Access Agreement 2017/18

Submitted April 2016

City University London

Access Agreement 2017/18

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CITY UNIVERSITY LONDON ACCESS AGREEMENT 2017/18

Section 1: Introduction

1.1   This is City University London's Access Agreement for 2017/18. It details the University's ongoing commitment to fair and equitable access and support for students. City is entering a sustained period of change and growth as we join the University of London and implement our next Strategy, taking us from 2016 to 2026. As we do so, we will retain the commitment that was part of our founding mission and remains a fundamental purpose: to transform the lives of our students and contribute to global social good.

1.2   The 2017/18 Access Agreement sets the tuition fee arrangements for new entrants from September 2017 and outlines our planned direction for the next five years. It addresses how we will continue to promote positive access to Higher Education.

1.3   Our Access Agreement is set out in response to changes to the fair access landscape. It identifies particular areas of success to build on and areas where improvement is required. We remain committed to widening participation. A dedicated, improved commitment to the ongoing success and progression of our students emerges as a crucial area. The Access Agreement provides further detail on how we will embed targeted access, student success and progression across the University. We will develop a new framework to guide this work, including evaluation and evidence-based decision-making. We will consider the impacts and challenges of activity across the student lifecycle to ensure support is meaningful and effective. Our commitments are supported by measures to demonstrate impact in a cohesive way.

1.4   This Access Agreement builds in an element of flexibility as we adapt to coming changes, particularly relating to NHS-related courses and the Student Opportunity allocation. This extends to the implementation of the Teaching Excellence Framework and proposals laid out in the recent Government Green Paper.[1]

Section 2: Tuition Fee Charges from September 2017

2.1   Background

2.1.1   When setting our fee levels City University London remains committed to maintaining our diverse student body as a source of strength. According to 2014/15 HESA data, 56% of City's students are from Black, Asian and Minority Ethnic groups. Five per cent have declared themselves disabled. We are proud of our students and are committed to supporting their success, as they in turn drive the success of our University. In the following section we outline our tuition fee levels for 2017/18, before addressing what we will do to meet the needs of our students.

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[1] *Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice*, Department for Business, Innovation and Skills, November 2015.

2.2   Tuition fee levels for new entrants in 2017/18

2.2.1   For 2017/18 the University is proposing to charge £9,250 for all full-time courses for 2017/18 entrants, assuming it meets the expectations of the Teaching Excellence Framework. This is for full-time students only as City does not currently offer fee-regulated part-time undergraduate courses. City will continue to apply an inflationary uplift as permitted by Government in subsequent years and will make this clear to students from the outset. The inflationary uplift will apply to continuing students who entered in 2016/17, in line with City's Terms and Conditions.

2.2.2   For students continuing their studies who entered before 2016/17, City will retain the fee that was agreed at the point of entering the University (£9,000 per year).

2.2.3   Students on sandwich/placement years will be charged a maximum 20% of the full fee (£1,800) for this year for all courses.

2.2.4   Students on Year/Study Abroad and Erasmus schemes will be charged a maximum 15% of the full fee (£1,350) for the year that they study abroad.

2.2.5   Students on City's franchised provision with City and Islington College will be charged £9,000 in 2017/18.

2.2.6   Students on City's franchised provision with Westminster Kingsway College will be charged £8,000 in 2017/18.

2.3   Real terms inflationary increases from 2017/18

2.3.1   Students will be informed prior to registration that the fee levels for new entrants in 2017/18 will apply for the duration of their programme and will be subject to the annual inflationary increases permitted in accordance with Government regulations. This would also include any permitted maximum fee uplift associated with outcomes from the proposed Teaching Excellence Framework.

Section 3: Commitments and Expenditure on Access, Student Success and Progression

3.1   Assessment of City's access, student success and progression record

3.1.1   We will focus on student success (retention, progression through study and completion) while maintaining our sustained programme of outreach activities. We assess ourselves as having a medium-to-high proportion of students from disadvantaged backgrounds or groups under-represented in Higher Education. Evidence for this assessment was provided in previous years' Access Agreements. Table 1 reprises the methodology used in previous Access Agreements to allow comparison. Analysis of City's performance over five years is provided in Appendix A.

3.1.2   City performs well in its recruitment of students from state schools and NS-SEC categories 4-7. Recruitment of students from areas of low participation needs

improvement, although the numbers involved mean a fluctuation in headcount has a disproportionate impact on overall percentage. Work in this area is a challenge due to the low number of Quintile 1 and 2 areas in London. We are seeking to establish the feasibility of other proxies for disadvantage.[2] We will work with the Higher Education Access Tracker service (Section 4.6) and the Continuum research project (Section 4.2) to look at the data here.

Table 1: Summary of performance against HESA Performance Indicators for 2013/14 and 2014/15

	City performance %	HESA benchmark %	HESA location-adjusted benchmark %
2014/15 entrants			
Young full-time first degree entrants from state schools	90.5	91.2	88.8
Young full-time first degree entrants from Low Participation Neighbourhoods	3.4	11.3	4.2
Young full-time first degree entrants from National Statistics Socio-Economic Classification (NS-SEC) groups 4-7	46.0	34.9	37.9
2013/14 young full-time first degree entrants no longer in Higher Education following year of entry	9.0	6.1	-
2013/14 young full-time first degree entrants no longer in Higher Education following year of entry: young entrants from Low Participation Neighbourhoods	2.0	6.8	-
2013/14 entrants			
Young full-time first degree entrants from state schools	92.3	91.1	89.0
Young full-time first degree entrants from Low Participation Neighbourhoods	3.2	11.0	4.4
Young full-time first degree entrants from National Statistics Socio-Economic Classification (NS-SEC) groups 4-7	46.2	34.5	37.7
2012/13 young full-time first degree entrants no longer in Higher Education following year of entry	10.3	6.0	-
2012/13 young full-time first degree entrants no longer in Higher Education following year of entry: young entrants from Low Participation Neighbourhoods	14.7	7.1	-

3.2 Responding to changes in the fair access landscape

3.2.1 The Prime Minister has announced social mobility goals to:

- Double the proportion of young people from disadvantaged backgrounds entering Higher Education by 2020, from 2009 levels
- Increase by 20 per cent the number of students from black and minority ethnic communities studying in Higher Education by 2020, from 2014 levels.

3.2.2 The analysis provided in Appendix A details how City has contributed to increased progression to university by students from disadvantaged backgrounds. We have

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[2] See City's *Access Agreement 2016/17*, Sections 3.1 and 3.2.

developed a tool in the student records system that provides a snapshot at any one time of current undergraduate students who meet commonly used widening participation criteria.[3] At the beginning of the current academic year (2015/16), 45% of City's undergraduate population met one or more criteria. The most frequent indicator was first in family to enter HE, followed by NS-SEC 4-7. 21% of our undergraduate students had no family history of university. 10% of our students had no family history <u>and</u> were from the lowest socioeconomic backgrounds. Further detail on City's performance in access, success and progression of students from disadvantaged backgrounds is provided in the sections below.

3.3   An evidence-based approach to access

3.3.1   The Government has identified white working class British men as a group particularly less likely to progress to university. BIS has asked the sector to develop work to improve the access, success and progression of these students.

3.3.2   We have identified that white working class British men comprised 1.4% of our undergraduate population in 2014/15 (using NS-SEC 4-7 to define 'working class'). While this appears low, City has a high proportion of BME students from disadvantaged backgrounds, particularly from local London boroughs. The proportion of first year students identified as white working class British men was 1.7%. Of the whole first year cohort successfully progressing from Year 1 to Year 2, this group represented 1.7% of the progressing population. Of all students receiving an Upper 2.1 or First class degree, these students represented 1.5% of the cohort. Although this group represents a small proportion of our student body, the retention and attainment of these students is consistent. It is clear that we need to improve access for white British male students from lower socio-economic backgrounds. We outline how we will develop measures to address this in Section 4.2.

3.3.3   Further details on how we will target students with individual needs or groups particularly under-represented at City are detailed in Section 4. Detail on support provided to students with specific learning difficulties and mental health needs is provided in Section 7.

3.4   An evidence-based approach to success

3.4.1   Through internal analysis we have established that students from the lowest HE participation quintiles do not have an appreciably different retention rate than those from areas of high progression. On the whole, students with widening participation attributes are not more likely to withdraw than the institutional average. For example, students from POLAR3 Quintiles 1 and 2 do not have a significantly lower progression rate than those from areas with higher rates of participation. The

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[3] The criteria include: first in family to progress to Higher Education, NS-SEC 4-7, LPN Quintile 1, identification as disabled, care leaver and/or mature student.

challenge at City is to improve retention for all, with work to help all, disaggregated by students from widening participation backgrounds or targeted to certain students based on the specific needs at programme level.

3.4.2   At present we know that in 2013/14 BME students' overall progression from Year 1 to Year 2 was not statistically different to the overall undergraduate population. This remained the case in 2014/15. At a more granular level, students from Black African and Black Caribbean backgrounds have retention rates lower than the average and there is variance across programmes. The Progression Improvement Programme detailed in Sections 4.4 and 5.1 will seek to address this type of variation.

3.4.3   As per the data included in Appendix A, there is still further work to be done in the recruitment of mature learners. We are doing specific research to establish the extent to which our bursary provision has influenced application, enrolment and retention rates for relevant students and how this can be tailored further in the future (see Section 6). We will develop measures to address this issue throughout 2016/17. We will also be considering in detail the potential impact of the changes to funding for Nursing, Midwifery and allied Health professions courses from 2017/18.

3.5   Maintaining support for students on NHS courses

3.5.1   The School of Health Sciences has a relatively high proportion of students from under-represented backgrounds and with protected characteristics. In 2014/15, 9.3% of the SHS undergraduate population identified as disabled compared to the institutional average of 5.2%. 63.7% of the undergraduate population in SHS was classed as mature compared to a cohort average of 35.9%. 85% of the School's undergraduate students were female. Of all students from care backgrounds, just over 30% studied in the School of Health Sciences in 2014/15.

3.5.2   We will ensure that the Access Agreement provides a basis to maintain that equality of access and opportunity for our students in light of the changes. This will directly inform our access, success and progression work.

3.5.3   Our Access Agreement acknowledges the anticipated need to safeguard the recruitment and retention of students from disadvantaged or non-traditional backgrounds who may be impacted by the move to loans. The Retention and Success Manager, who coordinates the Access Agreement, will work with colleagues in SHS to identify existing activity that may be expanded, or develop new support to ensure we continue to meet our responsibilities to these students. It will be crucial to support all students who may be disproportionately affected by the changes.

3.6   Institutional commitments

3.6.1   City amended its commitments in the 2016/17 Access Agreement. This was to ensure that we would make meaningful progress in students accessing our courses,

successfully developing throughout their study and achieving the best possible outcomes. Some existing measures were retained, but with revised targets. New goals were added to provide a fuller means of illustrating City's dedication to our students. Commitments were amended based on latest data in order to make them more challenging. We have retained these commitments for 2017/18 to allow us the chance to establish progress before they may be changed further.[4]

3.6.2   We have established a new commitment relating to student success, establishing a Performance Indicator to bring our retention rate in line with or better than our location-adjusted benchmark. As outlined above, student success is a priority for all students at City. The PI reflects this and forms a key commitment in the next institutional Strategy. We will disaggregate this PI according to measures of disadvantage. We will focus on individual students or groups of students who need help when developing activity outlined in the remainder of this Access Agreement.

3.7   City's commitment to student progression

3.7.1   City has established a commitment relating to Destination of Leavers from Higher Education outcomes data and HESA Table E1. In 2013/14 City achieved 91.7% for this Performance Indicator, compared to 90.5% in 2012/13 and 87.6% in 2011/12. Unemployment for our population has gone down from 9.5% last year to 8.3% in the current cohort. We remain below the UK EPI of 93.2% by a gap of 1.5%. We have, however, narrowed the gap over recent years, from 3.2% in 2011/12. We provide a target relating to Progression in Section 5.5.

3.8   Access Agreement funding levels

3.8.1   In 2016/17 we increased the percentage proportion of higher fee income dedicated to Access Agreement provision from 20% to 21.5%. This aligns with our institutional profile. We would seek to maintain this level until we have established the impact of this change and any further needs that we require a higher level of funding to address. We will split the funding across the areas of Access, Success, Progression and Financial Support as outlined in Table 2 below.

Table 2: Summary of Access Agreement allocated expenditure (% higher fee income)

Institutional spend - as a proportion of fee income above the basic fee (total students) %	AY 2016/17	AY 2017/18	AY 2018/19	AY 2019/20	AY 2020/21
Financial support	8.0	8.0	8.0	8.0	8.0
Access	5.8	5.8	5.8	5.8	5.8
Student success	5.0	5.0	5.0	5.0	5.0
Progression	2.7	2.7	2.7	2.7	2.7
Total spend	**21.5**	**21.5**	**21.5**	**21.5**	**21.5**

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[4] City University London, Access Agreement 2016/17, Sections 3.2 and 3.4.

3.8.2   This is in keeping with OFFA's guidance, and directs resource according to the areas of priority outlined above. Although the percentage amount will remain the same, funding in real terms will increase. This is due to the changes to students studying Nursing, Midwifery and allied Health courses. With these students taking up tuition fee loans, they will now form a part of our Access Agreement population.

3.8.3   As outlined in Section 6, we are currently evaluating our financial support and any impact it has on access and success. Once we have the outcomes of this analysis, and following due consultation with our students, we may redirect an element of funding currently used for bursaries to further invest in success and progression measures. At time of writing this Access Agreement we are awaiting results of research and will take this decision in the coming months.

3.9   Development of student success and progression measures

3.9.1   Details of how we will direct resource to student success and progression measures are provided in Section 5. A key focus of new provision will be to demonstrate impacts and address the challenges identified above. We will develop evaluative work, including contributing to the sector's understanding of effective practice, the impact of long-term outreach and increased collaborative activity (see Sections 4.3, 4.6, 5.1 and 6.1). We do this so that we can do better by our students, particularly in the areas of student success (support, retention, completion) and progression (employability, outcomes).

3.9.2   Finally, we note BIS and HEFCE's intention to re-distribute the Student Opportunity allocation within the teaching grant, which may include reductions to individual HEIs or across certain regions. SOA is intended to be used to support widening access and provide additional support for students from non-traditional backgrounds. In order to plan for this, we will identify areas of critical importance funded by SO. We will build in a portion of Access Agreement resource to absorb any possible reductions in strategically vital areas.

Section 4: Programme of Access Measures

4.1   Access measures: taking a strategy-led approach

4.1.1   Widening Participation Outreach at City University London has a strong reputation. We focus on equipping young people with the information, advice and guidance they need to make effective, realistic and confident decisions about their future. Our full lifecycle approach supports students from an early stage in developing skills, knowledge and information they need to access university, progress through their course and on to future employment or further study. This includes widening access to City and across the sector. Our key features include:

- Early intervention, starting with primary school students
- Focus on raising attainment, aspirations and skills for success in HE
- Careers guidance for individual students and integrated in all core activities
- Intensive support for Care Leavers from sixth form/college through pre-application, application, admission and enrolment.

4.1.2 City's activity is broadly split into four areas:

i. General widening participation activities – including one-off university visits, career/HE progression workshops, student ambassador presentations and parents' evenings (5,000 participants each year).
ii. Specialist and intensive widening participation interactions – subject-specific Taster Weeks, Masterclasses, one-to-one careers guidance interviews, primary school spotlight days, Rising Stars partnership, and support for young people from care backgrounds (1,200 participants each year).
iii. Longer term projects – including tutoring, mentoring, Snapshot sixth form scheme (500 participants each year).
iv. Collaborative activities with organisations that share our aims for widening participation and work with the same groups (1,000 participants each year).

4.2 Targeting areas and regions with low participation rates

4.2.1 In 2016/17 City will undertake a comprehensive review of our approach to widening participation. This will include:

- Reviewing how we target schools, colleges, young people and mature learners both nationally and locally for our activities and support.
- Assessing the needs of the WP cohort, the desired outcomes and ensuring our activities achieve these outcomes at each stage of the student lifecycle.
- For students who progress on to City courses providing seamless support from pre-entry through the application process, on to the course and success throughout the programme and beyond.
- Developing a WP framework for use across City on all activities, run both centrally and within academic Schools.

4.2.2 This framework will govern development of widening participation provision and enable more effective integration with academic Schools. We will make clear what our overarching WP mission is, our ethos and values, what we do and why, and how each activity delivers these objectives. The Access Agreement will have a key formative role. The framework will provide a foundation to develop innovations in practice and to deliver the objectives outlined in guidance from Ministers and OFFA.

4.2.3 The review will consider City's approach to targeting schools/colleges and individual students eligible for our outreach programmes. This will incorporate youth

participation data provided by HEFCE (POLAR 3, attainment gaps), multiple indicators of disadvantage, and data on our current student cohort across individual programmes. We will then be able to target our most intensive, ongoing support at those most in need and at risk of not progressing.

4.2.4 In the interim, while we conduct the review, the criteria we currently use to establish which individual students are eligible for our outreach programmes and to target schools/colleges will remain as they were in previous Access Agreements.[5] We will continue to target participants who are the least likely to progress on to Higher Education or most a risk of not achieving their potential. This will include white working class males. Work will be undertaken over the coming year to identify these groups examining multiple indicators of disadvantage, progression into Higher Education of young people nationally, in the local area and on City courses.

4.2.5 As part of our access mission, we recruit a high number of students from local boroughs of London as well as from across the larger region. As a result we have a high number of commuter students. Students who live in the parental home and who attended local schools/colleges also often belong to groups under-represented in Higher Education or are from disadvantaged backgrounds. We are proud of our diverse student body, the positive impacts this has on our campus and in turn how we can provide an opportunity for our students to progress in the best way possible for them. However, an attendant challenge in terms of recruitment of students from areas of low participation is that few postcodes in our locality are classed as the lowest participation quintiles.

4.2.6 We have outlined work to address this and set targets that take this into account in previous Access Agreements.[6] We are also taking steps to look at particular 'cold spots' in specific areas of London. We will be seeking to join with the Continuum research projects *Reaching East* and *Reaching London* to map the type and frequency of outreach activity in areas of low participation across London, in particular areas of low participation to the east and the far west. The research will examine this activity for patterns which may contribute to rates of participation in a local area, including the use of HESA and POLAR datasets. The project seeks to establish potential connections between rates of participation, outreach, and destination of young learners. It will conduct a gap analysis to identify cold spots where outreach activities are not provided and a subsequent needs analysis to identify where outreach work could potentially be of benefit. We feel that it is imperative to understand the patterns of outreach activity, and provide a greater understanding of how this may (or may not) affect patterns of participation.

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[5] City University London, Access Agreement 2014/15, Section 6.1 and Access Agreement 2016/17, Section 4.2.
[6] City University London, Access Agreement 2016/17 – target T16a_04.

4.2.7   Support for care leavers is now well established at City since we were awarded the Buttle UK Quality Mark in 2013/14.[7] We will build on this with a distinct role to expand provision and coordinate extended support for other vulnerable groups who are identified at greatest risk of disengaging and not continuing on their course.

4.2.8   City will expand its work with mature learners. We aim to develop our relationships with Further Education Colleges across London by delivering a package of support for mature learners that complements activity already provided by colleges. This will include one-to-one guidance, career development and application workshops/drop-in sessions and places on Masterclasses.

4.3   Enhancing long-term outreach

4.3.1   We believe that outreach activity is most effective when it is long-term and sustained. Equally, we believe the role of widening participation is to raise aspirations and improve social mobility through increasing access to Higher Education as a whole. This is one of the civic responsibilities of a modern university.

4.3.2   City will build on the success of our intensive and long-term outreach programmes. In 2017/18 City will provide a cohesive package of year-on-year activities and interventions to a core number of local targeted schools and colleges.

4.3.3   For primary school students this will fall under the Rising Stars Partnership (see 2016/17 Access Agreement for more information). For secondary schools and sixth form/colleges a core package will combine our current Snapshot and Unimentoring schemes. This will bring together key activities into a clear learning journey for target students. This will enable teachers and their students to build up a programme over the course of their school career, allowing students to develop the knowledge and skills they need to successfully progress. As part of this programme there will be opportunities to reflect on what has been learnt at each stage, and to identify next steps in the learning journey.

4.3.4   As well as this, we will continue our intensive work with our partner academy school, City of London Academy Islington. Detail of this partnership and work with the school is included in previous Access Agreements.[8] Further collaborative practice is provided below in Section 4.6.

4.4   Evaluation and demonstrating impact

4.4.1   Work is underway to develop an evaluation framework that we can apply across our Widening Participation Outreach activities. This will allow for both qualitative and quantitative evaluation to take place, to measure progress and success against specific learning outcomes of each programme/intervention. We will combine this

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[7] http://www.city.ac.uk/study/undergraduate/why-choose-city/student-support/care-leavers
[8] City University London, Access Agreement 2016/17, Section 4.1.

with the use of HEAT to track students through our WP activities and into their post-16/-18 lives. By doing this we will be able to gain a clear picture of those activities having the greatest impact on participants and where we need to make changes.

4.4.2   We are currently developing our evaluation of activity in line with OFFA guidance. In previous Access Agreements we provided detail of initial findings of monitoring and evaluating outcomes from previous years' Taster Week programmes.[9] We are developing this more effectively, to draw clearer, more robust links between an activity's intended successes and the impact it may have on learners. Only then will we know we are spending money in the right way, on what works effectively.

4.4.3   At present, we have been evaluating our primary and secondary school Maths Tutoring Programme. Liaising with teachers in partner schools we established the attainment of pupils compared to expectations of them as individuals at the start of the programme and the expectations of the broader cohort. This has included surveying of teacher expectations and predictions before and after the intervention, along with basic statistical analysis.

4.4.4   The majority of pupils moved up at least one sub-level over the months the Tutoring Programme took place, with most pupils meeting the targets established by teachers. A number of the participant school rankings within the borough improved. One primary school went from the bottom to upper-middle, with another being top in the borough. Teachers at these schools have attributed these increases directly to a critical mass of tutors working with the same pupils intensively over a long period of time. 93% of participants improved overall, 70% achieving the target and 27% exceeding the target teachers forecast at the start of the year. We are seeking a suitable group to compare this to in order to draw more definitive conclusions.

4.4.5   We believe that a further benefit of this will be to grow the evidence base and we will share findings and methodologies with the sector. We are looking at the feasibility of arranging City academics with statistics and social sciences backgrounds to do evaluation of our activity, before commissioning this externally if required.

4.4.6   We will develop a Progression Improvement Programme to deliver sustained work to improve student success, retention and completion. As part of this will be a data and evaluation role to coordinate and analyse data relating to students' engagement and success across the lifecycle. An important part of this will be to develop a way to evaluate our access programmes using qualitative and quantitative means.

4.5   Improve provision around flexible study

4.5.1   We agree that offering alternative forms of study, and flexible study modes, may help to support different groups of learners to access our courses. The City Law

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[9] City University London, Access Agreement 2015/16, Section 4.4 and 2013/14 Annual Monitoring submission.

School is developing a degree apprenticeship as an alternative model for HE study. This may appeal to different learners, and will be designed to provide a way of meeting employers' needs when having employees study at degree level is beneficial. It will help businesses to grow and become more productive. It may provide an alternative route to degree qualification for students in non-traditional circumstances, for example students who need to work or who did not progress to university after leaving school/college. We will consider ways to enable under-represented and disadvantaged students to make the most of this opportunity and this will form part of the programme evaluation.

4.6   Collaborative working across the sector

4.6.1   City became a member of the Higher Education Access Tracker service in 2014/15. This was in order to facilitate the targeting, tracking and monitoring of students who engage in our activities. We are currently establishing the initial round of benefits in terms of collaborative working and gathering evidence of impact over the long-term.

4.6.2   City will continue its membership of AccessHE and NEON. Being part of AccessHE enables City to both develop strong collaborative relationships with other HEIs in London and participate in joint activities with shared goals. In 2017/18 we will continue to take part in action forums across a range of outreach areas including working with BME learners and disabled students. We will also contribute to the Impact London initiative to evaluate our outreach work. We anticipate engaging in a range of these activities as they link to City's specific priorities.

4.6.3   We will continue membership of the National Networks for Collaborative Outreach currently funded by HEFCE. City is a member of HE in London, which was set up and is supported by the three London Networks for Collaborative Outreach: AccessHE, Linking London and Aimhigher London South.

4.6.4   As well as this, we will direct resources to an array of other collaborative partners in our outreach provision, as detailed in previous Access Agreements.[10] Similarly, we will continue to engage with high profile employers in the delivery of Taster Weeks and Masterclasses. Providing employers' perspectives allows participants to see the long-term impact and gain from attending university, and what they can do while studying to improve their employability.

4.7   Contextual admissions

4.7.1   Our approach to contextual admissions will continue through 2015/16 and 2016/17 as outlined in previous Access Agreements.[11] This will inform our approach as we enter the 2017/18 application cycle.

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[10] City University London, Access Agreement 2016/17, Section 4.5.
[11] Ibid., Section 7.1.

Section 5: Student Success and Progression Measures

5.1   Enhanced student success and progression work

5.1.1   Our approach to improving our students' success (including retention, continuation and completion) and progression (including outcomes and employability) is holistic and driven by an overarching, inclusive institutional strategy. This is expressed in the following diagram:

Satisfaction
- Effective student communications
- Mapping the student journey
- Enabled by students being supported to progress and develop employability

Progression
- Data and understanding of progression levels and improvements
- Supported by motivated students focussed on developing careers
- Enabled through Learning Analytics, Peer Assisted Learning and other projects

Employability
- Industrial Placements and other work experience
- Embedding employability in the curriculum
- Careers Registration (Learning Gain)
- Employability Award

5.1.2   As noted, we will work to help our students succeed in their studies and progress in the best way possible as a clear priority. We are directing a significant Access Agreement resource to these crucial areas. This section details what we will do to meet these challenges. This is embedded in our Education and Student Strategy, for which the Access Agreement is a key means of reaching our goals (Section 9.1).

5.1.3   As a matter of priority within the Strategy and Access Agreement we are developing a Progression Improvement Programme to drive work in this area. We will provide a data analysis and evaluation post to establish which groups of students or individual students are withdrawing and why. We will establish what current provision is most effective and can be rolled out more widely across the University, and what new activity will most enable students to succeed.

5.1.4   Outcomes from this work will include new activity and the provision of a toolkit for both staff and students to support progression, completion and improved outcomes for students. Once a student has identified an area that they would like particular support in this team would provide the infrastructure to deliver activity or signpost existing provision to staff and students. This could include academic support, peer

assisted learning, volunteering, mentoring or employability opportunities. The team will also work with Schools to develop activities to better address the needs of students specific to their course.

5.2   Student support and development

5.2.1   The Student Development team's focus helps to ensure that students are supported throughout their journey from pre-entry to progression and future success. Sometimes that support comes through information, as with our pre-induction course. Sometimes it is provided by peers, sometimes by those outside of the University in the wider community and from industry. The team is well positioned within the University to provide support that complements a student's journey. Activity the team leads as part of this Access Agreement is intended to help students to leave as complete graduates, equipped with the right skills, contacts, experience and knowledge for their next step.

5.2.2   We will continue to develop our CityBuddies and Professional Mentoring schemes as outlined in previous Access Agreements, with students with widening participation characteristics identified and prioritised at point of application.[12] CityBuddies has proven to be a successful initiative. We are at an early stage of monitoring the data. However, an analysis of the 2014/15 programme showed that the progression rate from Year 1 to Year 2 of students who participated was 4.3% higher than the overall cohort. This equates to 32 students more than we would expect if the scheme had no impact. As an initial parsing of the data, this appears to be positive. However, we will measure the data over a number of years to identify if this is a regular pattern and identify a meaningful group to compare this to. To establish impact of the Professional Mentoring scheme we will work to link up Destinations of Leavers from Higher Education outcomes with students who have participated in the programme. We will establish what impact the scheme has on employment rates and on the number of students who are in graduate-level jobs compared to their peers.

5.3   Taking an evidence-based approach to strategic planning

5.3.1   In 2016 City is piloting the use of Careers Registration, a tool for measuring the career readiness of students as they progress through the student journey.[13] The analysis of this data by WP factors to ascertain any differences will inform the development of future strategy.

5.3.2   City's Careers Service will conduct a longitudinal destinations survey to find out how long it takes City graduates who had negative DLHE outcomes at six months post-graduation to access the professional labour market. We will seek to establish why it

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[12] Ibid., Section 5.1.
[13] This will form part of the HEFCE learning gain pilots detailed here http://www.hefce.ac.uk/lt/lg/projects/

takes some students a longer period of time to achieve these outcomes. This learning will help inform how to better support students at risk of less successful outcomes to achieve professional-level employment within a shorter timeframe. It will help us to better understand the extent to which widening participation and equality and diversity characteristics have (or do not have) an impact on outcomes.

5.4   Delivering progression work across the student lifecycle

5.4.1   The approach to progression detailed below will follow the student lifecycle. Over time we will develop a metric to express impact at each of these stages. An overall commitment follows in Section 5.5.

Improved careers information, advice and guidance for applicants

5.4.2   This is a collaborative partnership between the City University Careers Service and the Widening Participation Outreach team. The goal will be to develop the quality and quantity of careers information, advice and guidance available for students at the applicant stage. It will help prospective students make more informed choices about their degree pathway. Better provision of support at this early stage will help prospective students to choose a course which meets their career goals. We believe that students who have this longer-term career focus are more likely to persevere in completing their degree course, supporting retention.

5.4.3   Potential metric: The number of WP students accessing pre-entry careers guidance. This can be combined with longer-term analysis of students who access this support compared to those who don't and their retention and onward success.

Curriculum Development

5.4.4   We have successfully implemented an employability module within the Law LLB degree programme.[14] We plan to extend this and embed employability across the curriculum of other Schools, notably the Cass Business School undergraduate courses, MEng degrees within the School of Maths, Computer Science and Engineering and undergraduate courses within the School of Arts and Social Sciences. Embedding careers education within the curriculum will help students who are less likely to proactively engage with optional employability initiatives.

5.4.5   Potential metric: Careers registration data (analysis of differences between students with WP characteristics and the overall population).

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[14] See City University London, Access Agreement 2016/17, Section 5.4.

Engagement with employers

5.4.6 Obtaining professional experience remains a key factor in progressing into professional-level employment/further study. The *High Fliers 2016* survey revealed that "[n]early half of employers stated that it was either 'not very likely' or 'not at all likely' that a graduate who'd had no previous work experience at all with any employers would be successful during their selection process and be made a job offer, irrespective of their academic achievements or the university they had attended".[15] City will provide more opportunities for students to engage in work placements via expansion of support for year placements and offering new placement schemes. An example of an initiative piloted in 2015/16 which is being considered for further roll out is the Microplacements Programme. This programme aims to broaden the career aspirations of students in their first or second years by placing them for short projects with local SMEs. The scheme prioritises the applications of WP students, who may also be less likely to have access to or be able to take on unpaid internships or longer placements. For the 2015/16 pilot 56% of students who completed the programme were from disadvantaged backgrounds or groups under-represented in Higher Education.

5.4.7 Industry Insights is an additional scheme to develop students' knowledge of large graduate employers. WP student applications will be prioritised for events hosted at the company premises of UK top 100 graduate employers. This scheme will provide participating students with a way of strengthening subsequent applications to large company internship/graduate schemes.

5.4.8 Potential metrics: Number of WP students undertaking placements, number of WP students taking part in the industry insights initiative.

Student Engagement

5.4.9 Research suggests that some students don't engage with the careers services because they have misperceptions about them. 7.8% of students said careers services are "not for students like them" and 18% said they "don't feel confident enough to use the service" (2015 *Unite Insight* report).[16] The City Careers Service plans to undertake a marketing initiative to engage students who have such beliefs and do not engage with the Service.

5.4.10 Potential metric: Increase usage of Careers Service, disaggregated by WP indicators.

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[15] *The Graduate Market in 2016: Annual review of graduate vacancies & starting salaries at Britain's leading employers*, High Fliers Research Ltd. (2016), p.25.
[16] *Students Insight Report 2015: Employability*, Unite (2015), p.7.

After graduation

5.4.11 Despite the initiatives outlined above it is inevitable that some graduates still won't have secured graduate-level destinations at the point of graduation. The Careers Service will undertake intensive graduate career coaching with recent graduates who have not secured a graduate-level destination when they graduate. This initiative differs from the regular service provision in that Careers Consultants will proactively follow-up with their case loads of recent graduates. They will develop a long-term coaching relationship with their graduates to ultimately enable students to obtain graduate-level work by the time of the DLHE survey six months after graduation.

5.4.12 Potential metric: Improved DLHE outcomes of students who have received the additional career coaching.

5.5   Overall progression commitment

5.5.1   While each of the initiatives above will have operational targets relating to inputs and outcomes, they are all intended to deliver an overall positive impact for the University. We are able, therefore, to establish a commitment to Progression for the first time. We will commit to closing the gap for DLHE outcomes between students from disadvantaged backgrounds and those who are not. In 2013/14 WP graduates were more likely to be unemployed. The unemployment rate of students with WP characteristics was 7.7% compared to 4.9% for those without. Similarly, graduates from WP backgrounds were less likely to be in a graduate-level job at a rate of 77.7% compared to 89.2%. The target included in Appendix A and the accompanying Access Agreement resource plan lays out the improvement we will deliver.

5.5.2   To deliver the improvements we seek in student success and progression we will invest in a series of initiatives across the University. This includes developing specific opportunities for outward mobility and international experience for WP students. It also includes large scale programmes to transform and improve our data, systems and processes in order to allow staff to help students and work more effectively. We will enhance tools for Personal Tutors, as this plays a critical role in students being supported as part of a university community. We agree with the findings of the *What Works?* report that support and interventions in the academic sphere are crucial and likely to have the most impact.[17] Developing learning analytics capacity will also enable staff to more easily identify students at risk of disengagement and withdrawal at an earlier stage and to direct them to support that suits their needs. In terms of impact on individual students, we will seek to establish an academic role in each School to provide intensive one-to-one interaction with students.

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[17] *Building student engagement and belonging in Higher Education at a time of change: Final report from the* What Works? Student Retention & Success programme*, Thomas, L. (2012), p.17.

Section 6: Financial Support from 2017/18

6.1   This section provides details of the financial support programmes available to students from disadvantaged or under-represented backgrounds in 2017/18. The bursaries we will make available to students are outlined below (Table 3).

6.2   In order to embed the development of outreach, retention and student success work we have retained the range of awards outlined in our previous Access Agreement.[18] We have expanded the awards to recognise the challenges faced by other groups of students whose progression to university is disproportionately low. This covers estranged students and those with caring responsibilities. This is in response to research that these students may be particularly less likely to access education despite having the ability and potential to do so. We are committed in supporting these students to succeed in their specific contexts and with unique challenges.

6.3   Financial provision will apply to full-time undergraduate students who commence their studies in the academic year 2017/18. Students who began studying at City before the 2017/18 academic year, and who receive financial support under the previous arrangements, will continue to receive their financial support based on the relevant Access Agreements.

6.4   City acknowledges that the provision of financial support should not be an overriding factor in terms of driving access and success strategy. We agree with OFFA's guidance that investment should be directed toward what works. Feedback from students does indicate that bursaries can have legitimate, personal impact upon individuals. As indicated in Section 3.8.3, our financial support is in review and may be re-directed following evaluation of impact and consultation with our students.

6.5   We welcome OFFA's emerging work to develop resources to help HEIs in evaluating financial support. In line with this, we have commissioned research to evaluate City's scholarships and bursaries. This will include data analysis, looking at progression and completion rates of students who received support compared to a group who did not. It will also include qualitative methodologies such as questionnaires, interviews and focus groups with students and staff. We will establish recommendations and tools to enable on-going evaluation and demonstration of impact of this expenditure in the future. Once complete we will provide detail to OFFA and consider how and to what extent this can be shared with the sector to contribute to the evidence base.

6.6   As part of our commitment to increasing the participation and success of asylum seekers and refugees, we will develop a dedicated bursary for these students. Full eligibility criteria and details will be finalised in the coming months, in time for the 2017/18 application cycle.

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[18] City University London, Access Agreement 2016/17, Section 6.

Type	Amount	Scholarship Details	Eligible Students
The City University London Scholarship Programme	Sliding Scale: £2,400-£4,200	£800-£1,400 per year based on household income Band 1: £1,400 per year; Band 2: £1,000 per year; Band 3: £800 per year	- Ordinarily resident in England - Household income equal to/less than £25,000 p.a. - New full-time entrants to Higher Education
The City University London care leaver award	Up to £7,500	Limited numbers of bursaries of £2,500 paid to eligible students in each year of their degree to a total of £7,500. This is in addition to other City bursaries.	- New full-time entrants to Higher Education - Can demonstrate that they live or have lived in care - Aged 25 years old or younger on 1st September at commencement of study
The City University London estranged students award	Up to £7,500	Limited numbers of bursaries of £2,500 paid to eligible students in each year of their degree to a total of £7,500.	- New full-time entrants to Higher Education - Can demonstrate that they have 'estranged' status - Aged 25 years old or younger on 1st September at commencement of study
The City University London award for carers	Up to £7,500	Limited numbers of bursaries of £2,500 paid to eligible students in each year of their degree to a total of £7,500.	- New full-time entrants to Higher Education - Can demonstrate that they have caring responsibilities
The City University London Accommodation award	Up to £2,000	Limited number of bursaries of £2,000 paid to eligible students in each year of their degree to a total of £6,000. This is in addition to other City bursaries.	- Ordinarily resident in England - New full-time entrants to Higher Education - Living in a City nominated Halls of Residence
The City University London Mature Student award	Up to £3,000	Bursary of £1,000 paid to eligible students in each year of their degree to a total of £3,000.	- Ordinarily resident in England - New full-time entrants to Higher Education - Aged 21 years of age or older on 1st September at the start of the course
City of London Academy Islington Scholarship programme	£4,200	£1,400 per year	- Attending City's partner Academy - COLAI - New full-time entrants to Higher Education - Meet one or more Widening Participation criteria (household income, LPN, NS-SEC, no family history of HE, from a care background)

Table 3: Summary of Access Agreement financial support provision

Section 7: Learning Success and Student Counselling and Mental Health Services

7.1   Services and provision for disability and dyslexia support

7.1.1   City remains committed to the ethos that social barriers disable people, not their impairments. City has a multidisciplinary team of specialist staff including counsellors, mental health and disability experts and qualified teachers. These colleagues offer specialist support to students with Specific Learning Difficulties as well as the general student population who require academic learning support.

7.1.2   Specialist staff offer confidential advice to applicants at Open Days. Students disclosing a disability on application are contacted and invited to make contact with the Service. For students who require significant levels of adjustment, or who would benefit from familiarising themselves with the environment, visits are arranged, liaising with academic Departments and accommodation providers. It is understood that some students choose not to disclose at application, may become unwell during their studies or seek a late diagnosis of SpLDs. Information on services is provided after registration at induction events, embedded into the undergraduate Welcome Booklet and included in Induction materials. Information on self-referral is included in Course Handbooks, Personal Tutor Guidelines and on student webpages.

7.1.3   Special provision is made to help library users with various disabilities. Services are available to all students with physical or sensory disabilities and medical conditions, including a temporary disability as a result of an accident, illness or surgery.

7.2   Responding to changes to Disabled Students' Allowances

7.2.1   Work is underway to establish the effect support can have on student retention and achievement. This relates to the changes to Disabled Students' Allowances and it is anticipated that City's provision will be reviewed and enhanced as part of the development of an Inclusive Learning Policy.

7.2.2   Reporting to the Access and Success sub-committee (Section 9.1), a DSAs Task and Finish Group has been meeting throughout 2015/16. The group is made up of staff from the Disability, SpLD and Mental Health Services, the Library and the Student Experience team. During the final part of the current academic year the group will expand to involve representatives from academic Schools and Professional Services to work collaboratively to support students through these changes, with a particular emphasis on promoting the benefits of an inclusive learning environment. We will publish Inclusive Learning Guidelines for the 2016/17 academic year with a view to evaluating these and establishing an Inclusive Learning Policy for 2017/18.

7.2.3   In addition, the Task and Finish Group will make recommendations about provision of Non-Medical Helper support in order to ensure that students who still require

individual support are not disadvantaged as a result of changes to DSAs funding. As part of this we will consider groups who are part of City's current population and groups who are under-represented and may need additional support in accessing the University. This will include Government target groups, including students with mental health needs, SpLDs and Autism Spectrum Disorder. We will reform our provision to retain support in line with OFFA's guidance. We will ensure students receive accurate information and build support into our access, success and progression work.

7.3 Data collection and analysis

7.3.1 In 2014/15 the University invested in developing a CRM system for use in the multidisciplinary student support teams. This has been fully operational in 2016/17. This offers a greatly enhanced ability to collect and analyse data from students registering for support with the specialist Disability teams, the Student Counselling and Mental Health and Academic Learning Support Services.

7.3.2 At the end of 2016/17 statistical reports will be produced showing which students have accessed support and for what reason. It will enable identification of academic areas where students are not accessing support services and allow for specific targeting. Additionally information will be gathered in relation to specific groups, for example students with Autistic Spectrum Disorders, in order to identify potential actions such as raising awareness among staff or formation of peer support groups. We are enhancing the University's capacity for reporting at an institutional level. This will mean that by the end of 2017/18 it will be possible to assess the effectiveness of support offered and impact on progression and achievement.

7.4 Students with Specific Learning Difficulties

7.4.1 Throughout 2015/16 we have continued to provide opportunities for previously undiagnosed students to seek assessment to establish whether they may have SpLDs. To April 2016, 111 students were referred for a professional diagnostic assessment following an in-depth one-to-one screening appointment. Students with SpLDs can then make use of a package of support including access to assistive technology and other library facilities, on-course adjustments and special examination arrangements as well as individual support sessions. Resources are increasingly being made available online and developments in the inclusive learning environment will ensure that, where possible, adjustments are mainstreamed. Similarly work is being undertaken on inclusive assessments which would further enhance the opportunity of students with SpLDs to demonstrate their learning in a way which allows them to achieve their full potential. Historically a large number of Nursing students have presented for diagnostic assessment and it is expected that

this will continue. The Dyslexia Service will monitor numbers accessing the Service following the changes to NHS funding arrangements in order to assess any impact.

7.5   Targeted academic learning support

7.5.1   In 2015/16 the University has investigated ways of targeting academic learning support effectively. A pilot scheme has been undertaken in relation to Peer Assisted Study Support (PASS) and we plan to commit further resource in order to expand this and target specific groups of students. Online learning resources and the ability to remotely access learning support workshops have increased significantly and will form the basis of a structure to support distance learning students. This includes students on the Law degree apprenticeship programme running in 2016/17. Strong links between named Academic Learning Support tutors and Schools has enabled the development of tailored workshops to meet particular needs. Students attending the Student Development team's pre-entry programme will have had the opportunity to meet Academic Learning Support tutors in advance of formally beginning their studies. We will use the enhanced CRM to engage students throughout their studies and evaluate the effectiveness of the support offered.

7.6   Student Counselling and Mental Health Service

7.6.1   In 2017/18 the Student Counselling and Mental Health Service will continue to provide a range of interventions focusing on student need, considering barriers to accessing psychological services for hard to reach students. These include on-the-day consultation, individual counselling and Cognitive Behaviour Therapy, groups, workshops, embedded sessions and e-consultation. The Service also provides self-help resources via the website and Moodle. The Service takes a flexible approach to what is provided based on student demand and reviews provision on a yearly basis.

7.6.2   In 2015/16 the service piloted a range of targeted projects. These included a Healthcare students group which aimed to provide counselling support for students with specific psychological difficulties that also impacted on their progression. Student outcomes demonstrated that the group aided retention and this will be developed further in 2017/18 keeping in mind that NHS students will come under the Access Agreement remit. A reflective practice group was run with the Speech and Language Therapy Department for third year students who had been identified as a year group at risk of withdrawing. The sessions were tailored to the needs of the Department and facilitated by two counsellors. A mature students group was initiated in 2016 to meet the needs of mature students who may struggle to access counselling provision due to caring responsibilities. The group was designed to fit around these additional demands so the students could fully engage with their course whilst accessing peer and counselling support.

7.6.3 The specialist mentor post established in 2014 has developed to ensure provision for care leavers and students with complex mental health needs is consistent and long-term. This has meant that more students with care experience, severe and enduring mental illness and complex diagnoses have a named person to contact throughout their course. This has reduced crisis incidents and enables proactive support when a student is at risk of not progressing or completing their course. This post will help the University manage any affects of changes to DSAs as one-to-one support for these students will not be reliant on DSAs funding.

7.6.4 Specialist advice and practice is available at an institutional level to help in the development of appropriate policies and procedures. This will ensure that, for example, the delivery of the curriculum meets the needs of all students. In 2017/18, SCMHS will co-run a personal tutor development program with Learning Success and the Academic Practice team. This will support academic tutors to identify students at risk of academic failure and enable early interventions to happen. It will increase tutors' understanding of students who may be more likely to disengage based on their personal backgrounds or circumstances.

Section 8: Clear Information and Communication with Students

8.1   Methods of communication with prospective and current students

8.1.1 City University London is committed to providing information to students in the most clear and accessible ways possible. It is essential that prospective students are well-informed in order to make decisions from a clear perspective.

8.1.2 City will provide a range of information in formats accessible to all. We will retain the approach outlined in previous Access Agreements.[19] Student finance information will be included in various ways in our outreach activities, in a format that is appropriate to, for example, the specific year group.

8.1.3 Clear communication includes providing up-to-date information to UCAS and the Student Loans Company. We will make sure that the information on fee levels, financial support and course information for students is communicated to UCAS and the Student Loans Company for inclusion on their web services for applicants.

8.1.4 As part of the transformation programme referred to in Section 5.5.2, we will develop more effective means of communicating with potential and current students. We will ensure that the changes to our financial support package are communicated clearly via the University website. As a central part of this we will review the current text and details relating to financial support and refresh them

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[19] City University London, Access Agreement 2016/17, Section 9.1.

completely to make them as clear and human as possible. As part of this we will have the text drafted by our students themselves.

8.2   Responding to Competition and Markets Authority guidance

8.2.1   We have drafted and published new terms and conditions in line with guidance issued by the Competition and Markets Authority. We remain committed to fulfilling our responsibilities in this area and are continuing work on the implementation of the various changes. A separate communications strategy is underway to educate staff about the University's responsibility to ensure that applicants, and then students, are fully informed about every material aspect of their course.

Section 9: Strategic Planning, Monitoring and Evaluation

9.1   Monitoring and oversight

9.1.1   City University London monitors performance against the commitments made in Access Agreements through reporting to the Access and Success sub-committee.

9.1.2   City uses annual HESA data to identify specific progress towards meeting milestones and benchmarks. Performance against these benchmarks informs widening participation objectives and performance indicators within the University's Strategic Plan and the Education and Student Strategy.

9.1.3   The Access and Success sub-committee is responsible for oversight of the delivery of a crucial hub of the Education and Student Strategy. The Support for Success hub articulates City's commitment to recruiting students from a range of backgrounds. The projects and initiatives laid out as priorities in the hub focus on enabling students to progress through and beyond their degree in the most successful way for them. Support for Success projects include those directly or partially covered by the University's Access Agreement, or which contribute to the access and success agenda across City. Through implementation and evaluation of its projects, the Access Agreement is an essential element of the broader University vision. There is a coherent, reciprocal relationship between the Education and Student Strategy and the strategic direction of access and success work. The Access Agreement is an enabler and driver of the Education and Student Strategy. Widening participation and retention work is in this way not considered as a separate mission but is viewed as a fundamental part of the direction of the organisation.

9.2   Embedding access, student success and progression across the institution

9.2.1   As noted in Section 4.2, we are in the process of developing a framework to guide widening participation work across the institution. At the same time, retention (success) and employability (progression) have been identified as crucial hubs of the Education and Student Strategy and two KPIs in the emergent institutional Strategy

2016-2026. Access, success and progression will therefore be a foundation and focus for the institution for the next ten years. The development of the Progression Improvement Programme outlined in Sections 4.4 and 5.1 is a key driver of both the Access Agreement and this institutional priority.

9.2.2   The Access Agreement commitments to the student lifecycle are embedded in the Education and Student Strategy. As part of the Annual Programme Evaluation process, Programme Directors now receive key statistical information on retention. Programme Directors provide a summary of how each programme contributes to the delivery of the strategy, including the Support for Success hub that contains the Access Agreement within it. This now also features in Schools and Professional Services annual planning. In future, this will also be included in Programme Approval and Periodic Review. This combines with the Student Opportunity allocation to each School to embed the principles of access, success and progression across City.

9.3   Developing an evaluation strategy

9.3.1   The following initiatives are a high priority:

- Increased focus on long-term, year-on-year work with cohorts of students, including agreements with partners in analysing attainment and behaviour of students over a period of time.
- Use of the widening participation flag within the student records system to report on students from specific backgrounds and to monitor trends and patterns of behaviour, particularly in the case of students receiving bursaries or who engage in additional programmes of activity compared to broader cohorts.
- Developing systems to better identify students at risk of disengaging and withdrawing from their studies. This will include being able to target activities and provision by course or School.

9.3.2   The data analysis and evaluation role and programme team outlined previously will enable reporting and evaluation of access, success and progression work. The role will also liaise with Schools and provide data relating to recruitment and retention of students from widening participation backgrounds in order to develop activity to help those students whose need is greatest.

Section 10: Student Consultation

10.1   City University London is committed to student involvement across its breadth of activities. Our students have been involved in the drafting of the Access Agreement including meetings held with the Students' Union President and Chief Executive. The Access Agreement was amended to take account of their direction before approval.

10.2   The Students' Union also supported the University's commitment to maintaining support for disabled students following the Government changes to DSAs (7.2.3). As noted, over the previous two Access Agreement submissions the University has realigned its investment to make sure all students are able to access and progress in their studies. CULSU supported this direction. CULSU has also indicated that reviewing financial support to ensure that it is most effective would be welcome and we will work together on this in the coming months.

10.3   Input from our students is a considerable positive driver in this work. The Students' Union President sits on the Access and Success sub-committee noted in Section 9.1. This representation is in order to ensure that the student voice is embedded in the governance and direction of outreach and student success activity. Further to this, three of the Students' Union Executive sit on the Education and Student Committee, which receives reports on and guides this work. The Student Community sub-committee also contributes to Access Agreement delivery, and is developing activity which is in turn supported by the Access Agreement. There is considerable overlap between these areas and we will direct support via the Access Agreement to work by the Student Communities group and the Students' Union that contributes to student access, success and progression.

Section 11: Equality and Diversity

11.1   When creating this Access Agreement City University London ensured that it was fully compliant with the Equality and Diversity Act 2010. The access, student success and progression support outlined here covers students from different backgrounds and groups under-represented in Higher Education. As well as this, the Access Agreement underpins the equality and diversity performance indicators in the University's 2012-2016 Strategic Plan, including the specific aim of maintaining the proportion of students from a BME background at 47%.[20]

11.2   Access Agreement commitments and activity are included in the University's Public Sector Equality Duty statement.[21] The Access Agreement also features in City's Public Benefit Statement published as part of our annual accounting to HEFCE.[22]

11.3   To strengthen the relationship between formulation and delivery of the Access Agreement and City's Equality and Diversity policy members of the Access and Success sub-committee, Learning Success and Student Experience teams also sit on the Equalities Committee. The Dean of The City Law School chairs both groups. This ensures that those responsible for delivering the Access Agreement are involved in

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[20] City University London, *City Strategic Plan 2012-2016*, Performance Indicator 4.9, p.37. More details of how the University actively approaches equality and diversity can be found at: https://goo.gl/23jK05
[21] More info on the PSED can be found here: http://www.city.ac.uk/about/city-information/equality
[22] City's Public Benefit Statement is a sub-section of the Financial Statements report: https://goo.gl/40tdAt

broader University discussion about support and policies for students with protected characteristics. As noted in Section 3.5, there will be ongoing work to support students and staff as a result of the changes to funding for students studying Nursing, Midwifery and allied Health courses. This is particularly important in our commitment to equality of access and opportunity.

11.4   City has one of the most diverse student bodies in the country. We are proud of this and we are committed to retaining this aspect of our identity. This forms a crucial part of making City a world-leading institution. In addition to the commitment to maintain our proportion of BME students in the Strategic Plan, the other measures set out in this Access Agreement and in the HESA PI summary (Appendix A) reiterate our formal commitment to students from an array of diverse backgrounds and contexts. This includes commitments to disabled students and those entering Higher Education from care backgrounds and as mature learners.

11.5   Initiatives and measures described in this Access Agreement and the ethos that underpins outreach and student success activity are fundamentally concerned with fairness and equality of access. We remain committed to ensuring that all components of this document are open to all those it benefits and seeks to support. We will continue to work proactively to promote this work in keeping with the principles of equity of provision and the role of the university in society. We will evaluate all projects and monitor their effects on applications and admissions to that end.

HESA PERFORMANCE INDICATORS 2014/15: WIDENING PARTICIPATION

Table T1a Participation: Young FT First Degree Entrants

The percentage of young full-time first degree entrants at City from state schools or colleges has decreased slightly to 90.5%. City remains significantly above the HEFCE location-adjusted benchmark for the seventh year running. The percentage from NS-SEC classes 4,5,6,7 held steady at 46.0%, and remained significantly above the HEFCE location-adjusted benchmark for the tenth year running. The percentage of young FT first degree entrants under POLAR3 rose slightly to 3.4%, remaining lower than the POLAR3 location-adjusted benchmark of 4.2%, but not significantly so.

Table T1b Participation: Young FT Undergraduate Entrants

The data for young FT undergraduate entrants follows a similar pattern to that for young FT first degree undergraduate entrants.

Table T1c Participation: Young FT Other Undergraduate Entrants

City's other undergraduate entrants consist of foundation degree and nursing diplomas students. The location-adjusted benchmarks are higher for other undergraduates than first degree entrants.

Having fallen in 2011/12 to 95.6% and again to 91.7% in 2012/13, the percentage of students from state school or colleges returned to 2012/13 levels following an increase in 2013/14. The percentage from NS-SEC classes 4,5,6,7 fell to 53.3% but remains above the location-adjusted benchmark. The percentage from Low Participation Neighbourhoods fell to 0.0%, although the location-adjusted benchmark is 2.1%. However, fluctuations in percentage occur each year due to the low headcount.

Table 2a Participation: Mature FT Undergraduate Entrants

The University performs below the location-adjusted benchmark for mature full-time undergraduate entrants with first degree and all undergraduate measures. The percentage of mature first degree undergraduate entrants from Low Participation Neighbourhoods has increased for the second consecutive year, rising slightly to 3.1%, with the location-adjusted benchmark at 4.0%. Fluctuations from year to year are likely with this participation indicator as there are a small number of students with both no previous HE and from a Low Participation Neighbourhood.

Table 2b Participation: PT Undergraduate Entrants

The performance of mature part-time undergraduates remained consistent at 1.0%, marginally above the location-adjusted benchmark. The number of young part-time undergraduate entrants was too low in 2014/15 for the measure to be reported.

Table 2c Participation: Mature FT Other Undergraduate Entrants

The percentage of mature other undergraduate entrants with no previous HE experience and from a Low Participation Neighbourhood dropped to zero, from 5 students in the previous year. The location-adjusted benchmark for this indicator is 0.1%

Table T7 Participation: Disabled Students' Allowance

The percentage of full-time first degree students with Disabled Students' Allowance increased slightly to 4.0% in 2014/15%, while the percentage of all full-time students with the Allowance increased slightly from 3.3% in 2013/14 to 3.9% in 2014/15. Both full-time indicators are below the benchmark. The 2014/15 part-time indicator decreased slightly from 1.8% to 1.5%.

HESA PERFORMANCE INDICATORS 2013/14: Non-Continuation Following Year of Entry

Table 3a Non-continuation following year of entry: full-time first degree entrants
Non-continuation following year of entry for young full-time first degree entrants decreased from 10.3% 9.0%, a five-year low. It remains above the benchmark. Non-continuation amongst mature first degree entrants increased slightly to 19.1% and remains above the benchmark.

Table 3b Non-continuation following year of entry: young full-time first degree entrants by low participation marker
Young entrants from Low Participation Neighbourhoods that are no longer in HE decreased significantly to 2.0% from 14.7% in the previous year. This is below the benchmark of 6.8%. Non-continuation amongst young entrants from other neighbourhoods decreased slightly to 9.3% from 10.1%.

Table 3c Non-continuation following year of entry: mature full-time first degree entrants
In the previous year non-continuation following year of entry was higher amongst mature first degree entrants with no previous HE qualification compared to those with a previous HE qualification. For 2013/14 entrants this was reversed (18.5% compared to 19.8%). Both remain above the benchmark, although the gap has narrowed for those with no previous HE qualification.

Table 3d Non-continuation following year of entry: full-time other undergraduate entrants
Non-continuation amongst FT other undergraduate entrants remains lower amongst mature entrants (20.7%) compared to young entrants (31.6%). Both are above the benchmark, moving to 2010 levels.

HESA Widening Participation Performance Indicators - City University London

The tables referred to are published by HESA as part of the PI statistics

Key: NS = Not Significant

NS-SEC national statistics socio-economic classification

Identification of Low Participation Neighbourhoods: POLAR3 (POLAR2 in brackets for 2011/12)

Indicator	Headcount known data 2014/5	City 2014/5	City 2013/4	City 2012/3	City 2011/2	City 2010/1
Table T1a Participation: young full-time first degree entrants						
% from state schools or colleges	1625	**90.5**	**92.3**	**90.8**	**89.3**	**91.0**
Benchmark %		91.2	91.1	90.4	88.6	89.4
Location-adjusted Benchmark %		88.8	89.0	87.9	86.2	87.0
Location-adjusted significance		+	+	+	+	+
% from NS-SEC classes 4,5,6,7	1220	**46.0**	**46.2**	**41.0**	**40.3**	**41.2**
Benchmark %		34.9	34.5	33.6	30.6	30.8
Location-adjusted Benchmark %		37.9	37.7	35.9	32.9	32.6
Location-adjusted significance		+	+	+	+	+
% from Low Participation Neighbourhoods	1650	**3.4**	**3.2**	**3.0**	**2.9 (5.2)**	**4.8**
Benchmark %		11.3	11.0	10.7	9.6 (10.2)	9.9
Location-adjusted Benchmark %		4.2	4.4	4.1	4.0 (5.5)	5.5
Location-adjusted significance		NS	NS	NS	NS (NS)	NS
Table T1b Participation: young full-time UG entrants						
% from state schools or colleges	1665	**90.6**	**92.4**	**90.8**	**89.8**	**91.7**
Benchmark %		91.4	91.3	90.7	89.2	90.1
Location-adjusted Benchmark %		89.0	89.3	88.2	87.0	87.9
Location-adjusted significance		NS	+	NS	NS	+
% from NS-SEC classes 4,5,6,7	1250	**46.2**	**46.6**	**41.1**	**41.6**	**40.9**
Benchmark %		35.2	34.7	33.9	31.4	31.9
Location-adjusted Benchmark %		38.2	37.8	36.1	33.6	33.4
Location-adjusted significance		+	+	+	+	+
% from Low Participation Neighbourhoods	1685	**3.3**	**3.3**	**2.8**	**3.1 (5.1)**	**5.1**
Benchmark %		11.5	11.1	10.9	10.1 (10.6)	10.5
Location-adjusted Benchmark %		4.2	4.5	4.2	4.2 (5.8)	6.0
Location-adjusted significance		NS	NS	NS	NS (NS)	NS
Table T1c Participation: young FT other UG entrants						
% from state schools or colleges	35	**91.7**	**97.1**	**91.7**	**95.6**	**97.7**
Benchmark %		97.0	97.7	96.2	96.4	96.6
Location-adjusted Benchmark %		93.8	99.5	94.3	95.0	96.6
Location-adjusted significance		NS	NS	NS	NS	NS
% from NS-SEC classes 4,5,6,7	30	**53.3**	**65.4**	**45.2**	**53.8**	**38.4**
Benchmark %		40.8	46.4	44.2	39.1	39.4
Location-adjusted Benchmark %		45.7	52.8	42.0	43.0	36.0
Location-adjusted significance		NS	NS	NS	NS	NS

Indicator	Headcount known data 2014/5	City 2014/5	City 2013/4	City 2012/3	City 2011/2	City 2010/1
Table T1c Participation: young FT other undergraduate entrants						
% from Low Participation Neighbourhoods	35	**0.0**	**7.9**	**0.0**	**4.3 (3.6)**	**7.4**
Benchmark %		13.9	15.0	14.1	14.2 (15.4)	17.3
Location-adjusted Benchmark %		2.1	8.0	4.3	6.2 (6.9)	9.5
Location-adjusted significance		NS	NS	NS	NS (NS)	NS
Table 2a Participation: mature FT undergraduate entrants						
First degree entrants: % no previous HE & LPN	445	**3.1**	**2.6**	**1.8**	**3.5 (4.0)**	**3.5**
Benchmark %		10.8	10.0	9.6	10.2 (10.9)	8.1
Location-adjusted Benchmark %		4.0	4.1	3.7	3.9 (5.4)	3.9
Location-adjusted significance		NS	NS	NS	NS (NS)	NS
All undergraduate entrants: % no previous HE & from LPN	595	**2.3**	**2.0**	**1.4**	**2.7 (3.7)**	**4.1**
Benchmark %		8.4	7.7	7.6	8.7 (9.3)	8.8
Location-adjusted Benchmark %		3.2	3.1	2.8	3.1 (4.6)	4.2
Location-adjusted significance		NS	NS	NS	NS (NS)	NS
Table 2b Participation: PT undergraduate entrants						
Young entrants: % no previous HE & from low part neighb'd	0	..	..	..	..	..
Benchmark %						
Location-adjusted Benchmark %						
Location-adjusted significance						
Mature entrants: % no previous HE & from Low Participation Neighbourhood	1050	**1.0**	**0.7**	**0.3**	**0.0 (0.4)**	**1.4**
Benchmark %		2.0	1.3	0.5	1.0 (1.0)	1.7
Location-adjusted Benchmark %		0.8	0.5	0.2	0.1 (0.3)	0.6
Location-adjusted significance		NS	NS	NS	NS (NS)	NS
All entrants: % no previous HE & from Low Participation Neighbourhood	1090	**1.0**	**0.7**	**0.4**	**0.4 (0.0)**	**1.4**
Benchmark %		2.0	1.3	0.6	1.0 (1.0)	1.7
Location-adjusted Benchmark %		0.8	0.5	0.2	0.3 (0.1)	0.7
Location-adjusted significance		NS	NS	NS	NS (NS)	NS
Table 2c Participation: Mature FT other undergraduate entrants						
Other undergrad entrants: % no previous HE & from Low Participation Neighbourhood	150	**0.0**	**0.0**	**0.0**	**1.5 (3.1)**	**4.8**
Benchmark %		0.8	0.9	1.0	5.8 (6.6)	9.7
Location-adjusted Benchmark %		0.1	0.4	0.2	1.8 (3.3)	4.2
		NS	NS	NS	NS (NS)	NS
Table T7 Participation: Disabled Students' Allowance						
FT first degree: % in receipt DSA	5130	**4.0**	**3.2**	**3.4**	**3.1**	**3.0**
Benchmark %		6.2	6.2	5.8	5.3	4.9
FT all undergrad: % in receipt DSA	5370	**3.9**	**3.3**	**3.6**	**3.4**	**3.4**
Benchmark %		6.1	6.1	5.8	5.4	5.0
PT all undergrad: % in receipt DSA	130	**1.5**	**1.8**	**2.2**	**1.3**	**3.1**
Benchmark %		5.7	5.1	3.4	3.0	2.7

Five Year Analysis

HESA Non-continuation Performance Indicators - City University London

Identification of Low Participation Neighbourhoods: POLAR3 (POLAR2 in brackets for 2011/12)

Indicator	Total entrants City 2013/4	City 2013/4	City 2012/3	City 2011/2	City 2010/1	City 2009/0
Table T3a Non continuation following year of entry: FT first degree entrants						
Young entrants: % no longer in HE	1530	**9.0**	**10.3**	**9.3**	**11.5**	**10.7**
Benchmark %		6.1	6.0	5.5	5.9	6.9
Significance		-	-	-	-	-
Mature entrants:% no longer in HE	425	**19.1**	**18.3**	**22.1**	**15.5**	**16.6**
Benchmark %		11.1	11.3	10.8	10.9	13.0
Significance		-	-	-	NS	NS
All entrants: % no longer in HE	1955	**11.2**	**12.3**	**12.5**	**12.5**	**12.3**
Benchmark %		7.2	7.4	6.8	7.2	8.5
Significance		-	-	-	-	-
Table T3b Non continuation following year of entry: young FT first degree entrants						
Young entrants from Low Participation Neighbourhood: % no longer in HE	50	**2.0**	**14.7**	**7.7**	**7.9 (12.5)**	**13.4**
Benchmark %		6.8	7.1	6.5	5.8 (6.5)	7.8
Significance		NS	NS	NS	NS (NS)	NS
Young entrants from other neighb'd: % no longer in HE	1470	**9.3**	**10.1**	**9.4**	**11.6 (11.5)**	**10.6**
Benchmark %		5.7	5.6	5.1	5.6 (5.5)	6.7
Significance		-	-	-	- (-)	-
Table T3c Non continuation following year of entry: mature FT first degree entrants						
With previous HE qualification: % no longer in HE	185	**19.8**	**13.7**	**18.0**	**13.4**	**11.5**
Benchmark %		10.0	10.5	9.4	9.3	12.1
Significance		NS	NS	NS	NS	NS
With no previous HE qualification: % no longer in HE	240	**18.5**	**22.3**	**23.8**	**17.6**	**22.2**
Benchmark %		12.0	12.0	11.7	12.6	14.0
Significance		NS	-	-	NS	-
Table T3d Non continuation following year of entry: FT other undergrad entrants						
Young entrants: % no longer in HE	40	**31.6**	**26.5**	**13.7**	**17.1**	**25.4**
Benchmark %		10.8	10.0	10.1	11.7	14.0
Significance		-	-	NS	NS	-
Mature entrants: % no longer in HE	145	**20.7**	**12.6**	**12.5**	**11.1**	**12.7**
Benchmark %		17.7	15.1	14.5	9.7	13.7
Significance		NS	NS	NS	NS	NS
All entrants: % no longer in HE	185	**23.0**	**16.3**	**12.9**	**12.8**	**16.2**
Benchmark %		16.3	13.7	13.0	10.2	13.8
Significance		-	NS	NS	NS	NS

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body											
Reference number	Please select target type from the drop-down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
						2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Other statistic - Ethnicity (please give details in the next column)	Maintain level of recruitment of students from BME backgrounds	No	2012-13	47.0%	47.0%	47.0%	47.0%	47.0%	47.0%	
T16a_02	HESA T1a - State School (Young, full-time, first degree entrants)	Maintain participation rate above location-adjusted benchmark	No	Other (see commentary)	90.8%	90.8%	90.8%	90.8%	90.8%	90.8%	Baseline data based on period covering 2011/12-2013/14 (benchmark 87.7%)
T16a_03	HESA T1a - NS-SEC 4-7 (Young, full-time, first degree entrants)	Maintain participation rate above location-adjusted benchmark	No	Other (see commentary)	42.5%	42.5%	42.5%	42.5%	42.5%	42.5%	Baseline data based on period covering 2011/12-2013/14 (benchmark 35.5%)
T16a_04	Other statistic - Location (please give details in the next column)	Increase participation of students from LPN Quintiles 1+2	No	Other (see commentary)	10.5%	11.5%	12.5%	13.5%	14.5%	15.5%	Baseline data based on period covering 2010/11-2012/13
T16a_05	HESA T3a – No longer in HE after 1 year (Young, full-time, first degree entrants)	Improve retention rate to in line with or better than location-adjusted benchmark	No	Other (see commentary)	9.5%	9.5%	9.0%	8.0%	7.0%	5.5%	Baseline data based on avg performance from 2011/12-13/14. Five-year target based on avg benchmark (5.9%).
T16a_06	Other statistic - Care-leavers	Reduce gap in retention between care leavers and institutional average	No	Other (see commentary)	24.6%	20.6%	17.6%	13.6%	10.1%	7.1%	Baseline data based on long-term analysis of period covering 2008/09-2011/12
T16a_07	DLHE outcomes data	Reduce WP student outcomes gap (six months after leaving)	No	2013-14	11.5%	10.5%	9.5%	5.5%	1.5%	0.0%	Yearly milestone relates to year's cohort (students enrol in 2016/17 will have outcomes gap improved following graduation in 2019)

Table 7b – Other milestones and targets											
Reference number	Target type	Description	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones					Commentary on your milestones/targets or textual description where numerical description is not appropriate
						2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Other (please give details in the next column)	Tracking participation on WP activities - % of students to have full data on HEAT	Yes	2015-16	0.0%	40%	60%	70%	80%	80%	
T16b_02	Outreach / WP activity (other - please give details in the next column)	Rising Stars: measuring participants' increased understanding of HE	No	2013-14	78%	80%	82%	84%	86%	88%	
T16b_03	Outreach / WP activity (collaborative - please give details in the next column)	Secondary school partnership: % who achieve three key measures developed in partnership with schools	Yes	2016-17	0.0%	N/A	60%	70%	75%	80%	
T16b_04	Outreach / WP activity (other - please give details in the next column)	Tutoring - % of pupils who reach progression target set by school	Yes	2014-15	70%	70%	70%	70%	80%	80%	
T16b_05	Other (please give details in the next column)	Student Success - Transition: Pre-induction	Yes	2015-16	TBC	TBC	TBC	TBC	TBC	TBC	% of WP participants progressing from term 1 to term 2 to be no lower than programme average (baseline and milestone to follow in 2016/17)
T16b_06	Other (please give details in the next column)	Student Success - Transition: Pre-induction	Yes	2015-16	TBC	TBC	TBC	TBC	TBC	TBC	% WP participants reporting that participating helped them feel more prepared and equipped for HE study (baseline and milestone to follow in 2016/17)

T16b_07	Other (please give details in the next column)	Student Success - Transition: CityBuddies	No	2015-16	TBC	TBC	TBC	TBC	TBC	TBC	% WP participants reporting that participating helped them feel more prepared and equipped for HE study (baseline and milestone to follow in 2016/17)
T16b_08	Other (please give details in the next column)	Student Success - Transition: CityBuddies	No	2015-16	TBC	TBC	TBC	TBC	TBC	TBC	% of WP participants progressing from Year 1 to Year 2 to be no lower than programme average (baseline and milestone to follow in 2016/17)
T16b_09	Other (please give details in the next column)	Student Success - Transition: CityBuddies	No	2014-15	754	1000	1100	1200	1300	1300	Number of mentoring pairs supported through the scheme
T16b_10	Other (please give details in the next column)	Progression: Professional Mentoring	Yes	2012-13	78%	83%	84%	85%	86%	87%	% of WP students reporting personal/professional development
T16b_11	Other (please give details in the next column)	Progression: Professional Mentoring	Yes	2012-13	86	145	160	175	190	190	Number of mentoring pairs supporting students with WP characteristics
T16b_12	Other (please give details in the next column)	Progression: Community Volunteering	Yes	2015-16	TBC	TBC	TBC	TBC	TBC	TBC	% of WP students reporting personal/professional development (baseline and milestone to follow in 2016/17)