Access and Participation Plan 2019/20

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City, University of London

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Five Year Analysis: HESA Performance Indicators

CITY, UNIVERSITY OF LONDON ACCESS AND PARTICIPATION PLAN 2019/20

Section 1: Introduction

1.1 This Access and Participation Plan details City, University of London's commitment to fair access and support for students in 2019/20. We are proud of our track record in delivering high quality education and preparing students, from all walks of life, for business and the professions. We are passionate about supporting students with the potential to succeed, regardless of background. We provide many rich opportunities for students to access new opportunities and develop important life skills. City is undergoing a sustained period of change and growth as we continue to implement our ten-year *Vision & Strategy* into 2026. We seek to transform the lives of our students, create new knowledge and contribute to global social good.

1.2 Our Plan identifies past achievements we will build on and areas requiring improvement. We remain committed to widening participation and will continue to develop this work by taking forward a whole institution approach to ensure that our provision is effective. Where gaps have been identified we will provide data-driven, sustained and personalised support empowering individual success from transition and preparation for HE right through to entry into business and the professions. Dedicated areas of support for the academic year 2018/19, will be institutional, mixed-methods analysis around differential attainment gaps for students from minority ethnic backgrounds (section 2.1.5.), targeted transitional support services for students arriving with vocational entry qualifications in academic Schools with high-dropout rates/recruitment of those student groups (section 2.2.3.) and the provision of career awareness and readiness skills for students from lower socio-economic classes/lower social capital (section 4.3.). However, the Plan includes necessary flexibility as we adapt to forthcoming sector changes, particularly in relation to the transition to the Office for Students, the development of the Teaching Excellence and Student Outcomes Framework (TEF) and the review of post-18 education and funding.

Section 2: Commitments and Expenditure on Access, Student Success and Progression

2.1 Assessment of City's access record and its evidence-based approach

2.1.2 Appendix A provides analysis of City's access performance over the last five years. The HESA Widening Participation (WP) performance indicators identify that we are in line with location-adjusted benchmarks for young and mature entrants from state schools or colleges, those from low participation neighbourhoods and/or those with no previous HE experience.

2.1.3 To supplement Appendix A we have analysed our overall undergraduate population according to our institutional WP criteria.[1] In 2016/17, 67% of City's undergraduate population met one or more WP criteria. When we remove no family history of HE (79.2%), the most frequent indicator is low income (57.3%), followed by low socio-economic background (41.7%). In our undergraduate student population, 20% are mature students, 12% come from low participation backgrounds and 9% have declared a disability. This analysis demonstrates that our whole-institution approach is appropriate.

2.1.4 When adjusting the overall population over the last four academic years (2013/14 to 2016/17) to align with the HESA's Sector KPI the proportion of WP-affected students increases to an average of 84% of UK-domiciled, young, full-time, undergraduate students. This strong representation of student groups which are generally considered less likely to enter HE is an achievement the institution celebrates and continues to build upon for its future. Having increased our overall WP-intake from 83% to 91% in the last three years, we are now focusing on areas of disadvantage, such as low-participating neighbourhoods, that are still under-represented at City. To address the difficulty of targeting urban adversity within London via POLAR3/4 and to respond to the decommissioning of the NS-SEC data set, City is planning to adopt ACORN, alongside POLAR, to achieve a more a meaningful measure to target students in disadvantaged and lower socio-geo-demographic neighbourhoods. Progress in these areas will be monitored and reflected in subsequent Plans.

2.1.5. A further focus for 2018/19 will be the development of more targeted access and support activities for ethnic minorities. A full-time member of staff for Equality and Diversity has been recruited and will provide enhanced resource to support City's work in these areas. A three-year trends analysis has shown that on average 69% of first year UG students identify themselves as Black, Asia or Mixed/Other ethnic backgrounds.

2.1.6 Likewise, 46% of new undergraduate students transitioned from schools with at least a quarter of students eligible for free school meals and 59% of first-years declared as the first in their family to enter HE. 71% of our students were identified to come from low income backgrounds (with around 15% coming from zero household incomes) and 33% from lower socio-economic backgrounds. At the start of their studies, 8% of our students declared a disability and 19% were classified as mature students. An average of 14 care-experienced students entered City for their undergraduate studies between 2013/14 and 2016/17.

2.1.7 Sample sizes within a longitudinal trend analysis (2013/14 to 2016/17) allowed us to intersect socio-economic background with gender and ethnicity. Whilst neither gender nor ethnicity seemed to have a consistent effect on students' access trends,

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[1] The criteria include: low income, first in family to progress to Higher Education, National Statistics Socio-economic Classification 4-7, POLAR3 Low Participation Neighbourhood Quintile 1, identification as disabled, care leaver and/or mature student.

the analysis showed an inverse correlation between lower socio-economic backgrounds and access across all ethnic groups (e.g. 10% of incoming students between 2013/14 and 2016/17 were white males from higher socio-economic backgrounds whereas only 3% of white males from lower socio-economic backgrounds were admitted). Similar effects can be detected for students coming from Asian, Mixed/Other and Black ethnic groups, leading to an institutional targeting of lower socio-economic class groups in general rather than targeting specifically by individual ethnic characteristics.

2.1.8 Developing a comprehensive targeting strategy to empower underrepresented learners to access HE was identified as a priority in the Widening Participation Outreach Review undertaken over 2016/17. The strategy will combine school data on low participation rates, levels of deprivation, lower than expected attainment levels and information on application and entry rates to City along with a geographical focus on local schools. Mature students, those with caring responsibilities, disabled students, those with mental health issues and care-experienced students will also be high priority target groups for outreach work. The targeting strategy will be tailored for different stages of the student's lifecycle, from primary through to application and entry to HE. The strategy will be in place for 2019/20 and the impact of this approach will be evaluated.

2.2 Assessment of City's student success and progression record and its evidence-based approach

2.2.1 Appendix A provides analysis of City's success performance over the last five years.

2.2.2 Across the sector, the non-continuation rates for students entering in 2015/16 has increased from 6.4% to 6.6%[2]. For students from postcodes with the lowest participation rates, non-continuation has decreased from 8.9% to 6.3%. However, due to the low headcount there is a high level of volatility in the percentage. This is an upwards trend relating to City's longitudinal high performance in the continuation of our students in this category which remains in line with our benchmark. This is also reflected in the split according to POLAR data in our TEF metrics.

2.2.3 Internal analysis has shown that students from POLAR quintile 1 and 2 do not have appreciably lower continuation rates than students from more advantaged local areas. Overall, none of the WP attributes were associated with higher withdrawal rates than the institutional average. Nevertheless, in-depth analysis of progression trends across the last three years have identified various at-risk student groups across different programmes, the key points identified are as follows:

   i. There is no correlation between higher rates of withdrawal and lower tariff on entry (independent of entry qualification).

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[2] HESA UK Performance Indicators 2016/17: Non-continuation rates, release date 8 March 2018.

ii. There is a significant, negative correlation between students entering on vocational entry-qualifications (BTECs and equivalent) and withdrawal rates within the first year of studies. This relationship becomes insignificant when controlling for household income, indicating that BTEC is a proxy for underlying latent variable(s) and that BTEC qualifications per se do not cause lower student success. Further granular analysis on the effect of entry qualifications and progression and success is planned for 2018/19.

iii. More than half of withdrawn students left the institution within the first year of their programme. City will continue to target all students in the first year of their studies to maximise impact of progression enhancing activities.

iv. There is a strong correlation between HEFCE's pre-identified Risk Groups (as assigned for the SPA) and risk of withdrawal: young, first degree, high risk students are twice as likely to withdraw within their first year than the institutional average. Showing the benefit of composite indicators, the HEFCE risk-group measure has been incorporated as a proxy for WP-performance across all ongoing evaluation projects.

2.2.4 City recently began to undertake some granular analysis of student groups at-risk to support more targeted programme-level support activities which we have started to implement in 2016/17. For example, undergraduate economics (a programme with one of the highest non-continuation rates) have implemented targeted study boot camps to support students with identified gaps in GCSE maths skills. Results from the evaluation of these activities, broken down by the identified risk-factors will become available at the end of 2017/18 and will be reported on in the next Plan.

2.2.5 When adjusting the overall population to align with the UK Sector KPI of UK-domiciled, young, full-time, undergraduate students, there is no significant difference in non-continuation rates between 2013/14 to 2016/17 for students from low socio-economics backgrounds compared to students from higher socio-economic backgrounds.

2.2.6 Internal analysis across four years (2013/14 to 2016/17) has shown that undergraduate UK-domiciled students from low income backgrounds, low socio-economics backgrounds, POLAR quintiles 1 and 2 and those in the first generation to enter HE do not have appreciably different attainment rates to those from more advantaged backgrounds. Likewise trends show that mature students and disabled students are not less likely to be awarded a first class or 2.1 degree. Due to small numbers of care leavers registered for undergraduate study, degree attainment for these students is volatile, but not appreciably different. However, we have identified that that there is a disappointing differential of 12% between the number of UK undergraduate black students and UK undergraduate white students achieving a first class or 2.1 degree across four years.

2.2.7 Student success is a key focus of City's institutional Education and Student Strategy 2016/2021. As set out above, our immediate priority is to improve our information

so that we can undertake more granular analyses of groups most at risk. With better insight we will be able to deliver more targeted support so that incoming and current students can reach their potential. We are updating our Strategy to capture the scope of initiatives that will be undertaken in the next strategic phase, this work is ongoing. Our assessment of our performance will inform this work.

2.2.8 From 2018/19 activity related to student access, success and participation will be overseen by the new Education and Student Committee. Our progression activity will continue to prioritise the first year in order to maximise the potential impact of enhancement activities. This holistic approach will be complemented by work to support disadvantaged student groups, through the development of discrete, bespoke activities to ensure successful progression throughout the student lifecycle, such as the City Cares work (Section 4.5). Section 7 outlines support for students with specific learning difficulties and mental health needs.

2.2.9 A priority for 2018/19 will be to agree steps that we will take to research, understand and find solutions to the black attainment gap. Undertaken in partnership with our students, this work will be a prime objective for our new Equalities and Diversity Officer.

2.3 Access and Participation Plan funding levels

Table 1: Summary of Access and Participation Plan allocated expenditure (% higher fee income)

Areas of investment	AY 2018/19	AY 2019/20	AY 2020/21	AY 2021/22	AY 2022/23
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**

Table 2: Summary of Access and Participation Plan allocated expenditure forecast (£)

Areas of investment	AY 2019/20	AY 2020/21	AY 2021/22	AY 2022/23
Financial support	1 454 163	1 556 163	1 589 918	1 634 342
Access	1 054 268	1 128 218	1 152 690	1 184 898
Student success	908 851	972 602	993 699	1 021 464
Progression	490 779	525 205	536 597	551 590
Total spend	**2 453 898**	**2 626 025**	**2 682 986**	**2 757 952**

2.3.1 We have allocated resources across the student lifecycle. We have changed expenditure to reflect priorities, reducing the proportion on financial support. As student success is one of our key priorities we have allocated a higher amount to this area, reflecting our commitment. As we move through 2018/19 we will continue to monitor the impact of our financial support and may, in time, direct more resource

from financial support into student success activity. We will continue to enhance our evaluation to ensure that we spend the increased allocation on what works.

2.4   Institutional commitments to access, success and progression

2.4.1   City has set out a vision statement for WP across the full lifecycle, linking this to the delivery of the WP Outreach Review Outcomes and City's Education and Student Strategy.

2.4.2   With a consistent representation of more than 50% of UG students from a WP background each year, we will maintain our focus on access as part of our core WP mission. At the same time we will seek to make significant improvement on students successfully progressing through and beyond their studies. We will retain the targets and commitments set out in our previous Access Agreement (AA). This is to ensure that these can be embedded within the institution so that we can establish how we are performing and what we need to change. We may seek to supplement these in future years with additional commitments and in response to changes in the sector.

2.4.3   Next to the targets set out in our previous AA, progression support will be targeted towards students from vocational backgrounds, those from HEFCE identified risk groups and those within their first year of study. We will continue to undertake granular analysis of at risk student groups. To ensure the relevance of new and continued targeted activities we aim to engage student participants in design and evaluation directly. Making underrepresented students active collaborators facilitates engagement and allows students to be equal co-creators and evaluators. Overall, City plans to revisit its approach to student engagement in partnership with the Students' Union in order that we better capture student feedback across all of our strategic work, including access and participation.

2.4.4   Our WP mission takes as a starting point the belief that every student with the ability to do so should consider progression to university as an attainable option regardless of background. To achieve our commitments we work to provide our students with the support they need to succeed. In delivering our *Vision & Strategy 2026*, we reach the five-year staging point in 2021. At the same time we will be able to review the delivery of our Access and Participation Plan commitments to ensure that our plan is still fit for purpose and effective.

Section 3: Programme of Access Measures

3.1   Access measures: taking a strategy-led approach

3.1.1   We conducted a WP Review throughout 2016/17. This applied the Periodic Review practice typically used in an academic setting to our access provision. Academics and professional staff considered the outreach programme, reviewed provisions and made recommendations. The review made a number of recommendations covering the following 7 areas in relation to outreach at City: Vision and Mission, Internal Partnerships, Targeting Strategy, Purpose and Impact of Activity, External Partnerships, Practice Development and Evaluation.

3.1.2   The outcome of the review will include a WP Outreach Framework that will enhance the quality of delivery, embed outreach within City's governance structure and provide the development of a 5 year plan for WP Outreach at City. Part of this will involve the development of a full lifecycle approach to WP at City, linking outreach programmes work within access and progression.

3.2   School sponsorship

3.2.1   City is a joint sponsor of The City of London Academy Islington (COLAI) within the City of London. The Academy formally opened in September 2008 and is nearing completion of its 14th academic year. The Academy is an 11-19 school with a total number of 685 students (44.7% girls and 55.3% boys). 3.4% of Academy students fall under the SEN category. 78.3% of students at The Academy receive free school meals, this is significantly higher than the 29.1% national average. Over 50% speak English as an additional language.

3.2.2   The Academy registered well above average with a Progress 8 Score of +0.5 and an Attainment 8 Score of 47.2 points. Their Grade 5 or above in English and Mathematics GCSE is now 45%, 5.4% above England's average. COLAI's score places it as one of the top performing Schools in the country in terms of the value added to students' progress from Year 7 to Year 11.

3.2.3   We have four representatives on the governing body and our members make a strong contribution to the governance of the Academy. Our Governors' roles have included Chair of the Governing Body, Chair of the Finance, Personnel and Premises Committee and serving on the Curriculum and Community Committee.

3.2.4   We offer a range of partnership activities with COLAI through a dedicated post in the WP Outreach team. Central to this is the tutoring project to raise attainment. City students work with pupils to support learning and the development of skills and confidence in Maths and English. The focus has been, and will continue to be, developing and expanding the existing programme.

3.2.5   At Key Stage 3, core Maths tutoring takes place with Years 7 and 8 once per week. Tutoring moved to focus on this younger age group after initially focusing on Year 11. This was to provide longer term support for students and greater impact.

3.2.6   At Key Stage 4, tutors support both higher and foundation level revision for GCSEs in weekly Maths tutoring sessions during curriculum time, Saturday revision sessions as well as pre exam weekend revision sessions twice throughout the academic year.

3.2.7   At Key Stage 5, A-Level Maths tutoring takes place once a week. These are revision sessions, with the focus of working through past papers.

3.2.8   Literacy Tutoring Programme sessions run throughout the week in one-to-one or small group settings for both Key Stage 3 and 4. Focus is on reading and writing comprehension.

3.2.9 Literacy Tutors are present in COLAI three to four days per week. There is a flexible approach, with a mixture of in-class support and dedicated tutoring sessions. We take this approach to cater for the differing needs of the cohort and to maximise the impact student tutors can have.

3.2.10 This work has helped to raise the profile of City within the Academy. Discussions on the direction of work have focused on enhancing existing provision and offering more attainment raising initiatives. We will measure and evaluate the impact of the changes to the tutoring programme in 2017/18 before future plans are confirmed.

3.2.11 The Modern Foreign Languages Tutoring Programme at Key Stage 4, supports both higher and foundation once a week with speaking and listening in French and Spanish, in preparation for their GCSE exams.

3.2.12 Impact will be measured by looking at the grade boundary progression students have made in both Maths and English. English tutoring started later in the year for 2016/17 so there may be less impact on progression between grade boundaries. We will arrange a focus group for tutees to gain feedback on what having a tutor means to them, with the intension of starting tutoring earlier in 2017/18.

3.2.13 We have carried out initial evaluation of our broader tutoring programme. There is an indication of positive impact on the attainment of students (provided in City's 2015/16 AA monitoring return). We will seek to build on previous evaluation and establish in a more rigorous way any correlation or causation between involvement in tutoring and positive outcomes.

3.3   Work to raise attainment

3.3.1 Our current work in raising attainment is focused on tutoring in schools and colleges. In addition to the dedicated work with COLAI above, we run a general Tutoring Scheme open to all target schools.

3.3.2 We work within target schools with young people identified by the schools as: borderline C/D students, those performing below expectations and high performing SEN students doing their GCSEs.

3.3.3 The aim of tutoring is to raise attainment in Maths and literacy through one-to-one or small group tutoring. Our tutoring programme is tailored to the needs of each school to complement and enhance existing provision.

3.3.4 There is great demand for tutoring in primary schools. We have therefore increased the number of contact hour's year-on-year. With secondary and post-16 tutoring, rather than increasing hours we have focussed on greater tailoring of programmes to support specific cohorts within schools. We have recently expanded to work with high achieving SEN students in a local Academy, we aim to further increase our tutoring in Key Stage 4 and 5 based on the successful model working within COLAI.

3.3.5 Teachers provide attainment data prior to the first tutoring session including start level and target level for each tutee. Additional attainment data is returned from

schools at the end of the academic year. Each school uses a separate system for recording and reporting attainment and we are led by individual schools on this. We are able to produce two markers of impact: whether the outcome has been met or exceeded and whether the students' achievement has improved.

3.3.6   We provided initial analysis on the impact of our work in the 2015/16 monitoring report to OFFA. The Data and Policy Analyst leading on evaluation will work with the WP Outreach team to develop our methods here in order to be able to clearly demonstrate impact and share results through our networks.

3.4   Work with specific student groups

3.4.1   Developing our work with mature students is a priority, we are working to build partnerships with local FE colleges to provide tailored support to the specific needs of mature students through a range of IAG provision.

3.5   Collaborative working across the sector

3.5.1   We support the annual HELOA event for children in care, care leavers and their carers. This is a collaborative project between London HEIs that won an award for collaboration at the 2017 national HELOA conference.

3.5.2   City will continue its membership of AccessHE and NEON. We have been involved with AccessHE's work as part of the National Network for Collaborative Outreach.

3.5.3   Being part of AccessHE enables City to develop strong reciprocal collaborative relationships with other HEIs in London, share in joint activities with common goals and achieve objectives on access and participation more effectively. In 2019/20 AccessHE will be convening Action Forums across a range of outreach areas. It is our intention as an active member to fully utilise these opportunities. We will support the delivery of AccessHE's forums' outcomes such as the annual 'Life after University Event' for care-experienced and estranged students. Through our membership we will capitalise on the support provided by AccessHE in the areas of retention, success and progression in 2019/20.

3.5.4   London Higher is an 'umbrella' body representing nearly 50 HEIs and colleges in London. We have recently committed to a new collaborative project to quantitatively determine the extent of 'commuter' students attending London Higher member institutions, the effects on progression rates, and demographics. In addition, qualitative evidence will be gathered on the views of commuter students about their academic experience and integration with their campus. A preliminary analysis suggests that a large proportion of our students commute to campus, with a high proportion of those students also falling under at least one WP-criteria. The project is designed to help us to better understand the needs of this student group to inform our strategic approach to student community.

3.5.5   City is a member of the Higher Education Access Tracker (HEAT) membership service which is better enabling us to target, monitor and evaluate our outreach activity. By working collaboratively within this service, we can critically reflect on our approach

to outreach data management which in turn helps us to continuously improve the way we monitor, evaluate and build evidence of impact.

3.6   Investment in access and alignment with Student Opportunity Allocation

3.6.1   City's investment in access is proportionate with our population of students from disadvantaged backgrounds or from groups underrepresented in HE. This is forecasted to increase over the five years of this Plan. We will focus on long-term impact of activity.

3.6.2   In terms of protecting activity funded via Student Opportunity, at present this is directed to Schools according to their population in line with HEFCE's formula allocation. Access and Participation Plan resource will be used to support activity as and when any changes come into effect. This may require the group overseeing the Plan and financial planning (Section 9.1) to make decisions based on evidence of impact of current activity.

Section 4: Student Success and Progression Measures

4.1   Enhanced student success and progression work

4.1.1   Improving success for City students is a key priority for us in the next five years, our approach is detailed in Section 4.2 below. This critical work aligns City's Access and Participation Plan with our institutional *Vision & Strategy, Education and Student Strategy* and the focus of our TEF submission to deliver the best possible educational experience and outcomes for our students.

4.1.2   As such, we will continue to focus investment derived from our Plan to making substantial progress on student success. Over time we will consider directing additional resource towards this through redistribution of funds previously allocated to financial support. We will take this decision once our evidence base on the impact of this provision is fully developed, as outlined in Section 6.

4.1.3   We will retain the commitments made in our previous AA on student success and progression as they align with our institutional KPIs. Delivery of our Plan commitment on success will contribute to our progress in achieving these institutional KPIs.

4.2   Development of new work to improve student success

4.2.1   The 2018/19 we plan to develop further projects designed to improve student success. These will include:

  i. Pre-induction sessions, using a student-generated approach to prioritising content, across City's Schools and programmes to improve access, transition and ongoing success. Disabled students, students in NS-SEC 4-7, mature students, students in first generation of HE, students from low-income backgrounds and mature students are invited to attend and care leavers are prioritised for sessions. Our approach to targeting is currently being reviewed and moving forward we will look to target students who struggle with progression at City.

ii. CityBuddies (peer mentoring scheme) expansion to the scheme so that peer support is offered to every first year student. This project has received additional investment from our Access Fund to support a significant growth in participation and impact from 2018/19. Priority in matching is given to care leavers, disabled students, students in NS-SEC 4-7, students in Quintile 1 of POLAR3, students in the first generation of HE, students from low-income backgrounds and mature students. Care leavers are strongly encouraged to apply and are guaranteed to be matched with a peer mentor if they do so.

iii. Ongoing implementation of our institution-wide Personal Tutoring Policy in 2018/19 will guarantee all students an allocated personal tutor to provide academic, personal and professional development support. A robust electronic records system will enable effective evaluation of the impact on student success rates and the added value this brings to educational experiences.

iv. Implementation of an institution-wide Attendance and Engagement Monitoring Policy to identify students 'at risk' of disengagement from their studies and to provide targeted and timely interventions to prevent this.

v. City is reviewing how data-entry processes might better help us to identify other narrow windows during which students are at higher risk of withdrawal. Again, this will allow for targeted communications to students.

vi. Peer Assisted Study Support scheme, initially across key programmes. Study support sessions, targeted at any students identified as at-risk based on formative early assessments.

vii. Integrated Academic Learning Support modules across key programmes targeted at supporting incoming students in their transition to learning and assessment styles in HE.

viii. Piloting personalised evaluation reports on 2017/18 cohorts of Professional Mentees and outgoing short-term mobility schemes, allows students and practitioners alike to track participants' development throughout and beyond the scheme. Making students part of the conversation and combining those insights with practitioners' expertise and robust data analysis will help us to understand what works, for whom and why.

4.2.2 We will continue to improve our evaluation of initiatives, including enhanced feedback from students in the target groups, in order to understand potential for wider impact. We will better disseminate information about interventions and support that is proving effective internally and externally, to include a sector review of new approaches. Findings of all evaluations will be collated in an institutional toolkit that informs practitioners on how to apply suitable methodologies to determine outcome and impact to their own programmes.

4.2.3 Where interventions are delivering our Plan commitments we will direct Access Funds to developing the projects.

4.3   Progression – positive outcomes in employability and further study

4.3.1   City is proud of our record to date in enhancing students' employment outcomes. We are clear that this work needs to continue so that we can be even more effective. Our DLHE data shows that while the WP employment outcomes gap was reduced (down from 11.5% to 10%) from the baseline year of 2013/14, the outcome of the most recent survey indicates that the institutional performance was lower than previous years and therefore the gap now stands at 21.5%. The factors that have contributed to this decline are wide ranging and we will undertake further analysis in 2018/19 to understand the cause.

4.3.2   We have undertaken an analysis of employability outcomes for UK and EU WP students leaving undergraduate courses from 2012/13 through 2015/16. Results show that students with at least one WP factor go into employment and/or further study at a slightly lower rate than their peers (average difference of +3.1% over 4 years), with a slightly increasing gap. Of these, a larger proportion of WP students than non WP go into employment only or employment plus further study, while a significantly lower proportion of WP students go into further study only (average difference of -10.1% over 4 years). Students with at least one WP factor are also more likely to be unemployed (average difference of +3.2% over 4 years). Students who are first in their family to attend HE, students from low-income backgrounds, and students from lower socio-economic backgrounds all follow a similar pattern: they are slightly more likely to be working or unemployed, and less likely to be in further study only their counterparts. Mature students however, while also more likely to be working (average difference +10.2% over 4 years) and less likely to be in further study only (average difference -7.7% over 4 years), are also less likely to be unemployed than non-mature students (average difference -0.6% over 4 years).

4.3.3   Students with at least one WP factor overall who are working are less likely to be in graduate level roles by an average -13.2% difference over 4 years, and this pattern is consistent for students who are first in their family to enter HE, students from low-income backgrounds and students from lower socio-economic backgrounds. This trend is most pronounced for students from low-income backgrounds (average difference -20.7% over 4 years), and least for students from low socio-economic backgrounds (average difference -13.3% over 4 years). Mature students are the only group more likely to be in graduate-level work than their counterparts (average difference +9.0% over 4 years). The populations with reported disabilities and care experience are too small to provide meaningful analysis.

4.3.4   City has expanded and developed new services to improve opportunities for WP students. We are encouraged that Career Registration data for students (2017/18) shows that WP students are more advanced in their career decision making than non-WP students; this may preface further improvement in employment outcomes

for the group and acts as evidence of the positive impact our work is having. Further work analysing the loading of those trends onto individual WP characteristics and their possible effect on student progression and success are currently underway; appropriate actions will be reflected in subsequent Plans.

4.3.5 In our previous AA we set out some key initiatives and provided a commitment in this area for the first time. Updates on the progress of these initiatives are as follows:

i. We have successfully implemented an employability module within six programmes delivered in four Schools, with further expansion planned in 2018/19. Embedding careers education within the curriculum will help students who are less likely to proactively engage with optional employability initiatives. In 2018/19, we will also have our Careers Registration data which will enable us to assess the impact of this work with WP students.

ii. Our Micro-Placements Programme, piloted successfully in 2015/16 for 35 students, has been expanded to 300 students across seven programmes in 2017/18 and has a WP participation rate of 53%. This figure can be broken down into lower socio-economic group 37%; postcode 5%; low-income background 5%; disability 5%; mature students 14%; and first generation of family in HE 81%. We intend to continue to invest in this activity as a means to support student success.

iii. Our Industry Insights scheme is designed to give students access to large graduate recruiters over short taster events. Of the 252 students who have attended since 2017, 48% of these have been from WP backgrounds. We will be looking in further detail at the breakdown of these WP groups to analyse which of these is less engaged with the scheme and how we can increase participation from them. This will be matched with an analysis of which WP groups require further support to achieve employment outcomes upon graduation.

4.4 Taking an evidence-based approach to strategic planning

4.4.1 We have introduced an overarching framework to guide our work in access, success and progression. For 2018/19, we have committed both to enhance our understanding of our data to support more targeted action and to develop our impact and evaluation activities so that we are able to direct future resources at initiatives that work. Pilot evaluations across the institution are scheduled to be written-up and disseminated as best-practice case studies. Additionally, a suite of interactive dashboards based on institutional KPI data, broken-down by demographic details and allowing students to filter relevant data sets has been made available to internal staff both to increase engagement and to facilitate a more data-driven approach to programme conceptualisation across all Schools within City.

4.4.2 A series of initial analyses has been completed to establish impact of current activity, such as revising relevant and creative evaluation methodologies for young target groups (KS2), increasing engagement of underrepresented student groups in

outgoing international mobility schemes as well as actionable outcomes and long-term impact evaluations of our flag-ship employability-enhancing Mentoring Schemes. This work will inform our ability to identify best practice but also current gaps in data to monitor, track and demonstrate sensible outcomes more effectively.

4.4.3   Where work is delivering our commitments, a proportion of overall costs must be set aside for evaluation and dissemination of the relevant findings. These projects must define how they will evaluate impact and outcomes before the work itself starts. Through improved evaluation of such initiatives we will be able to build a better picture of what works so that practice can be shared across programmes.

4.5   Supporting students: City Cares

4.5.1   We have begun to extend our coordination of dedicated support provision for care leavers to other young vulnerable groups, including students who are estranged from their families or those with unpaid caring responsibilities. This includes a dedicated resource to facilitate sign-posting and priority access to financial, accommodation and other support services. We plan to build on the success of this approach and also deliver tailored support for increased numbers of Asylum Seekers, children of Asylum Seekers, unaccompanied minors or those with limited leave to remain.

4.5.2   We have taken the Stand Alone Pledge, which guides activity and provides a framework for students estranged from their families. In 2017 we partnered with the Article 26 project to offer three new Article 26 Scholarships to enable new applicants who are seeking asylum or who have discretionary leave to remain to access an undergraduate programme. These Scholarships are applied for each year of study and include full tuition fee support and a grant to assist with living costs.

4.5.3   We have designed a branded scheme called 'City Cares' to maximise student connections with their peers and engagement with a holistic range of activities, support and services that are available to students. We hope to enable the development of a community setting that empowers students in their unique, but shared experiences. Created in consultation with student-facing services and current students who would be eligible for the scheme, City Cares will encourage positive and proactive involvement through the student lifecycle. Additionally, the brand will help us to build greater visibility across City, supporting effective communications that will hopefully facilitate better awareness of the provision for eligible students.

Section 5: Financial Support from 2019/20

5.1.   Implementation of OFFA's framework and statistical model

5.1.2   City has implemented the OFFA-published framework and toolkit on evaluating financial support for its disadvantaged student groups for the first time in 2016/17. We plan to conduct the same analysis, with the support of the published data-set, on an ongoing basis. Based on long-term findings, both from the quantitative model as well as the bursary survey and focus groups, the provision and design of bursaries

will be adopted accordingly. Initial findings show strong impact for a smaller but higher-value set of bursaries, which will be taken into account for future bursary provision around targeted, small-scale disadvantaged groups (e.g. care-experienced students).

5.2   Better financial support

5.2.1   The changes below are based on the research already done and initial findings of our use of OFFA's toolkit.

5.2.2   City has had multiple bursaries for different student groups. We have found that 'bursary' itself is not widely understood as a term by students. There is no compelling evidence that the different bursaries currently in place, for different groups with different purposes, had the desired impact or achieved those purposes. We will therefore merge various bursaries into a single City Education Grant for new entrants in 2018/19. Students who received support though the previous bursary programmes will continue to receive their instalments.

5.2.3   We will amend the eligibility criteria so that the grant is awarded to students with the greatest need and those students who are under-represented at City for whom we seek to increase access. See Table 3 for details of the eligibility criteria.

5.2.4   Using these criteria, we will reduce the overall number of awards but increase their value to those with the greatest need. It will allow us to guarantee an award for every student who is eligible.

5.2.5   We will retain two awards that have distinct brands. These awards provide support linked to specific student needs and strategic goals:

    i.   As part of City Cares (Section 4.5), we will retain a designated grant for students from care backgrounds. However, as indicated in previous Access Agreements, we will expand this to help estranged students and young carers. This is a distinct award that has become embedded in our practice.

    ii.   In 2017 we implemented an Article 26 Scholarship for students who are Asylum Seekers, refugees or who have limited leave to remain or another temporary status. The award consists of a fee waiver and a grant to the value of the full maintenance provided by Student Finance England. We are proud to offer this support and will retain it as a prominent award that serves a specific purpose.

Table 3: Summary of Access and Participation Plan financial support provision

Type	Amount	Eligible Students
City, University of London Education Grant	£3,000 per year	All students who meet eligibility criteria will receive grant: - Ordinarily resident in England - New full-time entrants to Higher Education - Household income of zero; OR - From a Low Participation Neighbourhood POLAR3 Quintile 1; OR - White men from socio-economically disadvantaged backgrounds; OR - Attending City's partner Academy

Type	Amount	Eligible Students
The City Cares Award	£3,500 per year	- New full-time entrants to Higher Education - Aged 25 years old or younger on 1st Sept. at commencement of study - Can demonstrate that they are a care leaver per the DfE definition; OR - Can demonstrate that they are irrevocably estranged from their family; OR - Can demonstrate that they have unpaid caring responsibilities for a family member of friend who is ill, disabled, frail, or misuses drugs or alcohol
Article 26 Scholarship	Full fee waiver Maintenance grant to value of £12,102	- Be an asylum seeker; OR - Be granted Limited or Discretionary Leave to Remain; AND - Have a conditional or unconditional offer of undergraduate study from City, University of London, having applied through UCAS; AND - Be ordinarily resident in the UK for at least two years prior to the start of their course. - Be currently attending a school, college, community or voluntary group which can provide a reference in support of application; AND- Be unable to access mainstream funding, e.g. Student Finance or Local Authority grant.

5.2.6   As all eligible students will receive an award, which will allow targeted communications in a more timely way. Students may make a choice to go to a university based on factors other than receipt of financial support. However, these changes will mean the awards can at least potentially be a factor. We will evaluate the new provision to that effect. We will also closely monitor the effectiveness of our financial support provision in supporting students undertaking degree programmes in nursing, midwifery and allied healthcare given the recent changes to funding arrangements following the withdrawal of NHS bursaries. In light of this, we will develop proposals to ensure that these students are not disadvantaged.

Section 6: Learning Success and Student Counselling and Mental Health Services

6.1   Services and provision for disability and dyslexia support

6.1.1   City remains committed to the social model of disability which recognises that it is social barriers and not specific impairments which disable people. We have a multidisciplinary team of specialist staff including counsellors, cognitive behavioural therapists, specialist mental health, disability and neurodiversity experts and qualified teachers in place to support students to overcome these barriers. Learning Success offer specialist support to students with specific learning differences, seen and unseen physical disabilities and health conditions. In addition, they offer academic learning support, which can be accessed by all students. Student Counselling and Mental Health Service offers specialist psychological support to all students and specialist mental health advice and mentoring for students with diagnosed mental health conditions. The support for students in advance of applying to and enrolling at City will continue in line with previous AAs.

6.2   Data collection and analysis

6.2.1   At the end of 2017/18 reports will be produced showing which students have accessed support and for what reason. This will enable identification of students

who are not accessing support services and allow for effective targeting and improved communication. We will review information in relation to certain underrepresented groups as defined by the OfS, in order to identify potential enhancements to City practices and provisions. This may include improving disability awareness amongst staff and supporting them to advance inclusive practices and further develop peer support. We are continuing to improve City's capacity for reporting in order to evaluate the impact of our provision. By the end of 2018/19 it will be possible to build on effectiveness assessments of support offered to, and impact on progression of targeted groups. This will be achieved through analysis of demographic data and student feedback surveys.

6.3   Students with Specific Learning Difficulties and targeted academic learning support

6.3.1   Our work in this area continues in line with our previous AA. As noted above, we are developing means of evaluating this provision, particularly the impact on the student experience and success.

6.4   Student Counselling and Mental Health Service

6.4.1   We will continue to provide an appropriate range of student-centred interventions, taking into consideration barriers to accessing psychological services. City recognises that students from under-represented groups such as those with no family history of HE involvement or from lower socio-economic backgrounds, BAME groups or LGBT+ may be less likely to access psychological support even though this may help their success.   These services include on-the-day consultation, individual counselling, Cognitive Behaviour Therapy, group therapy, workshops, embedded sessions, e-consultation and self-help resources. We plan such services to enable an element of flexibility in approach in order to respond effectively to student demand. City reviews provision on a termly basis, which influences yearly allocation of resources.

6.4.2   In 2018/19 we will continue to provide a range of targeted projects including reflective practice groups and activity will be developed based on students' academic context. We will deliver group therapy tailored to meet the needs of mature students who face specific challenges which can create barriers to seeking help during their studies. We have established an Art Therapy group to provide an alternative to additional talking therapies for students who may find it harder to engage in these approaches. In 2018/19, building on positive evaluations of impact and engagement of students from under-represented groups with this form of support, we plan to expand this approach.

6.4.3   We have successfully implemented the specialist mentor role in which has been crucial in a reduction in crisis incidents and proactive support for students at risk of academic failure or withdrawal. The specialist mentor role will be further developed to extend provision to young carers and estranged students, in addition to care leavers and students with complex mental health conditions. Our aim is to ensure that students from a broader range of the under-represented groups will have a named contact throughout their academic journey.

6.4.4 Analysis of data for 2013/14-2017/18 indicates year-on-year increase in demand for the Mental Health Service with an increase in students presenting with complex mental health conditions and at risk behaviour.

6.4.5 Specialist consultation is available at an institutional level to help in the development of appropriate policies and procedures. We will continue to run training for academic and professional services staff including the Personal Tutor development programme. This will support tutors to identify students at greatest risk of academic failure and disengagement as well as enabling early interventions. CIty will also develop their consultancy service with non-specialist staff who advise and support targeted groups such as Trans, Intersex and non-gender conforming individuals.

Section 7: Clear Information and Communication with Students

7.1   Methods of communication with prospective and current students

7.1.1 City is committed to providing information to students in the most accessible way possible. It is essential that prospective students are well-informed in order to make decisions from a clear perspective. Consequently, we continue to provide a range of information in formats accessible to all in line with previous AAs. Clear communication includes providing up-to-date information to UCAS and the Student Loans Company.

7.1.2 We will ensure that prospective and current students are provided with clear and accurate information on the financial support available to them from any source. We will ensure that the changes to our financial support package (Section 5) are communicated effectively. All financial support options will be published on the City website.

7.1.3 City will ensure prospective students are provided with information on the fees for the duration of their programme. Fee information will be published on our website. City will apply inflationary fee uplift as permitted by Government in subsequent years and we will make this clear to students from the outset and will confirm any changes to students in writing prior to the subsequent year of study.

7.1.4 City's Access and Participation Plan will be published on City's website for both current and prospective students to access. Previous AAs from 2012/13 onwards are also available on the City website for current and prospective students. We will ensure students are informed of recently published Plans via City's new Student Newsletter.

7.1.5 City is engaged in a significant change programme - Modernising Administration for Students – that will deliver a range of greatly improved systems and student-centred processes enabling more successful student journeys. Work will continue through into 2019/20 to deliver new platforms to communicate more effectively with students. We have appointed a Student Communications Officer, who is working with a team of part time student staff to develop our approach to student

communications. This will involve collaboration with the Students' Union and other student forums.

7.1.6 We remain committed to fulfilling our responsibilities to the Competition and Markets Authority. We will ensure that applicants, and then students, are fully informed about every material aspect of their programme.

Section 8: Strategic Planning, Monitoring and Evaluation

8.1 Monitoring and oversight

8.1.1 City monitors performance against the commitments made in Access and Participation Plans through its Education and Student Committee which has strategic oversight for education and the student experience and is accountable for the effective implementation of City's Education & Student Strategy. The Committee is chaired by the Deputy President and is accountable to our Executive Committee which will provide institutional sign-off for our Plan. Activity to improve student success is coordinated by the Progression and Strategy Support Team working in partnership with a full range of academic and professional staff with responsibilities for student success.

8.1.2 City uses HESA data to identify specific progress towards meeting milestones and benchmarks. Performance against these benchmarks informs widening participation objectives and aligns with KPIs in our *Vision & Strategy 2026*. In this way the Plan is an essential element of the institution's broader vision.

8.2 Embedding access, student success and progression across the institution

8.2.1 As noted in Section 3.1, a WP Review was conducted during 2017. At the same time, student success and progression have been identified as crucial academic KPIs. Access, success and progression will therefore be a focus for the institution for the next ten years.

8.2.2 The Plan commitments to the student lifecycle are embedded in our Education and Student Strategy 2016 to 2021. As part of the Annual Programme Evaluation process, Programme Directors provide a summary of how each programme contributes to student success and progression and how they will work towards improvements in these areas. We are therefore embedding awareness and commitment to these areas through the education setting. This also features in Schools and Professional Services annual planning. This combines with the Student Opportunity allocation to each School to embed the principles of access, success and progression across City.

8.3 Developing an evaluation strategy

8.3.1 As noted in Sections 2-4, implementing a consistent, coherent and effective approach to evaluation is a priority. As captured in our successive monitoring returns to OFFA, this is something that we have made progress with over recent years. Any new projects or interventions allocated within City's Plan must have an evaluation plan to demonstrate impact agreed at the outset. A short, clear framework has been

developed to guide all of our work, driven by a theory of change model. We are piloting mixed-methods analysis to investigate short-term outcomes of interventions across the student lifecycle, as well as making more effective use of wider data-sets to examine long-term impacts of intense support programmes.

Section 9: Student Consultation and Work with the Students' Union

9.1　We are committed to student involvement across the breadth of our activities. Student feedback has directly influenced the commitments that we have made in this Plan, which to respond to a range of input from a wide range of students (noting the particular diversity of our student population) – through surveys, focus groups, consultation with the Students' Union, student representation on committees and through our daily interactions with students.

9.2　 We share the view with our SU that engagement in activities enhances the student experience. These opportunities have powerful potential to establish a sense of community and belonging and to enable students to develop skills and become more employable. Activities can be led by students, the SU, City or delivered in collaboration. Examples of activities that have been delivered in collaboration include:

　　i.　The 'Spotlight Series', led by the Careers Service, provides opportunities for students to network with industry leaders with the aim of ensuring students make informed career decisions.
　　ii.　'Study Well' is the SU led institution-wide campaign to support students' academic performance and overall wellbeing during the exams and assessment period.
　　iii.　The CityBuddies project has demonstrated huge potential for working in partnership with students to deliver transformative experiences for those that are new to higher education
　　iv.　The Vice-President Activities and Development contributed to discussions to plan the expansion of work for vulnerable students (Section 4.5), the development of our Article 26 Scholarships and the work to ensure that our financial support is as effective as possible.

9.3　Moving forward, we are committed to supporting the SU in its work to ensure that its activities provision is more accessible and to remove barriers to participation. The SU was consulted during the development of this Plan. Through this process it was agreed that more effective collaboration and early engagement with the SU will be important in the development of future Plans and the delivery of our commitments. Additionally, as set out in Section 8.3 we intend to enhance our processes for monitoring the impact of specific initiatives supported by the Plan. We believe that this approach will enable us to maximise the input from a wider range of students than our current representation and feedback structures allow. Student feedback will be central to the monitoring and evaluation of all projects. Overall,

oversight of the Plan will be via the Education and Student Committee which includes representation by students.

Section 10: Equality and Diversity

10.1   When creating this Plan City ensured that it was compliant with the Equality and Diversity Act 2010.

10.2   The measures set out in this Plan and in the HESA PI summary (Appendix A) reiterate our formal commitment to our students to support their success.

10.3   The recent appointment of a Student Equality & Diversity Officer post showcases the institution's commitment to equal representation and opportunities for all students. The post is based in Student Voice, the same department as the Widening Participation and Outreach, Student Development and Progression and Strategy Support teams. The work of the whole department is directed to ensure joined-up focus on our mission to deliver student access, success and progression. The Officer will work across teams (including with the Students' Union) to offer specific expertise and capacity to deliver projects set out within our Plan. Immediate priorities for this role (from July 2018) will be the further development and implementation of policy and practice supporting the delivery of City's objectives for equality, diversity and inclusion. This will include early work to consider the BAME attainment gap and the journey towards our Race Equality Charter.

10.4   Initiatives and measures described in this Plan and the ethos that underpins outreach and student success activities are fundamentally concerned with fairness and equality of access to Higher Education, business and the professions. We remain committed to building on work that has been successful in fulfils these ambitions, but recognise that there is more that we would like to achieve. In particular, we are committed   to   embedding   a   whole-institution   approach.

Five Year Analysis   **Appendix A**

HESA Widening Participation Performance Indicators – City, University of 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

Indicator	Headcount known data 2016/7	City 2016/7	City 2015/6	City 2014/5	City 2013/4	City 2012/3
Table T1a Participation: young full-time first degree entrants						
% from state schools or colleges	1740	**92.2**	**92.4**	**90.5**	**92.3**	**90.8**
Benchmark %		91.7	91.3	91.2	91.1	90.4
Location-adjusted Benchmark %		90.0	89.5	88.8	89.0	87.9
Location-adjusted significance			+	+	+	+
% from NS-SEC classes 4,5,6,7	NA	NA	NA	**46.0**	**46.2**	**41.0**
Benchmark %		NA	NA	34.9	34.5	33.6
Location-adjusted Benchmark %		NA	NA	37.9	37.7	35.9
Location-adjusted significance		NA	NA	+	+	+
% from Low Participation Neighbourhoods	80	**4.3**	**3.8**	**3.4**	**3.2**	**3.0**
Benchmark %		11.4	11.2	11.3	11.0	10.7
Location-adjusted Benchmark %		4.6	4.2	4.2	4.4	4.1
Location-adjusted significance		NS	NS	NS	NS	NS
Table T1b Participation: young full-time UG entrants						
% from state schools or colleges	1775	**92.2**	**92.6**	**90.6**	**92.4**	**90.8**
Benchmark %		91.8	91.5	91.4	91.3	90.7
Location-adjusted Benchmark %		90.2	89.7	89.0	89.3	88.2
Location-adjusted significance		NS	NS	+	+	+
% from NS-SEC classes 4,5,6,7	NA	**NA**	**NA**	**46.2**	**46.6**	**41.1**
Benchmark %		NA	NA	35.2	34.7	33.9
Location-adjusted Benchmark %		NA	NA	38.2	37.8	36.1
Location-adjusted significance		NA	NA	+	+	+
% from Low Participation Neighbourhoods	85	**4.3**	**3.7**	**3.3**	**3.3**	**2.8**
Benchmark %		11.6	11.3	11.5	11.1	10.9
Location-adjusted Benchmark %		4.6	4.2	4.2	4.5	4.2
Location-adjusted significance		NS	NS	NS	NS	NS
Table T1c Participation: young FT other UG entrants						
% from state schools or colleges	35	**92.3**	**100.0**	**91.7**	**97.1**	**91.7**
Benchmark %		97.6	97.8	97.0	97.7	96.2
Location-adjusted Benchmark %		93.8	97.5	93.8	99.5	94.3
Location-adjusted significance			+	NS	NS	NS
% from NS-SEC classes 4,5,6,7	NA	**NA**	**NA**	**53.3**	**65.4**	**45.2**
Benchmark %		NA	NA	40.8	46.4	44.2
Location-adjusted Benchmark %		NA	NA	45.7	52.8	42.0
Location-adjusted significance		NA	NA	NS	NS	NS

Table T1c Participation: young FT other undergraduate entrants						
% from Low Participation Neighbourhoods	0	**5.0**	**0.0**	**0.0**	**7.9**	**0.0**
Benchmark %		16.5	13.1	13.9	15.0	14.1
Location-adjusted Benchmark %		7.8	2.4	2.1	8.0	4.3
Location-adjusted significance		NS	NS	NS	NS	NS
Table 2a Participation: mature FT undergraduate entrants						
First degree entrants: % no previous HE & Low Participation Neighbourhoods	10	**3.1**	**3.9**	**3.1**	**2.6**	**1.8**
Benchmark %		9.8	8.2	10.8	10.0	9.6
Location-adjusted Benchmark %		3.0	3.1	4.0	4.1	3.7
Location-adjusted significance		NS	NS	NS	NS	NS
All undergraduate entrants: % no previous HE & from Low Participation Neighbourhoods	15	**2.9**	**2.9**	**2.3**	**2.0**	**1.4**
Benchmark %		7.8	6.2	8.4	7.7	7.6
Location-adjusted Benchmark %		2.5	2.4	3.2	3.1	2.8
Location-adjusted significance		NS	NS	NS	NS	NS
Table 2b Participation: PT undergraduate entrants						
Young entrants: % no previous HE & from Low Participation Neighbourhood	0	..	..	..	..	..
Benchmark %						
Location-adjusted Benchmark %						
Location-adjusted significance						
Mature entrants: % no previous HE & from Low Participation Neighbourhood	10	**1.4**	**0.7**	**1.0**	**0.7**	**0.3**
Benchmark %		3.9	3.1	2.0	1.3	0.5
Location-adjusted Benchmark %		1.2	0.8	0.8	0.5	0.2
Location-adjusted significance		NS	NS	NS	NS	NS
All entrants: % no previous HE & from Low Participation Neighbourhood	10	**1.5**	**0.7**	**1.0**	**0.7**	**0.4**
Benchmark %		4.0	3.1	2.0	1.3	0.6
Location-adjusted Benchmark %		1.2	0.8	0.8	0.5	0.2
Location-adjusted significance		NS	NS	NS	NS	NS
Table 2c Participation: Mature FT other UG entrants						
Other undergrad entrants: % no previous HE & from Low Participation Neighbourhood	NA	NA	**0.0**	**0.0**	**0.0**	**0.0**
Benchmark %		NA	0.4	0.8	0.9	1.0
Location-adjusted Benchmark %		NA	0.3	0.1	0.4	0.2
		NA	NS	NS	NS	NS
Table T7 Participation: Disabled Students' Allowance						
FT first degree: % in receipt DSA	225	**3.8**	**3.8**	**4.0**	**3.2**	**3.4**
Benchmark %		5.9	6.1	6.2	6.2	5.8
FT all undergrad: % in receipt DSA	235	**3.8**	**3.8**	**3.9**	**3.3**	**3.6**
Benchmark %		5.8	6.0	6.1	6.1	5.8
PT all undergrad: % in receipt DSA	5	**4.9**	**5.5**	**1.5**	**1.8**	**2.2**
Benchmark %		5.3	6.0	5.7	5.1	3.4

Five Year Analysis						
HESA Non-continuation Performance Indicators – City, University of London						
Identification of Low Participation Neighbourhoods: POLAR3 (POLAR2 in brackets for 2011/12)						
Indicator	**Total entrants City 2015/6**	**City 2015/6**	**City 2014/5**	**City 2013/4**	**City 2012/3**	**City 2011/2**
Table T3a Non continuation following year of entry: FT first degree entrants						
Young entrants: % no longer in HE	1715	**11.3**	**10.2**	**9.0**	**10.3**	**9.3**
Benchmark %		6.6	6.4	6.1	6.0	5.5
Significance			-	-	-	-
Mature entrants:% no longer in HE	415	**13.8**	**15.6**	**19.1**	**18.3**	**22.1**
Benchmark %		10.6	10.1	11.1	11.3	10.8
Significance			-	-	-	-
All entrants: % no longer in HE	2125	**11.8**	**11.3**	**11.2**	**12.3**	**12.5**
Benchmark %		7.4	7.2	7.2	7.4	6.8
Significance			-	-	-	-
Table T3b Non continuation following year of entry: young FT first degree entrants						
Young entrants from Low Participation Neighbourhood: % no longer in HE	65	**6.3**	**8.9**	**2.0**	**14.7**	**7.7**
Benchmark %		6.3	8.9	6.8	7.1	6.5
Significance		NS	NS	NS	NS	NS
Young entrants from other neighbourhood: % no longer in HE	1640	**11.5**	**10.3**	**9.3**	**10.1**	**9.4**
Benchmark %		6.4	6.0	5.7	5.6	5.1
Significance			-	-	-	-
Table T3c Non continuation following year of entry: mature FT first degree entrants						
With previous HE qualification: % no longer in HE	215	**9.8**	**17.1**	**19.8**	**13.7**	**18.0**
Benchmark %		8.9	8.7	10.0	10.5	9.4
Significance		NS	NS	NS	NS	NS
With no previous HE qualification: % no longer in HE	195	**18.3**	**14.6**	**18.5**	**22.3**	**23.8**
Benchmark %		12.4	11.1	12.0	12.0	11.7
Significance		NS	NS	NS	-	-

Table T3d Non continuation following year of entry: FT other undergrad entrants						
Young entrants: % no longer in HE	40	**20.0**	**35.1**	**31.6**	**26.5**	**13.7**
Benchmark %		9.4	14.4	10.8	10.0	10.1
Significance			-	-	-	NS
Mature entrants: % no longer in HE	150	**24.8**	**17.9**	**20.7**	**12.6**	**12.5**
Benchmark %		15.9	15.3	17.7	15.1	14.5
Significance		NS	NS	NS	NS	NS
All entrants: % no longer in HE	190	**23.8**	**21.3**	**23.0**	**16.3**	**12.9**
Benchmark %		14.6	15.1	16.3	13.7	13.0
Significance			-	-	NS	NS

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
City will apply an inflationary uplift as permitted by Government in subsequent years		

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
First degree	Y4 students	£9,000
Foundation degree		*
Foundation year / Year 0		£6,500
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year	School specific fee	£1,030
Sandwich year	School specific fee	£1,000
Sandwich year	School specific fee	£1,800
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
Foundation year / Year 0	WKCIC Group - 10007455 - Foundation year Engineering	£9,250
First degree		*
Foundation degree		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree	- Nursing Studies	£4,625
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

	Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body												
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Ethnicity	**Other statistic** - Ethnicity (please give details in the next column)	Maintain level of recruitment of students from BME backgrounds	No	Other (please give details in Description column)	47%	47%	47%	47%			Milestone linked to previous Strategic Plan (2012-2016) - baseline 2012/13 when plan was agreed
T16a_02	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Maintain participation rate above location-adjusted basemarkand baseline	No	Other (please give details in Description column)	90.8%	90.8%	90.8%	90.8%			Baseline data based on period covering 2011/12-2013/14 (avg benchmark over same period 87.7%)
T16a_03	Access	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	Maintain participation rate above location-adjusted basemark and baseline	No	Other (please give details in Description column)	42.5%	42.5%	42.5%	42.5%			Baseline data based on period covering 2011/12-2013/14 (avg benchmark over same period 35.5%)
T16a_04	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Increase participation rate of students from LPN Quintiles 1+2	No	Other (please give details in Description column)	10.5%	13.5%	14.5%	15.5%			Baseline data based on period covering 2011/12-2013/14
T16a_05	Student success	Other (please give details in Description column)	**HESA T3a** - No longer in HE after 1 year (Young, full-time, first degree entrants)	Improve retention rate to be in line with or better than location-adjusted benchmark	No	Other (please give details in Description column)	9.5%	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%). Target relates to reducing non-continuation as a whole and will be monitored by Widening Participation Indicators (low income background, POLAR, care leaver, disabled students, mature students and first in family into Higher Education)
T16a_06	Student success	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Reduce gap in retention between care leavers and institutional average	No	Other (please give details in Description column)	24.6%	13.6%	10.1%	7.1%			Baseline data based on long-term analysis of period covering 2008/09-2011/12
T16a_07	Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	Reduce WP student outcomes gap (six months after leaving)	No	2013-14	11.5%	5.5%	1.5%	0.0%			Yearly milestone relates to year's cohort (students enrolled in 2016/17 will have outcome gap improved following graduation in 2019). Target relates to reducing the gap in progression according to Widening Participation Indicators (low income background, POLAR, care leaver, disabled students, mature students and first in family into Higher Education)

								Yearly milestones (numeric where possible, however you may use text)					
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Other (please give details in Description column)	Operational targets	Tracking participation on WP activities - % of students to have full data on HEAT	Yes	2015-16	0.0%	70%	80%	80%			Category change
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Spotlight programme: measuring participants' increased understanding of HE	No	Other (please give details in Description column)	78%	84%	86%	88%			Baseline year 2013/14 Name change
T16b_03	Access	Attainment raising	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	Other (please give details in Description column)	0%	70%	75%	80%			Due to the Widening Participation Outreach review that was undertaken and the development of new work this target was put on hold. We will review the programmes we run as part of the WP review action plan during 2018/19.
T16b_04	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Tutoring - % of pupils who reach academic progression target set by school	Yes	2014-15	70%	70%	80%	80%			Target relates to proportion of tutee cohort achieving the progression target (i.e. meeting or exceeding target grade). The total population each year will be approximately 280 students from primary school level to BTEC. Progression targets are set by schools using similar but not identical methodology depending on year group and intended successful outcome.
T16b_05	Student success	Other (please give details in Description column)	Operational targets	Student Success - Transition: Pre-induction	Yes	2015-16	90%	90%	90%	90%			% of WP participants progressing from term 1 to term 2 to be no lower than cohort average (baseline and milestone to follow in 2016/17)
T16b_06	Student success	Other (please give details in Description column)	Operational targets	Student Success - Transition: Pre-induction	Yes	2015-16	70%	74%	76%	80%			% 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	Student success	Other (please give details in Description column)	Operational targets	Student Success - Transition: CityBuddies	No	2015-16	85%	88%	89%	90%			% 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	Student success	Other (please give details in Description column)	Operational targets	Student Success - Transition: CityBuddies	No	2015-16	87%	88%	89%	90%			% of WP participants progressing from Year 1 to Year 2 to be no lower than cohort average (baseline and milestone to follow in 2016/17)
T16b_09	Progression	Other (please give details in Description column)	Operational targets	Student Success - Transition: CityBuddies	No	2014-15	1150	1250	1600	2000			Number of mentoring pairs supported through the scheme
T16b_10	Progression	Other (please give details in Description column)	Operational targets	Student Success - Progression: Professional Mentoring	Yes	Other (please give details in Description column)	78%	85%	86%	87%			% of WP students reporting personal/professional development (baseline year 2012/13) Category change
T16b_11	Progression	Other (please give details in Description column)	Operational targets	Student Success - Progression: Professional Mentoring	Yes	Other (please give details in Description column)	86	175	190	190			Number of mentoring pairs supporting students meeting WP criteria (baseline year 2012/13) Category change