As a member of the Federation the University of Kent is able to access further funds for outreach work, most recently accessing monies from HEFCE to pilot an e-mentoring scheme designed to reach students at school in the more rural and isolated areas of Kent, to be delivered through the Brightside Trust using trained University student volunteers.

The KMPF represents one of a handful of partnerships that continued as a successful collaborative operation beyond Aimhigher and its success attests to the shared commitment and effectiveness of partnership-based widening participation within the County.

The KMPF has its own strategic and operational aims that are designed to amplify and complement those of the University's (see <http://kmpf.org>).

2.3 The Care Leaver Progression Partnership (CLPP)

The care leaver progression partnership (CLPP) is primarily focussed upon local and regional collaboration although it has also contributed significantly to national development and debate in this area.

The University had been an early adopter of the Frank Buttle Mark for care leavers and during the transition of this scheme the University has played a key partnership role, both locally and nationally, in trying to improve care leavers' progression to higher education. The University is a founder member of the CLPP. The number of young people in care within Kent and Medway is extremely high, in numbers that are disproportionate to the numbers of young people in care elsewhere in England. Despite these high numbers very few 'local' care leavers progress into the University or the HE sector as a whole. Indeed, the majority of care leavers entering the University come from outside of the County.

Therefore the University's partnership activities have focussed upon trying to improve links between institutions and agencies working with young people in care, through CLPP, to facilitate higher progression rates. The University will continue to commit to outreach and strategic development in this area. To improve engagement of young people in care and care leavers will require a complex and sustained series of interventions and investments undertaken by a myriad of committed individuals and organisations over a long time. The full range of partners and strategic aims can be accessed at <http://careleaverpp.org>.

3. Evaluation and Monitoring

The extensive and systematic use of monitoring and evaluation has been integral to the success and impact of the University's widening participation strategy and its implementation over the last two decades. The University's widening participation development has always been centred upon a partnership-based philosophy underpinned by a strategic project-focussed methodology. Each require a clarity of

primary purpose and effective mechanisms for measuring impact if they are to succeed, particularly when the longer term primary purpose and impacts of widening participation will take generations of data to accurately assess how far societal and cultural change has journeyed.

As outlined in the University's last Strategy, the University has long been involved in regional and national-level evaluation work. This has been built upon, as outlined above in the HEAT section. During the next five years the University will continue to build upon its role as one of the national leaders in widening participation evaluation by ensuring that the HEAT service is embedded across the HE sector in England. Within this timeframe, exploration of data services to HE within the further education sector will be explored, alongside third sector and partnership-based equality and diversity participation data sets in addition to the formation of comprehensive student lifecycle tracking that incorporate postgraduate and employment transition.

In addition to the quantitative methods outlined above the University will continue to invest in qualitative research to complement monitoring and evaluation for its outreach and student success.

4. Outreach

Over the last decade the University has built a sustained and effective progression curriculum which is taught to and experienced by at least ten thousand students a year, whilst the University works intensively with at least one thousand pre-HE students every year. Creation, design, delivery and improvement of the University's offer is a complex undertaking which is diffuse within the University comprising contributions from staff and students in academic schools, at faculty level and by teaching and outreach-dedicated staff in the Partnership Development Office.

A key plank of the University's success has been the significant development of its Student Ambassador Scheme over the last decade. Although the scheme is not new within the University it will continue to change and diversify over the next five years. Currently there are 370 undergraduate and postgraduate trained ambassadors who are engaged in outreach activity. Although it is not planned for the number of ambassadors to grow it is expected that each ambassador will increase their involvement in the scheme, on a paid, Stipend, voluntary or credit-based capacity, thereby increasing the positive impact of the ambassador scheme on student's own success as well as supporting the progression of others into HE.

As part of the University's commitment to European and international experience it is expected that the University will work over the next five years to more closely incorporate some aspects of its European work into the Student Ambassador Scheme and to finance at least one undergraduate place at the University for an international student each year (International Ambassador Stipend) with a widening participation background. The extension of the Stipend programme to an international student is in recognition of the value that each ambassador student contributes to the outreach programme but that currently this contribution lacks an immediate sense of 'global citizenship' from a widening participation perspective that is vital in building social and cultural capital within an equality and diversity context.

4.1 Partner and KMPF Schools

The University has formal relationships with 44 non-selective secondary schools in the Kent and Medway area, either through a direct Partner School Agreement or via a school's membership of KMPF. The University's offer, of a range of progression

curricula (including aspiration and subject-based attainment content), student ambassador activity and partnership events, to all schools is comprehensive and inclusive of school years 7-14. The variation in the two relationships is financial support for students as schools that sign up to be Partner Schools are eligible for up to two scholarships a year to study at the University of Kent (currently £1000 PA) and students can compete for 40 Ambassador Stipends (currently £1000 PA) which are in addition to any other financial support the student receives.

4.2 FE Colleges

The University has formal relationships with 4 local FE colleges, three through a formal memorandum of agreement which focuses on the delivery of franchised and validated HE programmes and one via the college's membership of KMPF. Students from the first three colleges are eligible for Partner Scholarships with one scholarship per college ring-fenced for Access students. Ambassador Stipends are available to students from all four colleges.

Significant numbers of students from these colleges progress to the University each year, either to campus based programmes or to the decreasing number of franchised programmes in the colleges themselves. Students in the colleges are more likely to live locally, to come from disadvantaged backgrounds and to be studying on BTEC and Access programmes. Many who are capable of achieving at high levels progress onto other local universities rather than Kent.

The University offers the colleges a range of progression activities including talks, visits and the annual FE residential which provides students with an opportunity to spend twenty four hours on campus. The University will expand this offer and target three cohorts of students – those studying for AS and A levels, BTEC students in appropriate subjects including science, business, computing and sport and Access students. The focus for AS and A level students will be activities to support their academic achievement e.g. small group support from PhD ambassadors, research and library activities on campus and subject specific advice and guidance. For BTEC and Access students the focus of activities will be on building academic skills such as writing, research and analysis. The support will extend to provide those planning to come to Kent with targeted support to help them make a successful transition through admission, enrolment and induction.

The University's relationship with its three Partner Colleges is underpinned by its franchised and validated HE provision. In recent years this has been significantly affected by changes in government funding but still provides the bedrock for other partnership activities and initiatives. The University will maintain this provision at its current level, renewing and redeveloping programmes as appropriate and developing new areas of provision where mutually beneficial.

4.3 Academy sponsorship

The University set out its vision for a new Academy in Medway in 2008 which was taken forward in partnership with the Principal and senior members of the predecessor school. In 2013 Brompton Academy moved into its newly built premises and for the last two years it has been the most oversubscribed secondary school in the County.

The vision set out the following:

The Academy and the University will benefit by having the same-shared values at its core. From this shared core other opportunities will be accessed and managed. The organisations will address educational participation, in its broadest sense, and will work towards establishing engaging life long learning opportunities within their immediate communities.

The Medway Academy's learning community will have the following at the core:

- Accessibility and friendliness underpinned by community engagement, staff exchange and student ambassadors working between the Academy, University and other close partners. This will also include associate lecturer opportunities for staff and 'scientist in residence' programmes for postgraduate students.
- Academic rigour that underpins a broad range of learning experiences and approaches.
- Science and art specialisms which provides all students and the learning community with the experience of excellence in these subjects.
- Clear participation and progression routes through 14-19 and beyond, including higher education and work.
- Partnership working to provide a wide range of opportunities to students.
- European dimension for staff and students – Language and culture 'local is international'.
- 'Students as researchers' – Research skills that underpin the Academy students' role within their community.
- Subject updating for staff.

The particular focus of the University's sponsorship of the Academy during the next five years will be upon:

- Ensuring that a sustainable and high quality 6th form provision is developed and maintained.
- Developing and piloting a dual PhD and teaching qualification route for Kent undergraduates in 'core' subjects.
- Contributing towards community-based academic provision.
- Supporting the transition of students into the Academy from underperforming primary schools.
- Greater engagement in the cultural, artistic and scientific communities by students and staff.

4.4 Community outreach and the Access to Higher Education and Certificate Programmes

The emphasis of much of the University's community outreach work has had to undergo significant change due to substantial government and local authority cuts in the level of services and organisations that exist to support individuals and families with young children or caring responsibilities. The University in more recent years has focussed its efforts on the Medway area, with Brompton Academy acting as a hub for potential progression to the University's Access Programme. In the next five years the University will continue to develop its Access provision and a range of innovative routes into the provision in Medway. It will also continue to, where it is possible, work with the very young and primary aged children with their families as part of the University's family learning offer. The University will also develop its innovative internship programme for current students to support local social enterprises within a virtuous circle.

The University's QAA Access to HE Diploma Programme is an effective pathway for students wishing to engage and progress to Humanities and Social Science based programmes. It is the intention of the University to develop a Science strand, although developing a critical mass in this subject area has so far proved elusive. A significant percentage of students completing the Access Programme go on to be accepted by higher education.

Drawing upon the success of the Access Programme for mature students and the emerging analysis of factors contributing to student success for cohorts with protected characteristics the University will, over the next five years, further explore and if appropriate develop new flexible certificate-level modular programmes in Humanities and Social Sciences and foundation programmes in the Sciences to improve the transition into higher level learning for target students and/or students who wish to enter higher education on a more flexible basis. As similar to the Access Programme, the new programmes will provide excellence in teaching as standard to its participants, to ensure as far as possible that those students succeed in their chosen subject area. Equally, further analysis of particular curriculum progression routes into Kent will be undertaken to ensure the smooth transition into degree level work (for example BTEC). This provision will specifically help address and reduce the significant difference in non-completion rates between mature and young undergraduates, and other emerging target groups, whilst retaining the positive degree outcomes for both groups when retained by the University.

5. Student success and retention: Research-based development and teaching

The University's strategic approach to teaching and learning, equality and diversity and student wellbeing can be accessed within the key strategies that focus upon each of these areas. These can be accessed at the relevant links contained below (see section 10).

The particular focus for this Strategy in relation to student success and retention is upon embedding the measures which are, and will be, based upon findings of both academic and action research which began in 2014 and will report its first phase findings in 2016. The research and measures are based upon analysis of the entire student cohort, historic and current, and identify areas where there is a significant difference in retention or degree performance. At the time of writing particular areas of focus are upon widening participation profile, economic and social factors, ethnicity, age, gender and disability. The outcomes of the research will inform practice across the institution to address student success differentials and promote student equality.

In addition to this overarching evidence-based approach early analysis of existing provision revealed a good level of success for undergraduate students with particular disabilities but less so for others and where less formal support existed. Therefore in 2014 resource was allocated to support a new post based in Wellbeing to offer specific support to students leaving care and to students with mental health issues. This area of work will be under close review over the next five years to ensure that students with disabilities or mental health issues and care leavers are given adequate and appropriate support to succeed in their studies.

- **Student engagement in outreach within the context of study at Kent**

In addition to the measures above and the ongoing commitment to research in this area it is also important to note the significant impact that student engagement in outreach has had on students' own studies and progression. Therefore, although the University originally embarked upon the development of a significant student ambassador scheme for the primary purpose of outreach and the benefit of pre-HE students, it was soon realised that the students involved in such activity gleaned their own rewards, both with regard to their engagement in their studies and on transition from the University into further study or employment. Within this context the current Strategy will focus upon further cohering subject-based and ambassador-learning within 'the Kent student experience' whilst also broadening the parameters of some ambassador roles to undertake not only outreach within local and international partnerships but also to support the effective transition for widening participation students choosing to come to study at Kent.

6. Student transition from the University

The University's strategic approach to student transition can be accessed within the key strategies that focus upon each of these areas. These can be accessed at the relevant links contained below (see section 10).

6.1 Employability: Internships, year in industry and year abroad schemes

The University has started to develop a number of innovative internships aimed at students from a widening participation background, working with a number of local social enterprises and national names such as the Turner Contemporary. This strand is a welcome addition to already established schemes that focus, for example, upon students with autism and a work-study scheme for widening participation students. These targeted schemes operate and will continue to grow, whilst at the same time the University will work to ensure that the more traditional internships, year in industry and year abroad schemes that the University utilises will become more fully accessible to all students. The offer and take up rate of these high value schemes will be closely monitored at academic school level and review on progress will be evaluated centrally on an annual basis.

6.2 Postgraduate study

As outlined within the outreach section a significant number of postgraduates support outreach provision across the County and this will continue. To build upon this success and to address subject-specific capacity within the University's sponsored school, Brompton Academy, a joint provision will be created in partnership with staff at Brompton for PhD students. It is intended that over a minimum of 5 years each candidate will be able to study towards qualified teacher status whilst working towards their PhD. PhDs in all subject areas will be considered for the combined programme although priority for consideration will be given to those students wishing to pursue their doctorates in national curriculum subjects.

7. Admissions policy and procedures

The policies and principles through which the University assesses applications and offers places are designed to be fair, transparent and based upon procedures that are applied consistently across the University. The University operates a centralised Admissions function for prospective students to help facilitate the effective

implementation of the Admissions policy and to help ensure that all applicants have fair access to the University.

The University is continually monitoring and developing its procedures to ensure that all applicants receive fair consideration. The University has a Recruitment Board, and a number of faculty-level Recruitment and Outreach Committees that report to the Board, that approves and monitors its Admissions policy and procedures at all levels within the University.

The University wishes to admit student who have the capacity to benefit from study at degree level and the capacity to complete their courses in the time and with the teaching and other support that the University can reasonably be expected to make available.

The policy and information on processing can be accessed at

<https://www.kent.ac.uk/applicants/information/policies/admissions.html>

8. Financial support: Scholarships and Stipends

Scholarships and Stipends continue to form an important element of the University's approach to widening participation. In contrast to some national reports that argued that the effectiveness of financial support to increase participation was not proven, Kent's own research indicated the positive impact of funding on student success along with some positive correlations between application profile and targeted scholarships (although it is too early to assess a trend). This is an area that we are closely monitoring and keeping under annual review. The University's year on year financial offer can be found within the relevant Access Agreement and our findings are reported in our Monitoring return.

In addition to targeted financial support for home students the University will invest in a new International Ambassador Stipend for eligible widening participation students who wish to study a first degree at Kent. As outlined above, the extension of the Stipend award to an international student is in recognition of the value that each ambassador student contributes to the outreach programme but that currently this contribution lacks an immediate sense of 'global citizenship' from a widening participation perspective that is vital in building social and cultural capital within an equality and diversity context.

9. Governance and organisation

The University's Widening Participation Strategy is presented to the University's Recruitment Board for approval. The Strategy is then presented to both Senate and Council.

The University prepares on an annual basis an Access Agreement for the Office of Fair Access (OFFA) and a monitoring return to OFFA and the Higher Education Funding Council for England (HEFCE). The Agreement is prepared and agreed in Spring term whilst the monitoring is completed during Winter term.

The drafts of all three documents are prepared by the Head of the Partnership Development Office (PDO). Contributions to the OFFA documentation are made by the Senior Deputy Vice-Chancellor, members of the Partnership Development Office including HEAT, and members of the Finance Office, Information, Recruitment and Admissions Office, Student Planning, UELT and the Student Union.

The Access Agreement is agreed by a Steering Group, chaired by the Senior Deputy Vice-Chancellor, with members from PDO, HEAT, Finance Office, Enrolment Management Services, Student Planning and the Student Union. In addition there is an OFFA steering group for the Equality and Diversity aspects of student success that is also chaired by the Senior Deputy Vice-Chancellor. A sub-group, responsible for project implementation, is chaired by the Dean of Social Sciences and reports to the OFFA E&D steering group. The former group also includes membership from Student Services and UELT whilst the latter has senior membership from academic schools. Data arising from the student success projects are reported to both the Management Forum and the Equality and Diversity operations group on a regular basis.

The responsibility for the central delivery of the University's outreach provision sits within the Partnership Development Office and at faculty level through the Deans and each faculty's subject specialist. Each academic school also has a responsibility, and a budget, for offering outreach in line with the University's widening participation strategy.

10. Resources and supporting documentation

10.1 Access Agreement 2015 and monitoring return 2014

<http://www.offa.org.uk/access-agreements/searchresult/?prn=10007150>

10.2 Admissions policy and procedures

<https://www.kent.ac.uk/applicants/information/policies/admissions.html>

10.3 Institutional Plan 2015

Link to new plan to be added once approved

10.4 Learning and Teaching Strategy 2012-15

<https://www.kent.ac.uk/uelt/strategies/ltestrategy201215.pdf>

10.5 Student Disability policy

www.kent.ac.uk/student-support/documentation/DisabilityPolicy.docx

10.6 The Equality, Diversity and Inclusivity (EDI) Report for staff and students

<http://www.kent.ac.uk/student-services/equality/>

10.7 Student Union

www.kentunion.co.uk

10.8 The Higher Education Access Tracker (HEAT)

<https://www.highereducationaccesstracker.org.uk/login.aspx>

10.9 The Kent and Medway Progression Federation

<http://kmpf.org>

10.10 The Care Leaver Progression Partnership (CLPP)

<http://careleaverpp.org>

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