

Annex A - 2019-20 access and participation plan provider template

**[University College Birmingham]
2019-20 access and participation plan**

Assessment of current performance

UCB's purpose is to provide access to further and higher education to those who may not have considered themselves otherwise able and to support them to achieve their potential. University College Birmingham (UCB) is a specialist university with one of the most socially diverse student bodies in the sector. This Access and Participation Plan is designed to ensure that students have available to them the high quality resources and specialist tutors they need in order to get the most from their education. Students at UCB can progress from Level 1 to Level 7 It also strongly encourages applicants from backgrounds not traditionally associated with higher education and supports students throughout their study time with UCB. University College Birmingham (UCB) is a unique vocational university delivering both further and higher education courses in the heart of the second largest city in the UK. Formerly a further education college, the institution joined the higher education sector in 2002 and was granted taught degree awarding powers – and a change of title to University College Birmingham – in November 2007. Full university status was approved in 2012 by the Privy Council. Higher education courses now account for 70% of course provision at this ethnically diverse, specialist university that is also popular with EU and international students.

As part of our ongoing monitoring, and additionally highlighted in the Access Agreement Monitoring 2016/17 letter from OFFA on 28th March 2018, “HESA data indicates significant concerns for the non-continuation rate of students from low-participation neighbourhoods. This has worsened in 2015-16 to 22.4% against a benchmark of 13%. There is currently no target in place for this group. Our assessment also used HESA data which showed differences in degree outcomes between BME and white students, and TEF data shows a negative flag for BME students into employment or further study.” We intend to focus on the performance of the groups and point in the cycle as follows:

- Continuation rates for students from low participation neighbourhoods and males
- Degree outcomes for Black and Asian students
- Progression outcomes (employment and/or further study) for BME, Mature and those students from high deprivation backgrounds

Access

UCB's record on access is very good indeed. Data from the Higher Education Statistics Agency shows 98.7% of our young, full-time, first degree students are from state schools, which is well above the performance of similar institutions and the national average. 15.9% of the same group are from areas designated as a 'low [HE] - participation neighbourhood'; compared to the location adjusted benchmark of 14.6%. The percentage of these young people from NS SEC Classes 4-7 is high at 53.4%. We have a large foundation degree offer, and this performs equally well at encouraging widespread access: 99.2% of these programmes' young, full-time students are from state schools compared to a benchmark of 97% and 16.7% from low-participation neighbourhoods compared to a benchmark of 14.7%. 5.5% of mature full-time undergraduate students and 16.3% of mature foundation degree students are now from low-participation neighbourhoods and no previous higher education experience. The percentage of these students from NS SEC Classes 4-7 is high at 53.2%. Recruitment of BAME students continues to be well above the national average with 54.3% of the UCB student population classified as non-white British. Students in receipt of DSA has improved to 4% compared to the previous year of 3.1%. The percentage of students declaring a disability when enrolling at UCB is 8.8%. With regards to care leavers, the number of students entering UCB are very small, with an average of 10 per year enrolling over the last 3 years.

Our commitment to collaborative outreach and evaluation has been demonstrated through our investment in and contribution to the Aimhigher West Midlands partnership since 2011, which is considered to be one of the most successful collaborative widening participation projects in the higher education sector.

Success

Non-continuation is an area in which we intend to concentrate our efforts in the short and medium term, to ensure that those we recruit have the best chance of succeeding on their programme. Non-continuation rates (2015/16 cohort) for full-time first degree entrants for both young (14.3%) and mature students (11%) have increased slightly and are now above the respective benchmarks (10.6% and 12.3%). The overall non-continuation rate is now 13.5% against a benchmark of 11.3%. Non-continuation rates for young full-time first degree entrants from low participation neighbourhoods are at 22.4% compared to a benchmark of 13% and for mature students, with no previous higher education qualification, are 16.2% compared to 13.8% benchmark. Non-continuation rates for young foundation degree entrants have a 16.8% non-continuation rate compared to a benchmark of 15.6%, and for mature foundation degree entrants the non-continuation rate has decreased to 16.2% compared to a benchmark of 17%. This is a disappointing increase in non-continuation for many of the cohort commencing studies in 2015/16.

Further analysis of the data (including looking at UCB held data for the 2016/17 cohort) does suggest that the increase in non-continuation rates for 2015/16 were a blip and that the position is much more positive for the 2016/17 cohort (see table below). Interestingly this decrease in continuation corresponded with a substantial increase in student numbers in 2015/16, in particular on a number of new programmes.

Table 1 – Continuation gap (%points) for under-represented groups

	Gender	Ethnicity	Low Participation	Socio economic status	Age Group	In receipt DSA
Academic Year	MvF	BME v White	Polar 1 v 2-5	Low v High	Mature v Young	Y v N
12/13	-7	-1	-3	-5	0	5
13/14	-3	-3	-4	-1	-1	7
14/15	-5	1	-4	0	-2	14
15/16	-4	-2	-18	0	-2	4
16/17	-4	0	-6	-1	-1	-1

The table shows that when analysed for Gender, Ethnicity, Low participation (Polar 1), socio economic status, age and disability there are 2 intersects for continuation – Males and low participation neighbourhood (Polar 1). The gaps in non-continuation rates here are -4% and -6% respectively. The data shows that that for students from low participation neighbourhoods in particular, the non-continuation rates were high in 2015/16 which in turn had a negative impact on overall non-continuation rates. These are cohorts of students in particular that we intend to focus on with regard to interventions to support their journey at university, particularly in their transition year. The number of care leavers has remained relatively low, making it difficult to ascertain any trends in continuation rates. However in 2016/17, 88% continued the percentage who continued was 88% (8 students) compared to an overall continuation rate of 84%.

As part of this work, at the start of the academic year 2017/18, we employed 2 Mentoring Officers in one school to provide additional pastoral, and well-being support, alongside the coordination of level 6 students mentoring level 4 students. To date this has had a positive in-year impact on retention. UCB centrally held data shows that up to 1st March 2018 there had been a positive impact on retention for the curriculum areas where the specific mentoring officers have been employed. There has been a 6% improvement in in-year retention on Sport programmes and a 12% improvement in in-year retention for Creative Services programmes. Over 50% of this cohort has at least one engagement with the new service.

The other main area for focus for success is degree outcomes for BME students. TEF data show a negative flag for degree outcomes for BME students. Further analysis of the data shows gaps of -27% and -20.3% for Black and Asian students respectively when compared to White students. Although when compared to national averages these student cohorts perform in line with national averages for students with the same tariff entry points.

Table 2 – Degree Classifications by Ethnicity

Ethnicity	Year	Good degree (%)	National 2015/16 for low tariff
Asian	14/15	41.9%	
Black	14/15	37.9%	
Mixed	14/15	48.9%	
White	14/15	64%	
Asian	15/16	54.6%	
Black	15/16	48.4%	
Mixed	15/16	57.5%	
White	15/16	74%	
Asian	16/17	57.8%	58%
Black	16/17	50.7%	51%
Mixed	16/17	73.2%	61%
White	16/17	78.1%	67%

We have been successful at closing the gap in performance between male and female students for good degree classifications from 17.1% in 2014/15 to 3.4% in 2016/17; we have identified that male students on a small number of programmes are less likely to achieve a good degree and will focus on raising attainment for these groups. Over the same period we have closed the gap in good degree outcomes for those students from low participation neighbourhoods from 10.4% to 0%. Students classed as care leavers have performed well in 2016/17 with 80% gaining a first or upper first class degree, although small numbers (5) make it difficult to infer much from this data.

Progression

Table 3 – TEF Destination Data

Teaching Excellence Framework Metrics	UCB Indicator	Sector Benchmark	Difference
Employment or further study	89.9%	92.9%	-3.1%
High Skilled Employment or further study	59.4%	63.7%	-4.3%

Overall progression into further study or employment has improved but it is still below the benchmarks (DHLE). Further analysis of the data shows gaps in positive destinations for the following groups: high deprivation (-6%), ethnicity (-9%) and age (-6.6%). The data from TEF 3 (latest data is 2015/16) shows that UCB's position has declined against the sector benchmark. This is due mainly to a recalculation of the sector benchmark leading which increased by 5.5% points

from TEF 2 data (latest data is 2014/15). This means that UCB is now below benchmark on both indicators:

Employment or further study:

Of the top 10 courses which contribute 80% of students not making a positive progression into employment or further study the following courses stand out:

- BA(Hons) Childhood Studies with Practitioner Status
- BA(Hons) Business Enterprise
- BA(Hons) Events Management
- BA(Hons) Marketing With Events Management
- BA(Hons) Tourism Business Management

High skilled employment or further study

Of the top 10 courses which contribute 80% of students not making a positive progression into high skilled employment or further study the following courses stand out, with the highlighted courses appearing on both lists:

- **BA(Hons) Childhood Studies/Practitioner Status**
- BSc(Hons) Sports Therapy
- BA(Hons) Sports Management
- BA(Hons) Specialist Hair & Media Make-Up
- FdA Specialist Hair & Media Make-Up
- **BA(Hons) Business Enterprise**
- **BA(Hons) Events Management**
- **BA(Hons) Tourism Business Management**
- **BA(Hons) Marketing With Events Management**

Most of these courses, with the exception of the sports programmes, have a **high percentage of female students**, for example; BA Business Enterprise 69%, Tourism Business Management 75% and BA Childhood Studies 98%. In addition, the percentage of **local residents¹ is also high**: BA Business Enterprise 66%, Tourism Business Management 66% and BA Childhood Studies 84% meaning that the Impact of regional employment factors will have an adverse impact.

Unemployment is highest amongst BME groups with all categories in excess of 10% unemployed with Asian British Bangladeshi graduates in excess of 20%. Analysis of the unemployment rates amongst Asian females for the TEF shows *'that many of the students live in predominantly Muslim areas of the city. Discussion with these cohorts of students reveal that upon completion of their studies there is no intention to go into employment due to cultural reasons or family pressure.'*² This is reinforced by analysis of the BA Childhood Studies 2016 cohort that shows that 92% of those students who identify as 'white' progress into employment or further study whilst only 75% of those who identify as Asian progress into employment or further study.

For Business School courses, it should be noted that students who fit the following profile: Female, Mature, BME and from a 'most deprived ward' account for 19.7% of the total cohort. However, this group accounts for 35.8% of the not in employment or further learning group: a gap of 16.1% points. This gap widens when only female students are considered i.e. 51.4% of non-progressing female students are BME, mature and from a 'most deprived ward'.

Even though programmes from the School of Sports & Creative Services perform just under benchmark for progression into employment or further study, these programmes make up a considerable proportion of those not progressing into high skilled employment or further study. The demographics for these groups draw from a wider UK geographic range than many other UCB programmes. However, the low progression into high skilled employment, particularly from BA (Hons) Specialist Hair & Media Make-Up demonstrates the need to review the employability and enterprise skills developed throughout the programmes.

UCB aims to improve the positive progression of students into employment, high skilled employment or further study by: reviewing of the postgraduate pathways available to students, particularly students on the programmes listed above, a focus on the curriculum to develop strong employability and enterprise skills and a focus on integrating high quality mandatory work experience into all programmes. This latter point is reinforced by recent analysis of UCB data³ which shows that those students who take a one year work experience placement (compared to those who had the option but didn't take the placement) are more than twice as likely to get a First Class Honours classification, 42% more likely to be in employment 6 months after graduation and earn on average almost £1,000 more.

1 Defined as students resident in Birmingham and the four Black Country boroughs

2 TEF Year Two provider submission

3 Placement Achievement Uplift Report 12/13 – 15/16. Dated 6th October 2017

Ambition and strategy

The UCB strategy for access and student success covers the whole student lifecycle. Due to the large cohorts of widening participation and under-represented students UCB has to date employed a cross-institution, holistic approach to supporting students to succeed. This is underpinned with our pastoral systems (enhanced individual tutorials and electronic tracking of progress) and academic support systems (through CASE – Centre for Academic Support and English). We intend to continue with, and enhance this work going forward, with a view to improving continuation rates and outcomes for all students, and to compliment this work with specific projects aimed at cohorts of students where there are gaps in continuation, degree outcomes and positive progression. Our ambition is to close gaps in performance for continuation for the male students and those from low participation neighbourhoods, in degree outcomes for BAME students and in positive progression for BAME, mature and those students with high deprivation, (all highlighted by OFFA as areas for action following the monitoring of the 2016/17 Access agreement).

Access

We proactively target our own further education (FE) vocational students to encourage progression onto higher education programmes. In many of our internal schools the curriculum is organised and planned to promote seamless progression routes in vocational subjects from level 3 to foundation degrees and undergraduate degrees. We are continuing to develop progression routes for these programmes as both full-time e.g. Foundation Degree in Professional Cookery or degree apprenticeship provision e.g. Chartered Manager degree. Many of our further education students form part of the 'under-represented' groups that are included in this agreement. To further encourage this progression we provide mentoring by our higher education students to our further education students to improve personal performance and raise aspirations. UCB FE students who progress into HE at UCB will be eligible for the targeted support through the cashless/educational engagement bursary scheme and also by the provision of electronic devices and materials that are specific to their programmes of study to support transition into higher education, and improve access to learning resources.

We have also developed a number of higher level and degree apprenticeships to further increase the number of non-traditional entrants and to increase the number of progression pathways. These include higher level apprenticeships (Level 4 and 5) in Care Leadership & Management, Assistant Practitioner (Health Care), Hospitality Management and Business Administration and Chartered Manager Degree Apprenticeship.

UCB works very closely with a number of schools which act as a location for the delivery of Level 3 vocational qualifications to adults in communities that have low levels of participation in HE. These programmes are closely aligned with foundation degrees and are intended to provide alternative routes into education for (mostly young) adults. We have extended this activity to incorporate HE progression advice and skills for success, including delivery of maths and English qualifications where appropriate to further enhance individual's chances of progressing into higher education. We are now running a Foundation degree in these community settings to facilitate an easier transition into higher education for these groups.

UCB continues to support schools and colleges from across the Greater Birmingham area at primary, secondary level and Post 16 level. Pupils who progress into higher education at UCB from a select number of these schools and colleges will also be eligible for the targeted support cashless/educational engagement bursary scheme (from this point on the Kick-Start Scheme), and also to electronic devices and materials that are specific to their programmes of study.

We are a member of, and have Executive Board Representation of the Titan Partnership (a partnership of over 40 schools and colleges within the North West of Birmingham). We are supporting school improvement and aspiration raising through school board representation in a number of trusts; for example, UCB is a minority sponsor of the Equitas Academies Trust (which includes both a primary and secondary school in central Birmingham – situated in wards which are in the 5% most deprived wards in the country), with two of the UCB Executive team of staff as members of the trust and trustees, and an additional 2 senior members of staff as trustees. The work that UCB does with the Equitas Academies Trust helps to widen participation in higher education in the following way. UCB staff who are trust members at the academy sit on the Raising Standards Committee. One of the remits of this committee is to monitor overall attainment of the sixth form students and progression into higher education. Over the past 5 years the number of students leaving the academy and progressing into higher education has increased dramatically. The data is reviewed on an annual basis with targets set at the start of each academic year. UCB also has a board representative of the Learning Trust for Excellence (a Cooperative Trust of 7 schools working together in the north of the Greater Birmingham area). Additionally UCB is a trust member of Brownhills School in Walsall, a predominantly white, working class area of the town with high levels of deprivation. We have also set up an Independent Specialist College with Wilson Stuart School for 19-25 year old learners with high needs; a member of the UCB Executive team is Chair of the Trust, with an additional senior member of staff as a board member. Black and Minority Ethnic Groups – UCB has a positive track record in recruiting and supporting students from BAME backgrounds. Work with local schools with high BAME populations is increasing e.g. King Edwards Small Heath, Titan Partnership and Equitas Academies Trust. In addition to this the work in the community delivering Supporting Teaching & Learning in Schools qualifications at Level 2 and 3 is predominantly aimed at female BAME students who can then progress onto a higher education qualification in a childcare related field. We will also pilot the use of targeted intervention and mentoring strategies for male BAME students to help improve outcomes including good degree classifications

White Working Class Males – Many of the school partnerships that UCB have are with schools that have high percentages of BAME students. However UCB has worked with Brownhills School in Walsall since 2009/10. The school has an intake which is predominantly white and has a higher than average number of students on pupil premium, disabled students and those with special educational needs supported through school action.

Students with Disabilities – UCB works closely with a number of Special Schools to support progression for young people with disabilities. The partnership work with Wilson Stuart Special School continues and from September 2016, 19-25 year old high needs students were enrolled at the recently established Independent Specialist College, The Hive sponsored by both institutions under the umbrella of the Wilson Stuart University College Birmingham Partnership Trust. The trust delivers high quality vocational education to young people aged 19-25 with high needs. One member of the UCB Executive team and one member of the senior team are members of the Board for the Trust. The Trust supports the number of young people accessing this innovative vocational training to increase and provide additional progression pathways for young people with disabilities.

Mature and part-time students – UCB has a history of supporting mature entrants to access higher education; in particular the successful Supporting Teaching and Learning in Schools programme which is delivered in schools that are situated in some of the areas of highest deprivation within Birmingham. Many of the participants in these programmes are adult, female BAME students who are from areas that are likely to have lower levels of participation in HE. The programmes provide an entry route onto higher education programmes in programme areas related to childhood and education studies. We are however aware that our non-continuation rates for our mature and part-time learners are above benchmark and are therefore looking to pilot the provision of electronic devices preloaded with essential programme information to support identified cohorts of part-time mature students. The aim of these resources is to support teaching and learning, access to learning when off campus and research activities.

We will also continue with our *Vocational Advantage Scheme* which provides a vehicle for intensive work with a number of secondary schools in low participation neighbourhoods; encouraging them to improve vocational programme provision for 14-19 year olds by taking advantage of free support from UCB tutors and involving young people in extension activities to improve their eligibility to progress into HE. This provision is also closely aligned with UCB's vocational HE offer and should assist in encouraging those school pupils to see vocational awards as a means to progress to higher education if it helps achieve their goals. We will also continue to mentor students in local schools studying vocational programmes at Level 3 that are related to the UCB curriculum to help improve achievement and progression into higher education. An enhanced Vocational Advantage offer will be available to a number of local schools in the form of Preferred Partner status; this will include the delivery of UCB accredited modules (e.g. Preparing for Academic Success) and these pupils will be eligible for the targeted support cashless bursary scheme and also to electronic devices and materials that are specific to their programmes of study. The links with these institutions will be more vocationally specific with UCB offering subject specific master classes, taster days, progression support and meet the tutor days.

UCB works extensively with school teachers providing 6 CPD events annually. Teachers are invited to attend a full day at UCB so that they can gain a greater understanding of the Level 2/3 provision we offer students who do not wish to continue with A levels. In addition, information on our vocational degree courses and the career options available are also included throughout the event together with presentations from alumni who completed further education at UCB and progressed to HE. For schools who would like to attend 'Have a Go' events but struggle to provide transport, UCB, will where possible assist with transport costs. Graduation success, employment success and student profiles are regularly sent to schools so that they can track the success of their former pupils. We continue to reinforce to schools and colleges U can Be@UCB.

We have continued with our UCB work placement offer to secondary schools, targeting areas with low participation in higher education. The number of young people involved has been maintained for 2017/18 with 106 students benefitting from the opportunity. We aim to continue to develop this work in 2019-20.

We are also encouraging progression into vocational higher education through our Adopt a School Chefs programme. Staff in our College of Food will spend time in secondary schools in the Greater Birmingham area giving master classes, demonstrations and talks regarding the benefits of a career in Food and Hospitality, and the opportunities available to study these type of programmes at university.

We are also increasing the work we do with further education colleges. We currently validate programmes for one local college South & City College Birmingham to validating 4 HE programmes. We are also working with a number of colleges nationally (The Sheffield College, The Windsor Forest College Group and Cardiff and Vale College) who are running UCB validated programmes. These programmes are primarily in UCB's specialist areas of Food and Hospitality and are at foundation degree level. They will provide an opportunity for students to study the programmes at Level 4 and 5 in their local college and progress to UCB to continue to the final year of the degree.

We will also continue to spend a considerable amount on maintaining our current, very good levels of recruitment of students from state schools and low participation neighbourhoods by working both collaboratively in the Aimhigher West Midlands partnership with other universities and independently as an institution. The University is a founding member of the institutionally funded Aimhigher West Midlands partnership with University of Birmingham, Aston University, Birmingham City University, and the University of Worcester, working with young people facing multiple dimensions of disadvantage.

In addition to our longstanding accreditation agreement with The University of Birmingham we are also collaborating on a number of specific projects, many of which are to widen participation in higher education. This new strategic partnership harnesses the distinctive and collective strengths of the two independent universities. In those areas where, together, we believe we can create added value, we have developed a clear shared vision focussed on

raising aspirations, widening participation, enhancing skills and academic excellence, contributing to economic growth and productivity. Examples of the projects include the development of degree and higher level apprenticeships and developing pathways from further education to higher education. The combination of UoB and UCB working together offers a powerful proposition enabling FECs to develop and grow their HE offer whilst at the same time providing progression routes to one of our finest universities, and supporting UoB in its ambition to widen participation from a wider range of socio-economic groups. It is anticipated that UCB will identify a select group of FE institutions to work with. UCB will expand the range of Foundation degrees it is willing to validate, mapped to UoB's areas of expertise. UoB will provide expert advice, whilst UCB will work with participating FECs to share best practice for supporting HE learners from vocational and other non-traditional backgrounds. This will then offer the potential for students who complete UCB-validated Foundation degrees to progress onto UCB or UoB programmes with advanced standing.

This provides a progressive and integrated programme of support and advice including the UniFest Summer School programme and regional Mentoring Scheme, to widen participation in HE at sector level. The partnership acts as a single point of contact to help schools make the most of the support available. The partnership aims to engage 1,000 young people per year in its intensive outreach and attainment building activity. Jointly-funding the Aimhigher Data Service enables us to track participants, whose GCSE outcomes and rates of entry to HE exceed those of their disadvantaged peers. The University is also a member of Aimhigher Plus, one of the largest of 29 consortia delivering the National Collaborative Outreach Programme. We have designed a new, innovative programme of activity to address the lower than expected progression to higher education of young people in Year Groups 9 to 13 living in 25 identified gap wards.

Success

Continuation

Much of the sector research highlights that a sense of belonging is fundamental to students continuing their journey within a university. As a result of feedback from our current students and looking at good practice within the sector, we will start to enhance this sense of belonging in a number of ways:

- Introduce a newly defined induction programme for Level 4 students using many of the good practice examples from the 'Flying Start' programme, recently published by OfS.
- For 2 identified programme areas (Sport and Business Enterprise), where there are high number of males and students from low participation areas (gaps identified in continuation rates), we intend to introduce a pilot online transition programme. This will ensure that students have the opportunity to link with both staff and students on their intended programme. In addition they will also be able to undertake some online learning activities which directly links to their programme to allow them to gain a better understanding of the subject and academic requirements of the programme before their studies commence in September. This underpins both the sense of belonging and being part of the university. Preparation, reading and completing tasks online will ensure that these applicants who may have lower entry tariff entry points have the opportunity to excel and feel empowered and prepared before they formally enrol and start induction activities.
- We have also identified that a number of students who have not continued their studies into Level 5, have applied to UCB later in the cycle and a number have come through Clearing. Clearing can be a stressful time for students and parents. At UCB we strongly encourage prospective students take the time to visit us, meet academics, get advice on student finance and, where applicable, secure their accommodation. We recognise that this valuable interaction with staff and Student Ambassadors helps us to identify a student's career aspirations and provide advice

and guidance on graduate employment prospects within that sector. In addition, evidence suggests that some students applying late and from Low Participation areas have not yet applied or secured Student Finance. All students attending 'Clearing Applicant Days' are allocated time with our Study Support and Health and Wellbeing staff. This ensures that we have detailed information regarding the students' needs and we can identify the appropriate intervention. This information is then disseminated amongst teaching staff within that course area, to enable staff to put appropriate interventions in place.

- In 2017/18 we introduced a pilot mentoring programme for two programme areas where we had identified higher non-continuation rates. We invested in 2 Mentoring Officers (plus additional mentors from our Level 6 cohort) to coordinate this work and provide additional pastoral support for students. In-year monitoring (including feedback from students) suggests that this work has had a positive impact on retention in both curriculum areas (+6% and +12% respectively). Due to the initial success of this pilot we will aim to replicate this role in our other three academic schools and will recruit an additional 3 Mentoring and Welfare Officers plus additional mentors from our Level 6 cohort to support students who are identified as 'At Risk' of leaving UCB or not achieving.
- In September 2018 we will introduce our new cashless bursary scheme 'The Kick-Start Scheme'. Alongside the investment already committed in our previous Access Agreement for this scheme we will allocate a member of staff to monitor its effectiveness and ensure that the analytics from the programme are disseminated to the appropriate committees and track that appropriate intervention are utilised when students are identified as not fully engaging with the programme and therefore the university i.e. failure to order uniform, access reading lists etc.
- UCB runs several internal student surveys. Current satisfaction data is reviewed to identify trends and action points, and will be looked at with each of the schools to identify key trends and points for action in their areas. We have identified a correlation between low satisfaction and low retention for our first impressions survey therefore we will focus on responses in this survey from student cohorts with identified gaps in continuation – i.e. those from low participation neighbourhoods and males. We will ensure that any differences in response from these which may suggest lower satisfaction or concerns in particular areas are followed up within a specified timescale to maximise on opportunities to support these students groups.

We will adopt a more targeted and intensive approach to intervention and mentoring, tutorial systems (including electronic tracking of student performance, transition tutorials and timetabled academic support sessions) and continuing with the roles of Senior Curriculum Leaders and Senior Lecturers. As UCB has always viewed employability as a central characteristic of our vocational curriculum, there continues to be a focus on this area to improve levels of progression into employment or further study through hired@UCB (UCB's employability unit). We have also planned in activity and expenditure which targets specific groups (BAME, white working class males, mature and students with mental health problems).

The roles of Senior Curriculum Leader and Senior Lecturer will continue with a remit to monitor and enhance the quality standards of programmes including student recruitment, retention, achievement and satisfaction and to maintain and improve standards of teaching and learning respectively. The role of Senior Curriculum Leader has a significant focus on improving retention rates and student outcomes for a particular programme or group of programmes. Their work includes the monitoring of student retention on a monthly basis, the redevelopment of programmes and assessment to more clearly meet students' needs

and expectations. The role of Senior Lecturer for Teaching and Learning Enhancement has a remit to enhance the student experience from a teaching and learning point of view. We will continue to review the number of posts required to ensure that this work is successful. Academic Development Weeks will continue to ensure that all students have a formal review of academic progress at the end of semester one; discussion is based around attendance and assessment results to date. Additional support requirements will be discussed during these sessions, as will the opportunity to be mentored. The redeveloped student and staff portal will give access to real time data to allow more effective tracking of students' attendance, retention and progression at programme, group and individual student level. This will assist with the early identification of students who are at risk of leaving or failing and will include the use of an electronic tutorial tracking system. In addition to this we will undertake research to identify specific software to supply more in-depth learner analytics to allow us to identify 'At Risk' students much earlier.

We will continue with the funded post of Student Mental Health Advisor and an additional Student Counsellor post. This group of students is a national priority that UCB supports well through the existing counselling provision. These posts will help to further improve the service to the increasing number of students presenting with mental health issues. The work of this team will be supplemented by a range of CPD for academic staff to support them with their understanding of the complex subject area and also ensure that they are equipped to deal effectively with issues that our students may face.

Degree Outcomes

Degree outcomes for all student groups have improved over the past 3 years; we will though concentrate on closing gaps in outcomes for good degrees for Black and Asian students. We aim to undertake a number of specific projects to address this issue:

- We have identified that there are a significant number of Asian students in the School of Education, Health & Community who have poorer degree outcomes. Many of these students are local to UCB coming from areas of high deprivation and are older females. In this particular case we aim to pilot a new more focused way of providing academic support. We already have a comprehensive academic support system through our Centre for Academic Skills and English which guarantees all students a minimum time allocation of 30 minutes' support per week. Our aim through the pilot programme for Childhood Studies students is to provide more targeted timely intervention. Based on the model used at the University of Sydney, we will pilot an **Academic Skills and English Test (ASET)** that will be completed by Level 4 students after arriving at UCB (we also plan to extend this to Levels 5 and 6). The results from this assessment will enable us to build student profiles; identify 'at risk' students; and help inform the content of 'embedded' academic sessions / help establish possible changes to the Academic Skills Module taken by Level 4 students.
- We have also identified that degree outcomes for Black students have lower classifications. For this group of students we aim to undertake a number of specific activities to raise aspirations which include an intensive mentoring from an external provider that specialises in working with young black students. This will be complimented by a programme of events including raising aspiration days and guest speakers. We have set a budget to support this work.
- Pilot Sonocent lecture capture tools. Sonocent is a tool to support students with note taking the essential elements of a lecture. Initially this will be piloted with Sports Therapy students and uploaded onto tablets provided by UCB via the Kick Start scheme.

Progression

We have identified Gaps in performance for positive progression for students with the following characteristics: deprivation, ethnicity and age. Further analysis of this data suggests that many of these students are within one of two curriculum areas within UCB: Business Enterprise and Childhood. In order to close the gaps for progression for these students we aim to do the following:

- Develop new postgraduate provision in the School of Education, Health & Community to provide appropriate progression routes for students currently studying undergraduate provision in this school. The first programme will have the student enrolments from September 2018.
- In 2017, the hired@UCB team, (UCB's careers, employability and placements team), conducted the first Career Readiness survey of all UCB students. The survey asks questions regarding a student's career planning, previous work experience, the relevance of that work experience and their interest in self-employment. This survey will be conducted each year to build up a detailed profile of UCB students and will be used to identify targeted interventions such as careers advice and guidance and enterprise support. As an example in 2017/18, all final year students who stated that they are still undecided about their future career pathway have been contacted asking whether the students remain undecided and whether they would like additional careers and employability support prior to graduation. UCB intends to further analyse this data to both identify any patterns in responses from students with based ethnicity, gender, age and home postcode for POLAR or IMD indicators. If patterns are identified, these students will be targeted with additional support from the hired@UCB team.
- hired@UCB will be working in partnership with UCB schools to develop two pilot Alumni Mentor schemes aimed at establishing a programme for students on priority courses that have below benchmark progression into employment and/or further learning, namely; BA (Hons) Childhood Studies and BA (Hons) Business Enterprise. The Alumni Mentor pilot aims to inspire students and build their confidence to believe that they can achieve a positive progression by working with Alumni from similar social and cultural backgrounds that have successfully made the transition into the world of work.
- hired@UCB will work to provide additional targeted careers and employability interventions for students from categories that currently achieve below average progress into employment and/or further learning. This may take the form of additional bespoke employability programmes delivered in partnership with external agencies as well as revised eligibility criteria for access to Summer Internship Grants/Bursaries.

Evaluation

We will continue to monitor progress against targets through our Performance, Measures and Targets documents. This is agreed and then monitored on a regular basis by our Corporation through the subcommittee Student Services and Standards which includes elected student representation.

We have appointed a member of staff to monitor (at specified points) the effectiveness of the initiatives highlighted and the ongoing impact of the interventions put in place. They will work closely alongside one of the University's Data Officers and the Quality Monitor Officer. Where appropriate they will use the toolkit of resources developed by OFFA and will report the ongoing effectiveness of the strategies at cross-university sub committees of Academic

Board (Curriculum & Quality and Equal Opportunities). Evaluation of the financial support including the newly implemented cashless bursary system will also be monitored by the same member of staff and reported on in the same way. We will use the OFFA toolkit to evaluate the effectiveness of our financial support.

Where we have programmes that are specific to smaller cohorts of students the effectiveness of these will be shared at cross-university groups such as the Academic Management Team and Senior Management Team. We have also established a cross-university group (Student Success Group) which will be the driving force for the implementation and monitoring of these specific projects.

The outcomes of our evaluation programme will be used to measure progress against targets set in this access and participation plan, and against smaller programme level targets. E.g. we will work with a specific group of BME students and evaluate the impact of this work by measuring their degree outcomes, attitudes to work and progression, and their destinations. The success of this programme will determine whether we expand this type of targeted intervention into a larger cohort of students going forward. We will share the good practice identified across our student success work with our Academic Management Team (a cross university management group) and where evaluation shows that programmes have had a positive impact we will use this forum to support implementation of such initiatives university wide (where appropriate). Beyond UCB, we would be able to share our findings and resulting improvements to practice within regional HEI collaborative groups, i.e. Universities West Midlands, Aim Higher West Midlands. UCB's longstanding relationship with the University of Birmingham is also of particular help in this area and would enable the outcomes of our evaluation programme to reach a Russell Group institution.

Links with the broader Equality & Diversity Strategy

UCB fosters an environment where discrimination is seriously challenged. It is committed to fairness, justice, equality, respect and dignity by attempting to eradicate discrimination in all spheres of its influence (i.e. admissions and access; student assessment and achievement; student guidance and support; student employment; teaching and learning; curriculum; staff recruitment, professional development and support; employment and human resources activities; partnerships and community links; procurement and outsourcing, and quality assurance). To this end UCB will:

- Develop an awareness of the dangers of discrimination and prejudice in all spheres and the need to counter discrimination, harassment, victimisation, bullying and prejudicial practices.
- Provide for the particular educational needs of students, having regard to their Protected Characteristics.
- Prepare students for life in a modern day society, building on strengths of cultural diversity, mutual tolerance, dignity and respect.
- Enable all staff to deliver a quality service by building upon strengths of cultural diversity, mutual tolerance, dignity, respect and good relations.

The well-established Equal Opportunities Committee chaired by a Deputy Vice-Chancellor addresses all issues of equality of opportunity. The Committee provides advice to both the Vice-Chancellor and Academic Board. An Equality and Diversity Co-ordinator has responsibility for advising UCB's executive management, senior management, and other appropriate administrative and academic staff and committees of UCB, on equal opportunities matters. This post holder regularly updates the committee on student outcomes by protected characteristics. Many of the members of the committee are also part of the newly formed Student Success group (which will have a specific agenda for the work highlighted in the Access and Participation Plan going forward), thereby allowing greater synergy with the work of the Equal Opportunities Committee. The Equal

Opportunities Committee also monitors compliance with the Equality Act 2010, engages with the work of the Equality Challenge Unit and ensures that Equality Impact Assessments are carried out for all relevant areas, policies, procedures etc.

Although we are proposing some significant amendments to our previous Access Agreement, we do not foresee any adverse impact with regards to equality and diversity measures. UCB has a diverse student population, with 57.66% of our higher education students from a BME background. Any variations within the student population with regard to specific groups are monitored through the Performance Measures and Targets document.

Consultation with students

We have consulted on our plans with students through the use of a questionnaire, and focus groups to assess students' view of their attachment to and sense of belonging to UCB, academic support and progression advice. In addition to this we undertake continuous feedback from students regarding the effectiveness of support and the work of the university through online methods such as Pop up Portal questions and the Student Voice Forum and in person through our Student Conference "The Listening Project". The outcomes of all of this work has been used to inform the type of activities to further support underrepresented groups of students at UCB. We have also undertaken extensive consultation with the Guild of Students (the elected student representative body which has a broad range of officers whose remit covers development; education; welfare and community representation at UCB, among other areas) with regards to both this access and participation plan and the introduction of our cashless bursary scheme (the Kick start scheme). There will also be student representation on our Student Success Group going forward.

Statement from Guild of Students

The Guild is happy to endorse the University with the Access and Participation project. We would like our students to be aware that both the Guild and University support them in all aspects of their student life and future career goals. Both organisations are pleased to collaborate on this project within the UCB community to ensure each student feels a sense of belonging and support throughout their time at UCB.

Access, student success and progression measures

Due to the very good record UCB has regarding access we intend to continue with our current strategies with regard to outreach, recruitment and admissions. Having thoroughly reviewed our own success and progression performance, this is where we intend to focus much work over the coming years to reduce gaps in non-continuation, degree outcomes and positive progression particularly for specific groups identified by OFFA. The activities and intervention are highlighted in our ambition and strategy and are based on research carried out on behalf of The Higher Education Academy and HEFCE as highlighted in Regulatory Advice 6 – good practice advice on the preparation of access and participation plans 2019-20. We will concentrate on specific groups with regards to closing gaps for success and progression as highlighted by OFFA in their communication following the monitoring of the 2016/17 Access agreement.

Sustained activities

Access

We will continue with the effective work we do on institutional access – working with local schools to provide work experience, master classes and taster days. We have also increased our progression activities for our internal further education students to enhance progression to HE. Initial data suggests that the approach taken, including providing parents with more detailed information, is having a positive impact and this work will now be normal working practice.

We will continue our work with local primary, secondary schools and special schools, particularly through our minority sponsorship of Equitas Academies Trust and the Wilson Stuart University College Birmingham Partnership Trust. In addition to this we will support further education students locally and nationally to gain UCB Foundation Degrees in our specialist vocational areas through licence partners.

Success

The ongoing work we do to support all students through the Centre for Academic Skills and English will continue, as will the enhanced electronic tutorial system. We aim to further develop this support through the increased use of learner analytics and we are currently researching the most appropriate software to support this. Our Senior Lecturers for Teaching & Learning Enhancement and Senior Curriculum Leaders will continue to review both the curriculum and teaching, learning and assessment to ensure that they are inclusive, current and reflective of industry and fully prepare students for progression to further study or employment.

Progression

We will continue to review and develop our postgraduate portfolio to further provide opportunities for progression, particularly in areas where current student groups have told us that they would progress but there are currently no appropriate programmes at UCB.

hired@UCB is UCB's careers, employability, placements and enterprise service available to all UCB students. Its mission is '*Through our partnerships with employers, alumni, staff and students, all UCB students will develop their skills, experience and behaviours so that they are 100% employable, enterprising and successful. To achieve this, hired@UCB will provide innovative and high quality careers, employability and enterprise services, responsive to the needs of students, staff and employers*'.

The hired@UCB offer is structured around six key themes, see below, which aim to engage, encourage and empower all students in the development of their career aspirations and their employability skills, experience and behaviours. UCB continues to make a significant investment in the hired@UCB offer through increased staffing resources as well as supporting specific projects such as the development of the enterprisehive@UCB and

the provision of 20 x £1,000 employer grants / student bursaries for summer internships.

In addition to the ongoing sustained activities we aim to undertake a number of pilot activities to help us achieve our ambition of closing the gaps in continuation, outcomes and progression for a number of identified cohorts of underrepresented groups (as identified in the assessment of our current performance). As with our previous school based mentoring pilot we will monitor the effectiveness of these projects with a view to expanding to other areas if they are found to be successful:

- Expansion of the mentoring officer pilot to all schools to support improved retention and continuation.
- Introduction of the more focused academic skills testing and intervention to support improvements in degree outcomes (BAME students)
- Intensive mentoring and support programme to support degree outcomes (BAME students)
- Establishment of alumni mentoring programmes for Business Enterprise and Childhood Studies programmes to support improved progression to employment (to address gaps in positive progression for BAME, mature and students classed as high deprivation).

Financial Support for students

As detailed in our 2018/19 Access Agreement we will continue with the cashless/education bursary scheme to support students financially rather than our previous Fee Waiver scheme. The decision to introduce this scheme was based on research with a wide range of students the results of which suggested overwhelming support for the proposed scheme. In addition research by Anglia Ruskin University and University of East London suggests that the introduction of educational engagement bursaries can positively correlate with student retention, outcomes and greater satisfaction with their learning experience.

Financial support provided under this agreement for students who are considered as new to the university in 2018/19 or after is as follows:

- a) Introduction of a smart card (cashless bursary/education engagement bursary) of £300 for all UK, EU and Channel Isle full-time undergraduate and PGCE students which is targeted for spending against learning resources (for example books, eBooks, uniform).

This will be for EVERY TAUGHT YEAR of their course providing they are not repeating study and are not on placement.

- b) UCB will give an additional £500 Cashless/Educational Engagement bursary via a smart card system to every UK student admitted in 2018/19 onwards on a full-time foundation degree or bachelor's degree or PGCE, who:
- have a residual household income of £25,000 or less (assessed by Student Finance) AND
 - meet the residency criteria of Student Finance England, Wales, NI, Scotland AND
 - are not repeating study AND
 - are not on placement.

This will be for EVERY TAUGHT YEAR of their course where they continue to meet the criteria.

- c) UCB will provide students progressing from a full-time FE course at UCB to a full-time undergraduate course with an electronic tablet in their first year. This is available to Home and EU students but they must have been enrolled (and remained enrolled) at UCB in the immediate prior academic year.

- d) UCB will provide students progressing from selected schools and colleges with targeted support in the form of electronic tablets in their first year. This is available to Home and EU students regardless of the mode of study of their undergraduate course, but they must have been enrolled at the selected school or college in the immediate prior academic year.
- e) UCB will provide all UK, EU and International new first year students enrolling on identified programmes in 2019/20 with an electronic device preloaded with programme specific resources in their first year.
- f) UCB will give a £1,150 fee waiver to PGCE students admitted in 2019/20 who completed an undergraduate course at UCB in 2018/19.
- g) Home and EU students studying a full-time MA/MSc/MBA, who have obtained a First or equivalent on their undergraduate degree at UCB in the prior academic year, will receive a £1,150 fee waiver.
- h) Other financial support for students

UCB is committed to helping students who find themselves in financial hardship. We have a range of additional funds and measures to assist in this respect, including:

- by not charging a tuition fee for the year that sandwich students spend in placement
- informing applicants of UCB's John Slaughter Memorial Fund which offers loans and hardship payments to all deserving students ineligible for other forms of financial support.
- providing fee waivers for certain UCB students progressing to one of our Masters programmes.
- utilising money available through external hardship funds to help students.

UCB is committed to supporting Care Leavers access higher education. Learners identified through UCAS are awarded the following during their first year of study:

- Fully funded pre-payment of rent (£275) and up to four weeks to pay your £200 security deposit if you choose to stay in UCB Halls of Residence
- UniKitOut full kit out silver pack (www.unikitout.com) ready for when you move into our Halls of Residence
- £200 cash payment in semester 2 (subject to satisfactory attendance)

The financial support offer is available to eligible students in their first year of study only.

Through Aimhigher West Midlands we jointly fund one of three data services approved by HEFCE to oversee the monitoring and evaluation of the NCOP. This also supports our ongoing work to track the attainment and entry to higher education of participants in institutionally-funded Aimhigher programmes. We are reviewing Aimhigher-related targets and milestones to incorporate the introduction of Attainment 8.

Investment

The total investment that we will make through this Access and Participation Plan in cash terms is £3,490,734 from higher fee income of £10,595,560 (32.9%).

We will spend £610,488 on access, £1,445,282 on success and £291,614 on progression and £1,143,350 on financial support.

In addition we will invest £1,152,000 in access and participation beyond that identified within the plan from targeted allocations provided by the OfS and a further £64,874 of bursary funding provided by the University and third parties.

We will continue to fund collaborative outreach via Aimhigher West Midlands, with a contribution of £35,000 in 2018/19.

Provision of information to students

Information regarding UCB's Kick-Start Scheme (cashless bursaries) and other financial support such as fee waivers is posted on the University's website at www.ucb.ac.uk (Financial Support). Tuition Fees are also displayed on the UCB website. The Offer Booklets (sent to all applicants who have received an offer from UCB) and Welcome Booklets (sent to students who have accepted a place at UCB) also contain information regarding tuition fees, Student Finance and The Kick-Start Scheme. Additionally, course fee information will be available via UCAS course search. Top-up students will be emailed information about UCB's Kick-Start Scheme.

In addition, staff are available to provide information and guidance with regards to Student Finance and support from UCB (including the Kick-Start Scheme) at HE Open Days, Applicant Days, Progression Evenings, Clearing Applicant Days and during enrolment. This enables students to hear, first-hand, about the tuition fees charged, the support available from UCB and Student Finance, and to ask specific questions. Students and applicants can also seek detailed information and/or help and advice, at any point, by contacting UCB's Information Services Officers based at Summer Row in the 1st floor Finance Office or by telephone on 0121 232 4180 or 0121 232 4092, or by contacting Student Services. Information, Advice and Guidance (IAG) on a one-to-one basis will be offered by telephone, email and face-to-face.

Social media will also continue to be used to remind applicants and continuing students of various Student Finance messages and to promote UCB's Kick-Start Scheme and to direct students to the appropriate webpages.

We will ensure that all local schools and colleges are aware of how to access this information.

We will work with the Guild of Students at UCB to disseminate the information to existing students through Guild communication channels. We will also post a message on students' personal Virtual Learning Environment pages, providing them with a link to the agreement on the website.

The approved access and participation plan will continue to be available via the Policies and Procedures section of the University's website.

* 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.

It is anticipated that the fees included for 2019/20 will be increased for inflation as prescribed by the Government.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£9,250
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		£9,250
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	Additional information:	Course fee:
Foundation degree	Cardiff and Vale College (10034450)	£7,500
First degree		*
Foundation year / Year 0		*
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		£4,625
Foundation degree		£4,625
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	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Maintain percentage of young full-time first degree entrants from state schools or colleges.	No	2013-14	98.2	98.2	98.2	98.2			
T16a_02	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Improve percentage of young full-time first degree entrants from NS_SEC classes 4-7	No	2013-14	54.2	n/a	n/a	n/a			This target has been set by the University Corporation to be reviewed for 2017/18.it will be removed from subsequent agreements.
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Improve percentage of young full-time first degree entrants from low participation neighbourhoods	No	2013-14	13.8	14	14	17			
T16a_04	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	Enhance retention of young full-time first degree entrants after year of entry.	No	2012-13	9.9	9.1	9	9			
T16a_05	Access	Disabled	Other statistic - Disabled (please give details in the next column)	Percentage of students declaring a disability	No	2014-15	7.2	7.5	8	8			
T16a_06	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Percentage of student who progress in to work or further study on completion of programme.	No	2012-13	87.36	89.5	89.5	89.5			
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)	Percentage of student who remain unempolyed 6 months after completing their programme.	No	2012-13	8.51	8	7.9	7.8			
T16a_08	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Maintain percentage of BME students.	No	2014-15	56.3	56	56	56			

T16a_09	Success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Reduce gaps in continuation for students from low participation neighbourhoods for first year full time undergraduates.	No	2015-16	-11%	-8%	-6%	-4%	-2%	0%	
T16a_10	Success	Gender	Other statistic - Gender (please give details in the next column)	Reduce gaps in continuation for male first year full time undergraduates.	No	2015-16	-4%	-3.5	-3%	-2.5%	-1.5%	0%	
T16a_11	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Reduce gaps in degree attainment (First and Upper Second Class) for Black students	No	2016-17	-27.4%	-22%	-18%	-17%	-15%	-13%	
T16a_12	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Reduce gaps in degree attainment (First and Upper Second Class) for Asian students	No	2016-17	-20.3%	-18%	-16%	-14%	-12%	-10%	
T16a_13	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	Reduce gaps in TEF metric Employment or Further Study for full time BAME students	No	2016-17	-9%	-7%	-6%	-5%	-4%	-3%	
T16a_14	Progression	Mature	Other statistic - Progression to employment or further study (please give details in the next column)	Reduce gaps in TEF metric Employment or Further Study for full time mature students	No	2016-17	-6.6%	-5.5%	-5%	-4%	-3.5%	-3%	
T16a_15	Progression	Socio-economic	Other statistic - Progression to employment or further study (please give details in the next column)	Reduce gaps in TEF metric Employment or Further Study for full time high deprivation students	No	2016-17	-6%	-5%	-4.5%	-4%	-3.5%	-3%	

Table 8b - Other milestones and targets.

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	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	
T16b_01	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Number of young people from disadvantaged backgrounds engaged in intensive activity with collaborative partnership, using a basket of indicators.	Yes	Other (please give details in Description column)	500	1000	1000	1000	1000		Aimhigher West Midlands is a partnership of 5 HEIs working to provide a programme of HE progression support to disadvantaged KS3, KS4 and KS5 learners in at least 30 regional schools. Baseline year remains 2010/11.
T16b_02	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Proportion of engaged young people from disadvantaged backgrounds attaining 5x GCSE Grade A* to C inc. English and maths (or attainment 8 equivalent) is greater than local average for young people from disadvantaged backgrounds, using a basket of indicators.	Yes	Other (please give details in Description column)	2013/14 FSM 60.2% (regional baseline 36.2%)	25% above baseline	25% above baseline	25% above baseline	25% above baseline		This medium-term impact target applies to the cohort of young people aged 11-16 engaging in the Aimhigher programme. Baseline year this measure updated to 2013/14. Impact on each cohort passing this milestone will be reported against the relevant benchmarking data for the academic year in which they complete Key Stage 4.
T16b_03	Access	Socio-economic	Outreach / WP activity (collaborative - please give details in the next column)	Proportion of engaged young people from disadvantaged backgrounds in intensive activity target group entering HE and retained for 6 months is greater than local average for YP from disadvantaged backgrounds, using a basket of indicators.	Yes	Other (please give details in Description column)	2013/14 FSM 31.6% (regional baseline 22%). POLAR 3 Q1 40.0%	10% above baseline	10% above baseline	10% above baseline	10% above baseline		Baseline year changed to 2013/14. Due to UCAS policy on access to learner level data, tracking now based on HESA data, reporting % entering any form of HE and retained for 6 months.