

Introduction

1. From August 2019 University Centre Peterborough (UCP) will be the independent vehicle for higher education delivery and a wholly owned subsidiary of Peterborough Regional College. UCP will have a validation agreement with Anglia Ruskin University (ARU) and will further develop its own practices, strategic targets and activities to satisfy the diverse community of Peterborough and the surrounding area. Prior to August 2019, UCP was operated as a joint venture, under a franchise arrangement, between Peterborough Regional College and Anglia Ruskin University. University Centre Peterborough has operated as a teaching institution with responsibility for learning and the personal and academic development and pastoral support of our learners. However, over the last three years we have sought and received agreement from ARU to develop our own strategies and processes to become more autonomous in preparation for NDAP and to also respond to student feedback. University Centre Peterborough was a connected undertaking in terms of HESA guidelines and therefore all previous access arrangements and tuition fees were agreed and part of Anglia Ruskin University's plan.

2. The curriculum offer will include 24 degree programmes some with embedded foundation degrees and a number of Business pathways. Planned recruitment for 19/20 on the validated courses will be 301. Our subject base includes a variety of programmes that fall into Arts and Humanities, Life Sciences, Education, Business and Technology and Engineering.

3. Under the franchise arrangement with ARU we have demonstrated on-going improvement in both the retention and success of the learners that study at UCP. The data we provide and comment upon throughout this plan is predominately derived from ARU HESA returns via the ARU student records systems, however we have also embedded and reflected upon the success of local strategies where appropriate and this have formed the basis of our evidence. As a result of the relationship discussed in point 1, prior to August 2019 UCP has not had direct access to the student data held by our partner, ARU, with returns that have been provided being largely focussed on course and module success rather than in the format necessary for this plan. We therefore recognise that further work and data analysis will need to be undertaken in 19/20 to allow us to continually monitor the success of disadvantaged and under-represented groups at a more granular level. Significant institutional commitments (both strategic and financial) have already been made to allow such analysis to take place (paragraph 32). In 2016/17 as part of our Annual Monitoring dataset we were given retention risk factors to monitor which were again attributed to courses. Data on underrepresented groups, unless specified, has been provided by ARU and has not been supplied in a format which would allow intersectional analysis. In 2019/20 our student record system will allow effective and ongoing intersectional analysis.

4. From 20/21 it is intended that UCP will also be delivering Higher National (Pearson) and a variety of non-prescribed professional qualifications which were previously the remit of Peterborough Regional College. Therefore commentary related to these courses is included within this document. These courses are delivered on a full-time and part-time basis to meet the needs of those in employment. The reason for delaying the move of these qualifications is to provide students and employers with sufficient notice and to comply with PSRB requirements.

5. As a newly independent provider we have taken the approach of analysing external data, benchmarks and reports alongside reflections on our own institutional experience, to understand the needs of the city and region to ensure our responses to widening participation are impact driven and focussed. By taking a whole institutional approach we will ensure our strategies and activities are monitored and evaluated by our students and stakeholders.

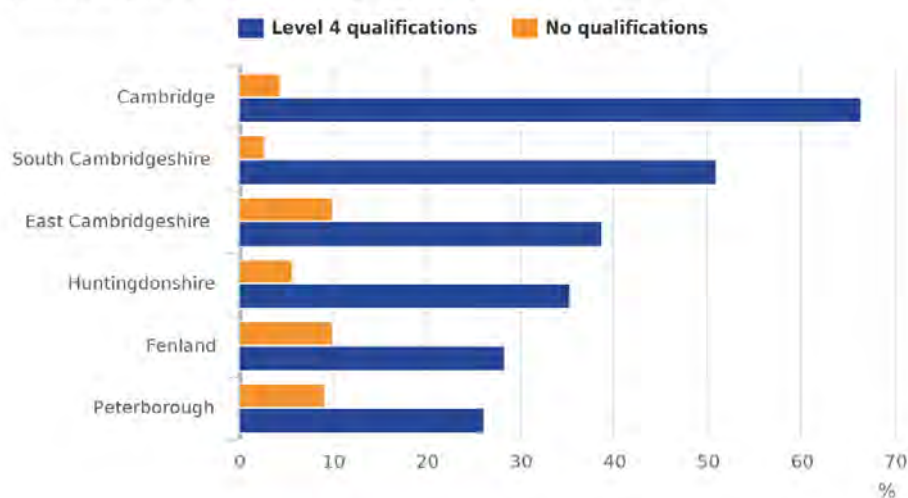
Peterborough and Fenland is recognised as being a HEFCE cold spot. The commentary below provides comparisons to the rest of England and the UK in terms of social mobility and opportunities for its citizens and as such has informed our planned activities and targets over the period of this plan. Peterborough has a much higher proportion of applicants coming from POLAR3Q1¹ than the UK as a whole (2018 EXACT data UCAS Media). The area surrounding Peterborough especially to the North and East is mostly made up of areas of low participation. Applicants from Peterborough are more likely to go to lower tariff providers than other UK applicants (46 % compared to 42 %). Entry rates into Higher Education by parliamentary constituency for our local catchment area are mostly below the entry rate for English 18 year olds which is 33 %. Peterborough's is 27 %. We also know that half of the students attending UCP live within a 35 minute drive time.²

Economic profile of the region

6. A clear target of this plan must be social mobility and improved economic opportunity for students in the region. The Cambridgeshire and Peterborough Independent Economic Review 2018³ clearly identifies a link between qualifications at NVQ4+ and higher earnings. The graph below indicates that within the Eastern Region, Peterborough had the lowest percentage of Level 4 qualification and one of the highest percentage of those with no formal qualifications.

Combined Authority Economic Indicators - Share of residents by highest level of qualification⁴

by Local Authority, Peterborough and Cambridgeshire, January to December 2015



7. The Combined Authority Economic Indicators report states that “26.1% of residents in Peterborough had a degree-level qualification, 40 percentage points lower than the share in

¹ HESA Data Widening Participation 2016/17 available from <https://www.hesa.ac.uk/news/01-02-2018/widening-participation-tables> accessed 02/10/18

² Patterns and trends in UK higher education 2017 – available from <https://www.universitiesuk.ac.uk/facts-and-stats/data-and-analysis/Documents/patterns-and-trends-2017.pdf> accessed 02/10/18

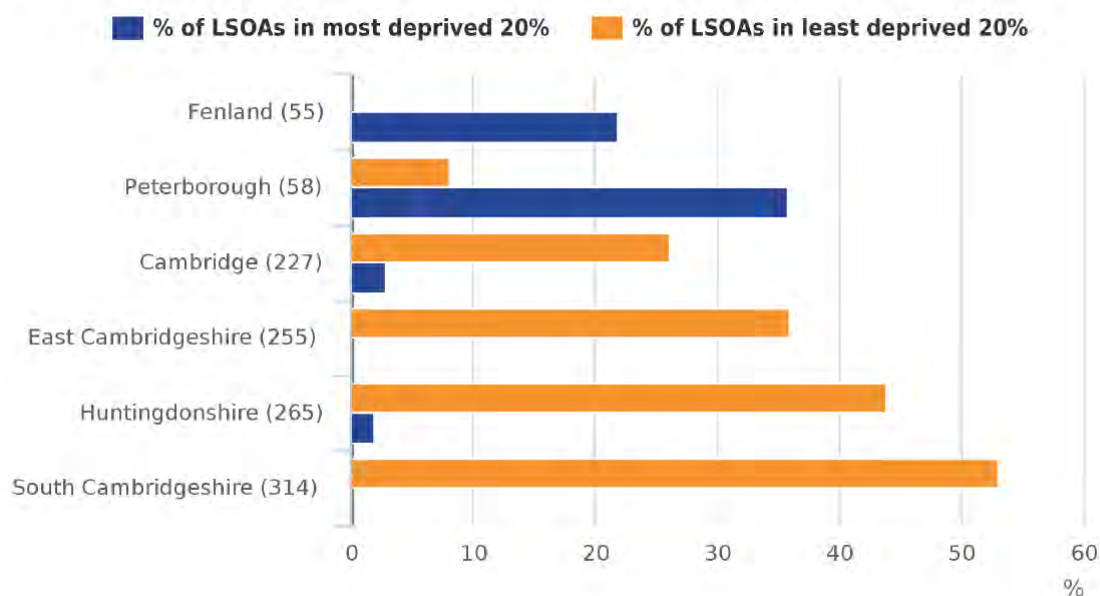
³ Available online from <http://www.cpier.org.uk/final-report/> Page 107 accessed 31/10/18

⁴ Combined Authority Economic Indicators available from <https://www.ons.gov.uk/economy/economicoutputandproductivity/output/articles/combinedauthorityeconomicindicators/2017-03-14> accessed 02/10/18

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Cambridge. Similarly in Fenland the share of residents with a degree-level qualification was 28.4% which was 8.5 percentage points below the national average”

Peterborough and Cambridgeshire Combined Authority, 2015



Source: Department for Communities and Local Government

Local Authority	Resident Earnings (£) 2016 (provisional)	Workplace Earnings (£) 2016 (provisional)	Sector with the highest share of employment (2015) %
Cambridge	589	613	P: Education
East Cambridgeshire	565	476	C: Manufacturing & G: Wholesale and retail trade
Fenland	504	456	C: Manufacturing & G: Wholesale and retail trade
Huntingdonshire	566	541	C: Manufacturing & G: Wholesale and retail trade
Peterborough	467	507	G: Wholesale and retail trade
South Cambridgeshire	672	633	M: Professional, scientific and technical

Source: Office for National Statistics

8. “In the Index of Multiple Deprivation (IMD) South Cambridgeshire ranks as one of the least deprived local authority in England at 314 out of a total of 326 local authorities. The remaining local authorities in Cambridgeshire also ranked relatively well in the index. By contrast Fenland and Peterborough were ranked at 55 and 58 respectively. Although the share of neighbourhoods in the most deprived 20% nationally was not particularly high in Fenland at 21.8%, none of the neighbourhoods in Fenland fell in the least 20% deprived nationally. Peterborough had 8% of neighbourhoods in the least deprived 20% nationally but a much higher share of LSOAs in the most

deprived 20% nationally at 35.7%.” The disparity in resident earnings is also presented in the ONS statistics above.⁵

9. With Peterborough having a higher than average percentage of deprived Lower Layer Super Output Area (LSOA) within the Peterborough and Combined Authority, whilst also having the lowest resident earnings in the East of England, it is evident that the city is in need of a higher education institution that can drive aspiration and attainment and address the needs of business in its locality.

10. It is worth noting the educational achievement of Peterborough’s students compared to national averages. In 2017, 52%⁶ of Peterborough students achieved their expected standard in reading, writing and maths at key stage 2 against a national average of 61%. This showed an improvement of 13% over 2016 (39%⁷) when Peterborough was ranked 151st out of 152 local authorities in England. For the same period, 35.1% achieved a grade 5 or above in GCSE English and Maths against a national average of 39.6%⁸. For those studying A Level, 12% of students achieved AAB or higher in at least 2 facilitating subjects at A Level against a national average of 17%. Progress 8 scores for 13 Peterborough schools (those with publically available data), show 5 to be below average, 4 are average and 4 are above average⁹. Over the last 3 years Peterborough has made significant strides in addressing the NEETS agenda and in 2015 (the most recent data), 93% of Peterborough Students after key stage 4 were in education, employment or training compared to the national state funded schools average of 94%.

⁵ Median weekly earnings for full time employees by Local Authority, Peterborough and Cambridgeshire, 2016 (provisional) and BRES data, jobs (full time employees, 2015) page 27

⁶All schools and colleges in Peterborough available online at <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=874&laname=peterborough&geographic=la&for=primary&basedon=%25%20meeting%20expected%20standard%20in%20reading%2C%20writing%20%26%20maths&show=All%20pupils> accessed 30/10/18

⁷ Key Stage 2 Assessments 2016: provisional results available online at <https://epi.org.uk/publications-and-research/key-stage-2-assessments-2016-provisional-results/> accessed 30/10/18

⁸ All schools and colleges in Peterborough available online at <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=874&laname=peterborough&geographic=la&for=secondary&show=All%20pupils%202018&datasetFilter=final> accessed 30/10/18

⁹ All schools and colleges in Peterborough available online at <https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=874&laname=peterborough&geographic=la&for=secondary&show=All+pupils+2018&datasetFilter=final&orderby=ks4.0.P8MEA&orderdir=desc&datatype=integer&sortpolicy=inversepolicy> accessed 30/10/18

University Centre Peterborough and student characteristics

	Stage of Student Life-Cycle		
	Access	Attainment	Progression
Under-represented group	30% investment in APP	22.5% investment in APP	15% investment in APP
Mature students		✓	
Students of Particular Ethnicity (BME)	✓	✓	✓
Disabled students			✓
Care leavers	✓		
Low HE participation location	✓		
Low household income	✓		
Students with BTEC Entry qualifications	✓	✓	
Part Time Students	✓		

Table 1 Strategic investment priorities of UCP's Action & Participation Plan. Current performance and evidence has informed the above targets. However it should be noted that Global bursary payments which were part of the ARU Access and Participation Plan will stop in 2022. At this point all students will be classed as UCP students as per our APP, the low income bursary will be retained however the global bursary will be re-invested in other forms to support Access, Success and Progression for those students falling under our APP banner. Therefore the % of total investment related to these areas will increase in 2022-23 to 35%, 59% and 46% respectively. We will do this from wider consultation with students as it is important to understand how group specific targeted approaches can be undertaken successfully without stigma.

Although the percentage of students at the institution from low HE participation areas is high compared to the England average, the ambitions of UCP to grow its student body whilst being located in a low participation and low attainment area (as outlined in the Peterborough context) means that this remains a strategic focus for access. It should also be noted that 32% of students come from households with no previous HE, this is 20% above the England average.

11. Our student profile at UCP is not significantly different from the national picture (HESA data) as we have a higher proportion of female to male students. We have a higher proportion of mature students (25+ years) which presents wider challenges with regard to work life balance, as many are in employment and/or have dependents (**T16b-06**). As a smaller institution we also have a higher than average number of students with a declared disability at enrolment (2015/16 – 19% and 2016/17 – 22%). In 2017/18, 266 of UCP students received maintenance loans. In terms of ethnicity we have a higher population of Asian students than the UK average. 11% of our students study in part time mode against a national average of 19% (**T16a_05**). We will be targeting these groups in our marketing and outreach strategies. Our curriculum approval events and curriculum development activities will also respond to this.

12. Although in 2017 around 6% of 19-year olds in higher education were care leavers (HEPI, 2017) our student population does not reflect this and has declined since 2016/17 (Table 2). Our planned access strategies and 1-2-1 differentiated support and IAG should help to address this. Previously we

held the Buttle Award alongside PRC but did not see a significant increase in applicants due to this kite mark. Instead we intend to work more closely with local authorities, charitable groups and Children’s Services.

Care Leaver Status	Percentage of students per academic year			
	2015/6	2016/7	2017/8	2018/9
Care Leaver	1.85%	2.79%	0.64%	0.00%
Information Refused	0.93%	2.79%	1.28%	4.91%
Not a care leaver	75.00%	76.28%	82.05%	94.48%
Not Known	22.22%	18.14%	15.38%	0.61%
UCAS Defined	0.00%	0.00%	0.64%	0.00%

Table 2 – Percentage of student body designated as care leavers 2015/16 – 2018/19

UCP Students and Current Performance

13. As an experienced provider of franchised ARU degrees, UCP have developed various services to ensure student success. Despite being in the minority in final year study, males are proving to be comparable with the female student population in terms of academic performance. Although a higher proportion achieved a 1st in 17/18, females were more likely to achieve a good or better degree (+8.34%). Until this point they were broadly equivalent. The 1st class profile may be due to the higher proportion of males studying for engineering degrees on a part-time basis who receive grants and bursaries from employers for academic success. The higher number of female students may be due to the numbers on top-up provision mainly on BA Education provision. There has been an improving trend in students achieving good or better degree classifications which has been achieved by improved academic support services, ongoing development of teaching strategies and promoting reflection on their personal progress. These strategies have been developed in partnership with students and agreed at Student Engagement Learning and Teaching Committees. It is notable that no male students achieved a 3rd classification in 2017/18.

14. For those students gaining a 1st class degree, UCP figures are comparable to that of the UK in 2016/17. The data in 2017/18 indicates that the strategies employed by UCP to address grade difference have resulted in performance being more closely aligned to national patterns. These strategies included a review of the tutorial framework, greater use of “at risk” learner identification in the early weeks and ongoing dialogue between student support services and academic staff. 70% of students achieved a 2:1 or higher classification. There has been a steady improving trend. (63% for 14/15, 66% for 15/16). It should be noted that this trajectory of improvement was significantly greater than the original targets outlined in the 2014/18 HE Strategy for UCP. In 16/17 53 students achieved a 1st, in 15/16 this was 32 and in 14/15, 22 students achieved a 1st class honours degree.

15. Retention has improved due to measures which will be detailed in subsequent sections. Retention around low participation, first year Q1 POLAR 3 in 2014-15 was 92%. All student retention was 94% and all Undergraduates was 85%.The data below demonstrates that we are on track to achieve our institutional target. This can be seen in tables 3 and 4below.

C	I	P	R	T	W	Grand Total	Withdrawn %	Intermitted %	Transferred %	Retention
504	17	1	4	26	34	586	6%	3%	4%	94%

Table 3 - 17/18 Retention (whole of UCP)

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C	I	P	R	T	W	Grand Total	Withdrawn %	Intermitted %	Transferred %	Retention
168	6	1	1	6	16	198	8%	3%	3%	92%

Table 4 - 17/18 Retention (L4 only)

16. The categories of students below have been identified by Anglia Ruskin University and HEFCE as being at “high risk” of not achieving, and as such are reviewed as part of our annual monitoring process: Male Gender; Black Ethnicity; Parents with no HE; Clearing Applicant; Tariff < 200; and those with a Level 3 Diploma.

17. FdSc Bioscience and BSc Computing and Information Systems were the only courses which statistically show a correlation between retention at L4 and significant risk factors as the majority of these students had previously studied a Level 3 BTEC Diploma. Although there was no significant gap in 2014/15, those who entered with a Level 3 BTEC qualification in 2015-16 had a non-continuation rate of 17.3% above those with other Level 3 qualifications. This gap reduced to 9.2% in 2016/17 however this remains high. The reduction was in part due to the introduction of focussed intervention of “high risk” leavers. The disparity between the achievement of good honours and retention has been widely reported by HEFCE for BTEC learners¹⁰. The changing assessment methodologies of these qualifications may in future reduce the level of risk attributed to these students, however the proactive steps that we have taken to improve teaching practice and tutorial support within these cohorts will further reduce the risk of non-retention. Another factor highlighted within the Annual Monitoring Report dataset we receive from ARU is the number of students whose parents had not attended higher education and as such a proportion of success investment will go towards targeted Study Excellence sessions and academic support activities. The development of academic skills modules for our newly validated provision has been done in response to this, alongside the introduction of wider student feedback mechanisms such as module evaluation surveys and meetings.

18. It should be noted that in 2016/17 88% of students achieved their intended award. If we consider students on a Foundation degree who transferred to an Honours degree, this statistic rises to 90%. DLHE data indicates that in 2015/16, 82% of graduating students were in work or further study.

19. Return from intermission has improved over the three-year period between 2015/16 and 2017/18 with re-engagement rates now standing at 58%. Given that in England only 9.7% Return to their provider and 10% Transfer to another provider¹¹ the UCP re-engagement rates are high due to the activities of the Student Support Office. The data on student intermissions provides further insight into our student characteristics and as such we have enhanced the wellbeing and pastoral support available to our students by developing effective relationships with referral services and providers such as Citizens Advice Peterborough alongside engagement with mental health advocates such as Mind. We will continue to offer mental health, wellbeing and healthy living events to equip our students with mechanisms to both declare and then manage health related issues which may negatively impact on their studies and future careers. This remains a clear priority within our action plan and impact measurements and is an area of investment.

¹⁰How successful are BTEC students at university? Available online at <https://wonkhe.com/blogs/how-successful-are-btec-students-at-university/> accessed 30/10/18

¹¹ <https://www.hesa.ac.uk/news/08-03-2018/non-continuation-tables> (2015/16)

Reason	UCP /ARU (2015/16)	PRC HNC/D (2015/16)	UCP/ARU (2016/17)	PRC HNC/D (2016/17)	UCP/ARU (2017/18)	PRC HNC/D (2017/18)
Employment	3	1	1	0	1	0
Health Reasons	8	0	5	0	13	0
Mental Ill Health	1	0	0	0	3	1
Personal Reasons - Child related	3	0	1	0	0	0
Personal Reasons - not specified	2	0	0	0	0	0
Personal Reasons - Home life	7	0	3	0	3	0
Maternity / Pregnancy	1	0	2	0	2	0
Bereavement	2	0	0	0	1	0
Academic Reasons	3	0	1	0	2	0
Financial	0	0	3	0	0	0
Accommodation	0	0	1	0	0	0
Total	30	1	17	0	25	1

Table 5 – student intermissions 2015/16 - 2017/18³

Peterborough Regional College Data

20. As we will be delivering the Higher National provision from 20/21 it is necessary to understand the historical barriers to learning that students on these courses encounter. The demographics of this cohort are discussed later within this section. As Peterborough Regional College deliver a range of level 4 short courses and teaching qualifications for their staff it is more pertinent to analyse and discuss the student characteristics of those on substantive qualifications such as Higher National provision. This provision is predominantly Engineering and Construction which explains the gender differences with regard to recruitment. The majority of these cohorts are employer sponsored and study one day per week. The growth of construction activity within the region due to infrastructure and housing has had beneficial economic returns for the region but has impacted on the ability of students to study and meet employer needs and this is reflected in the achievement rates when compared to the HNC Engineering in 2015/16 and 2016/17. As such greater access to digital resources and variations in mode and type of study are being explored to support those students in work and study. Extension request and withdrawal factors identify the need for this.

21. In 2016/17 procedures and processes were amended by the awarding body (Pearson) to greater reflect standard practice across the higher education sector. This resulted in Peterborough Regional College aligning its recruitment, quality monitoring and student support with standard University Centre Peterborough practice. In 2015/16, males outperformed females in achievement (78% to 75% respectively) and non-white students were comparable at 73%. Unfortunately this gap widened in 2016/17 as non-white achievement dropped to 57% due to the performance of a distinct cohort of international students studying engineering, who consequently transferred to another provider in 2017/18 mid way through the year. TEF metrics¹² show that we have an above average progression

¹² Table 6 - TEF year 3 Data – Based on part-time headcount (2016/17)

into highly skilled employment or higher study, this is due in part to the progression routes offered at UCP for construction and engineering. The latter accessing degree options from Level 5.

22. Although unlikely to accept intermission due to employer expectations, the widely reported reasons for those students on construction pathways requiring short and long term extensions relate directly or indirectly to employment issues. We have also seen an increase in students declaring a mental health issue as a reason for extension. From 2015/16 – 2017/18 there has been a significant increase in HN students declaring a disability (physical or learning) at enrolment which reflects the national picture.

23. It should be noted that due to population size and response rate, data is only available from the part-time provision. The PRC TEF Metrics include a range of level 4 and above short courses ranging from AAT, NVQ assessor and teaching qualifications.

	Denominator	Indicator (a) %	Benchmark	Difference	Z-score	Flag	Year†			Splits differ?
							1	2	3	
Employment or further study	70	95.7	97.2	-1.5	-0.8					Yes
Highly skilled employment or further study	70	80.0	75.8	4.2	0.9			+		Yes

Table 6 - TEF year 3 Data – Based on part-time headcount (2016/17)

Ambition and strategy

Overview

24. As an ambitious new provider located in a designated higher education ‘cold spot’, we are committed to increasing our recruitment through raising higher education participation rates in the region. Consequentially, the profile of our student intake often consists of (and is likely to continue to be) those that wouldn’t otherwise have gone to university. UCP has historically attracted students from low participation neighbourhoods for example in 2016/17 34.5% of young students and 35.2% of mature students came from this demographic. This is significantly above the England average.

25. We have a number of carefully targeted strategies to ensure we reach a range of under-represented groups in higher education including students from a disadvantaged socio-economic background (NS-SEC Classes 4-7); from low participation neighbourhoods; disabled students and for underrepresented groups (e.g. white British males; Asian females etc.). The BME group is discussed further in Paragraph 37. These strategies involve raising awareness of our offer, ensuring that our offer aligns with the interests and ambitions of students; ensuring that our students are well supported when they study with us and that they meet and exceed their expectations and flourish in their subsequent career. We aspire to be an engine of social mobility in the region, a highly accessible institution that challenges our students to aim higher and supports them in achieving their goals. We aim to achieve this by adopting a whole institutional approach with a commitment to continuous improvement. As a result we are committed to continue to invest a greater proportion of A&P expenditure on increasing access than any other stage of the student life-cycle.

26. At a strategic level we continue to ensure that our HE students demonstrate the attributes valued by employers and society. We are currently in the process of revising the HE Strategy (2019-2023), however our values of being student and employer centred, enabling collaboration and promoting excellence alongside the celebration of diversity will remain engrained in everything we do. We continue to ensure that our higher education portfolio meets the needs of learners, employers and the region as well as endeavouring to support the positive destination of all. Our mission has been: ‘to engage, enable and empower students to meet the challenges of the future’

27. The Higher Education Teaching and Student Outcomes Strategy 2018-2022 identifies an ongoing commitment to student success, engagement and outcomes. The ten principles of student engagement are incorporated within this as well as the promotion and enhancement of an inclusive learning community for all. HE Teaching Reviews comment on and share good practice with regard to inclusive practice and expectations are clearly articulated in the Student Charter¹³.

29. We aim to ensure all students are provided with the opportunity to enhance their skills, knowledge and attributes to succeed throughout their studies. All our students will have the opportunity to develop academically and personally, recognising the multiple environments from which our students come and personal characteristics. This will be achieved by including distinctive work placement elements in at least one of the courses' core modules alongside developing the reflective, cognitive and complex problem-solving skills required by employers. A measurement of this initiative will be to see a positive impact on BME and disabled student progression as these particular groups will be offered additional mentor guidance. At level 5, an employability focussed module and at level 6 students will elect to either study an enhanced employability module to promote lifelong learning or one which enables them to further enhance their academic skills for postgraduate study. This has been done to improve student outcomes and progression. It will be supported by our Employability Bureau and approach to engaging business mentors and ambassadors.

30. We will promote access and increase student recruitment of under-represented groups and disadvantaged students by¹⁴:

- Revising our portfolio to ensure that it aligns with the ambitions of learners in the region and the needs of industry.
- Embedding our courses in the civic and economic life of the city and wider region to ensure resilience and employability.
- Engaging with target schools, colleges and industry as part of our curricular and co-curricular activity, supporting schools and colleges in maintaining a broad curriculum; creating opportunities for real-world experience and addressing the recruitment and retention needs of industry as articulated within the Industrial Strategy.
- Engaging in outreach activity with partners through projects like NEACO.
- Working with schools and a range of cultural and community organisations to identify underrepresented groups in higher education and target them in our marketing and outreach activity. For example we will develop tailored outreach programmes with schools with high proportions of underrepresented groups to ensure that they are aware of our offer and the support they can access (BME and Care Leavers)
- Encouraging students from low participation neighbourhoods and disadvantaged socio-economic backgrounds to study at UCP by offering bursaries.
- Continuing to explore ways in which we can make our delivery flexible and attractive to mature and part time students

31. As a large number of our students are from target groups, we will therefore provide the following activities for our students to ensure success in graduate study and employment by:

¹³ Available online at <https://ucp-live.storage.googleapis.com/upload/www.ucp.ac.uk/other/Higher%20Education%20Student%20Charter%202018-2020.pdf?inline=true>

¹⁴ All T references relate to the Access and Participation Action Plan

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- Embedding a strong subject-related skills pathway in all of our courses
- Providing opportunities for students to develop their professional networks through employability and networking events
- Providing a thorough induction programme linking to the tutorial programme that enables swift intervention and support where needed by developing individual learning plans.
- Offering learning and teaching workshops to staff to ensure that they utilise innovative learning and teaching methods and resources so that classes are engaging and highly participatory for students
- Developing links with industry and public/third sector organisations to develop placement and internship opportunities for our students and seeking mentors for BME and disabled students
- Creating opportunities for students to undertake live projects with partners whether this be working to a brief, or undertaking research for a business, public or third sector organisation
- Continuing to develop a robust review and enhancement process to ensure that activities and support is impactful. Evaluation will be based on student feedback through Student Council meetings and Student Engagement Learning & Teaching (SELT) committee.
- Strengthening the student voice in all matters relating to the life of the Centre including course changes and delivery, student support services, bursaries and employability events, through the ongoing development of our Student Council prior to the establishment of an NUS
- Cultivating more employer advisory groups and seeking professional accreditation to ensure that students can gain a professional as well as academic status and develop appropriate networks. It is also hoped that professional industry ambassadors will be able to further showcase the opportunities and support on offer for under supported groups (BME and disabled students) i.e. developing targeted initiatives comparable to that undertaken by the IET to encourage more women into engineering
- Ensuring accessibility and inclusivity of all of our provision by making this a requirement of the course validation and revision process

Continuous improvement and monitoring /evaluation arrangements involving students

32. As UCP transition towards independence, it is necessary to develop internal systems and procedures. One of which will be the implementation of a HE specific Student Records System which will enable us to analyse data on a formative and summative basis to measure the effectiveness of our strategy. Currently due to data protection requirements UCP only have a limited view of the student records held at ARU, whilst PRC use ProSolution, which is more appropriate for Further Education returns. An investment of up to £1.5m has been approved to ensure that an appropriate system is purchased and implemented by August 2019, ensuring that accurate and detailed analysis will be accessible from this point onwards. There will be a period of transition during which historic and continuing student data will remain with ARU, however all new students enrolling with UCP in 2019-20 will be stored and managed internally. The availability of this information will enable us to have a more rigorous and data led approach to strategically enhancing access and participation.

33. Academic Governance and oversight will also be improved as all significant committees will have a standing item on monitoring and evaluation to ensure that student performance and outcomes are reaching the expected benchmarks and targets outlined within our action. All substantive committees have student representation and the Student Council will also approve the Access and Participation Plan targets and approach. All courses will have meaningful targets for access and participation that will form part of the annual monitoring process and the Course Annual Monitoring Reports are shared with students at the commencement of each academic year for feedback and

review. In addition, working groups and focus groups will be formed to ensure success and these will comprise both students and staff. We will use the expertise of the Academic Board and UCP Council in this process. The Access and Participation Plan was presented to the Academic Board in October 2018 to ensure feedback and agreement was sought from student representatives, academic staff, managers and support staff. It will be our intention to ensure that students are involved in the implementation, monitoring and evaluation of the plan as outlined in this and subsequent sections. A key element will be the evolution of the Student Council and Student Officer into a more formalised NUS from 2020 onwards.

There is an ongoing partnership with our student representatives to understand their aspirations and needs and to ensure that students feel part of an inclusive and welcoming community. They are consulted with when we introduce new strategies and procedures and will provide feedback on this APP and be involved in the monitoring of its effectiveness.

34. UCP will use guidance from the OFFA Toolkit¹⁵ to review the effectiveness of our bursary system. UCP will use the survey tool¹⁶ guidance. The survey will be done at the start of the academic year for returning students. A survey will be built using online systems and sent anonymously to each student. This data will then be analysed alongside the review and monitoring that will be undertaken within our committee structure.

Access, student success and progression measures

Access and outreach

35. We have previously undertaken a wide range of events (67 in 2016/17 and 139 events in 2017/18) which have been supported by both ARU and PRC however we now recognise that it is necessary to have a more targeted and focussed approach to raising the aspirations of the city and region due to the lower educational achievement at school age. All measures have targets within our action plan which have been derived from local data and HESA benchmarks. These are identified throughout this document. The table below identifies the activities we will undertake based on evidence derived from the ARU Student Record System (ASTRA) on Access and derived using HESA recognised definitions and methodology, where available. Data for England is taken from standard HESA reporting tools, using HESA rounding methodology and this then links to our action plan. Additional evidence has been derived from NEACO target schools who have requested specific activities, all of which will then have student and school evaluation forms to determine and assess impact. The activities below target underrepresented groups and will influence and benefit the entirety of the student life cycle and in many instances enable effective relationships, forums and pipelines for future success and support. We currently hold the Matrix Award for effective IAG

¹⁵ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/using-evidence-to-improve-access-and-participation-outcomes/financial-support-evaluation-toolkit/>

¹⁶ Survey Tool - <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/using-evidence-to-improve-access-and-participation-outcomes/financial-support-evaluation-toolkit/financial-support-evaluation-toolkit-using-the-survey-tool/>

University Centre Peterborough Access and Participation Plan 19/20

throughout the student journey. The activities below are in addition to the open days and UCAS Fairs that we attend and offer:

	Type of Activity								
	Campus Visits	Subject Based Activity	NEACO Target Schools	School Visits	Wellbeing & Resilience Events	Literary & STEM Festivals	Children University	Post 18 Options Events	Financial Support
Key Stages	4 & Mature	3 & 4	4	3 & 4	2,3,4	2,3,4, Mature	2	4 & Mature	4 & Mature
Mature students	✓					✓		✓	
Students of Particular Ethnicity	✓	✓	✓	✓					
Disabled students	✓	✓		✓					✓*
Care leavers	✓				✓				
Low HE participation location	✓		✓	✓	✓	✓	✓	✓	
Low household income			✓		✓				✓
Students with BTEC Entry qualification		✓			✓			✓	
Part Time Students	✓	✓						✓	

Table 7 – Planned outreach activity for 2018/19 and 2019/20

*enhanced support via reasonable adjustments

T16a_01, T16b_07: Disability and learning needs

36. To support students with a declared disability or learning needs we will offer 1-2-1 campus visits to discuss needs and agree an action plan of adjustment and support. We have seen an increased level of anxiety amongst this group due to the revised funding offered for DSA from 2016/17 and are responding appropriately. Campus visits for students with declared learning needs take place as far in advance as possible to ensure students are confident and supported throughout their studies. For new students, or for new DSA applicants, who require support described in Bands 1 and 2, this support will no longer be funded by DSA. To meet these support needs reasonable adjustments are made available and UCP operates a whole provider approach to an inclusive curriculum. This has led to UCP for the past 3 years having recruited between 7.4% and 9.3% above the England average for this group.

T16a_04: Ethnicity (BME)

37. The percentage of BME enrolments for 2014/15 and 2015/16 was above the England average, however this dropped in 2016/17 to be 5.5% below. Therefore, investment in these groups will be needed with regard to Access. We have currently commissioned research to understand factors influencing decisions on HE participation and are actively engaging with institutions such as IQRA

Academy Islamic Girls School as well as developing an Employer and Community Consultative Group who will report to the UCP Council.

T16b_01, T16a_03, T16b_02: Financial bursaries to aid study and participation

38. In 15/16 19.5% of our student body received the low-income student bursary, which has increased to 41.6 % for 17/18¹⁷. Retention and engagement of widening participation groups has increased due to this financial support. While UCP has significantly above the England average number of entrants from Low Participation Neighbourhoods (young - 34.5% and mature - 32.5%), due to the Peterborough context as outlined in the opening section, it must remain a focus of access investment. This is also linked to supporting school attainment in the region through effective engagement.

T16b_02, T16b_04, T16b_05: NEACO and Take Your Place collaborative engagements

39. Over the last 3 years, UCP has seen a decline in students entering with a Level 3 diploma, this may be due to the rise in apprenticeships and attainment levels in the city. Therefore, additional investment and ongoing collaboration with NEACO will be required to engage with this group and alternative Degree Apprenticeship routes will be promoted. UCP have offered a free sports module to years 12 and 13 during half –terms which has engaged with those who are the first to go to university in their family, males, and those schools within the NEACO target group. Leading sports psychologists attached to Premier League football clubs have delivered aspirational events and promoted the opportunities and benefits of degree education. In addition, subject focused activity days continue to be delivered and promoted across the region. A TYP (NEACO) Survey at PRC of level 3 Diploma students identified that one barrier was “not knowing what HE work looks like”. We are addressing this by sharing assessments and arranging informal lunches and offering peer mentoring. The benefit of HE student mentoring programmes can therefore be understood within the Peterborough and Fenland context.

T16a_02, T16b_06, T16b_10: Parents and influencers and working with Mature Groups

40. The UCP student body in 2016-17 was made up of 32.5% of students with no previous experience of HE in their family (against 12.2% England). As such it is important to engage parents and other key influencers . Due to this we have found that events such as those listed below have offered opportunities for parents to engage with HE staff, students and environment:

- Literature Festival and creative writing competitions sponsored by Waterstones
- STEM events
- Cyber Security events enabling SME and third sector engagement and benefitting student knowledge and skill acquisition
- Children’s University designated learning centre- opportunity to engage with mothers

Student Success Activities

41. Attainment

Although it has narrowed since 2015/16 7% more young students achieved when compared to mature students. The gap between BME and White students achieving good honours in 2016/17, had grown to 28.2%, however it should be noted that this was reduced to 10.5% in 2017/18. There is work to do here and investment needed to bring the success of BME students in line with England trends and the achievement of White students. Those students who have a recognised disability in

¹⁷ Local data

2015/16 were 12% less likely to achieve than those without, in 2017/18 this trend has reversed due to the investment in student support to become 2.6% above that of students without a declared disability. This is also within the context of the government no longer funding students from DSA bands 1 and 2 and UCP making reasonable adjustment. The biggest gap in success for UCP is that of students entering higher education with a Level 3 Diploma, here the gap between achievement of this group and those with other level 3 qualifications is 20.7%. There is therefore investment needed in analysing and supporting students with these entry requirements to successfully achieve good qualifications.

Unconditional offers

42. It has been widely reported that universities are offering unconditional offers to potential students, in many cases prior to successful completion of their level 3 qualification. This can negatively impact on the student's attainment at level 4. It has therefore been the ethos of University Centre Peterborough and Peterborough Regional College to only make unconditional offers via UCAS to those applicants who have already met the entry requirements for the course. This has been proactively promoted to schools.

T16a_06, T16a_10: Success of diverse ethnic groups

43. Peterborough and the surrounding region has seen a significant influx of migrant groups over recent years and has witnessed the growth of specialist Saturday language schools that are community run. We were aware that some students for whom English is the second language were struggling to engage with the style and requirements of academic language and discussion. In response to this we have established group and 1-2-1 EAL sessions for students with English as an additional language to develop grammar, structure and academic rigor. Currently students from these backgrounds have shown up to a 10 % improvement in their grades after engagement in these sessions. This activity must therefore continue and the student body will be consulted with to discuss other supportive activities.

T16a_07, T16a_09: Study excellence and Tutorial Support

44. All students can attend "Study Excellence" Sessions which were re-branded as previously the "study skills" label carried a degree of stigma. These are now viewed as an opportunity and resource for all students to improve their classifications and development of transferable academic skills. BTEC entrants and the first in the family to attend university are proactively targeted following feedback days and 1-2-1 tutorials. These sessions are run each day in 2 x 1hour blocks and are also supported by extensive online resources and sessions delivered by the learning resource and library team. The topics and sessions delivered are reviewed on an annual basis in conjunction with students and include: using eBooks, persuasive writing, critical thinking, research skills, Qualtrics, interpreting statistics, making use of Microsoft Office for time management strategies and preparing for presentations and debates.

45. Over the past three years weekly individual and group tutorial programmes have been developed which are differentiated by level and learning aim. These include: the development of reflective practices, smart target setting, the development of skills and CVs/ social media profiles to improve their employability potential, team building and leadership skills and developing the skills necessary to become a successful, autonomous learner. In addition welfare support opportunities are also signposted. Extensive online and face to face resources are available and we plan to continue to enhance these resources as we develop our own VLE.

T16a_08: Vertical Mentoring

46. From the centre's experience and student feedback, mature students are less likely to participate in extracurricular activities due to external commitments and as such a Vertical Mentoring Scheme was trialled to try and improve mature student engagement. Qualitative feedback revealed improved engagement in activities on and off campus. Statistical analysis of grade profiles and NSS satisfaction also highlighted substantial improvements. This initiative will now be embraced by all courses at UCP and is clearly articulated in our Higher Education Teaching and Student Outcomes Strategy 2018-2022. A paper was written and presented at the RAISE (17)¹⁸ conference by a member of staff and a student at University Centre Peterborough further demonstrating our research partnership approach and the use of evidence to inform strategy.

T16a_11: Emotional & Wellbeing Support

47. A dedicated Mental Health First aider qualified in suicide crisis intervention works alongside a Student Advisor who can refer students to specialist services and arrange emergency GP appointments. Referrals are available for a range of support including but not limited to Cognitive Behavioural Therapy, bereavement support, substance misuse, debt management, charity networks, alternative therapies and legal services. Prior to 2016/17 mental health was reported within the personal illness category as a reason for an amendment to a student's assessment deadline. In 2016/17 11.2% of extensions were stated as due to personal illness – mental health. By 2017/18 this number had risen to 16.6% of extension requests. It was therefore necessary for us to ensure a more robust referral and mental health support system which is outlined above. In 2017/18 this figure was slightly higher for mental health illness being cited as a reason for mitigation. Our student Support team will also provide on-going information, advice and guidance on funding available to support students throughout their studies.

T16a_11: Debt Management and Emotional Health & Wellbeing

48. We are reviewing the referral service for students struggling with debt and ensure that they receive the debt advice that they need whether this is managing on a budget or debt consolidation. We are doing this is by partnering with Citizens Advice with their Shared Vision project. This will fund an advisor to be on site once a fortnight or once a month as required. Higher education ought not to be encouraging students to get into debt but where appropriate, and where the only alternative is a high cost loan, alternatives should be promoted. We will do this within students' first week at UCP and for those who are yet to receive their loans. A credit fayre is planned for each February to coincide with student finance week following requests from students. In addition we use a discretionary Access, Welfare and Hardship Fund (AWHF) and its primary purpose is to relieve financial hardship that might cause a student to withdraw. The AWHF can provide extra help for students in hardship who need extra financial support to cover unexpected financial crises or costs. We also retain an emergency flat within our halls of residence should a student become temporarily homeless. We also have a staff member who is an approved signatory for Food Bank support.

¹⁸ **RAISE (17) conference (Research, Advancing and Inspiring Student Engagement) 6th- 8th September 2017 - Engaging mature students on campus with a vertical mentoring scheme** Claire Bowes & Katy Wild

Numerous awareness events are run throughout the academic year to engage and support students with issues related to mental health, wellbeing and healthy lifestyle.

49. The development of our Student Support team has enabled us to improve attendance monitoring which is also linked to global bursary payments. Following three absences students are contacted for an informal chat to discuss any underlying issues or concerns and this early intervention has been successful as evidenced by our improving retention rates. Any student considering withdrawing from their studies attends an exit interview to discuss their reasons and considerations for their withdrawal and offer alternatives where possible such as part time study, a period of Intermission or referrals to support services. Where a student decides to complete the withdrawal the financial implications of the withdrawal is thoroughly discussed with the student so they are aware of their liabilities. We also actively support students when they wish to transfer to another provider if life circumstances or study preferences change.

Ambition and implementation measures for Progression

Examples of events	Rationale and particular targeting of BME and disabled students
Business sustainability event for academic staff, employers and students	Subject enhancement and preparation for business and society to meet the increasing demands and requirements of the sustainability and responsibility agenda. As a Green Capital and Smart city Peterborough is keen to support and develop this activity. Mentors for BME and disabled students will be sought.
Development of a social science Peterborough teachers’ network to develop research skills and engage in community projects	Aspirational and transferable skill development required by employers and post-graduate study as well as opportunities for civic engagement. Projects will focus on community integration.
IET Present around the world	To engage students in STEM based subjects and respond to employer requirements and the economic drivers of the region as identified by the Combined Authority. This is in response to the demand from specific BME groups

T16b_11, T16a_14: Employability targets and activity to increase positive outcomes

50. We actively and will continue to promote, via our Employability Bureau, vacancies to students including work placements, paid employment, internships, volunteering, and inspiring opportunities for extracurricular entrepreneurial activities with the aim of equipping our students with the skills and graduate attributes which are articulated within our 2014-18 HE Strategy. Resilience, engagement in and promotion of continuous academic and professional development, a global perspective and cross –cultural sensitivity and awareness, clarity of communication and purpose, Information and skill expertise, intellectual autonomy and enquiry and adaptability are all proactively developed within the curriculum and extra- curricular activity. A focus of investment in terms of activity will be to address the progression difference between BME and White students. The gap between BME and White student progression into employment has remained constant with a small difference between BME and White and comparable to the England average. The exception was 2015/16 where this gap widened to 10.7% compared to the England average of 3.4%. This is an area where some amount of investment is required to remove these gaps.

T16a_13, T16a_14:

51. UCP has proactively engaged with employers to offer employment opportunities alongside careers guidance and skill enhancement. In 2016/17 UCP engaged with 19 providers and of these 6 converted to actual professional employment. In 2017/18 10 companies were effectively engaged with and provided opportunities for students to “earn and learn” on paid internships, part-time employment and eventual permanent employment and we will actively continue to promote these opportunities to BME and disabled students. Companies of note include: BGL Group, Landis and Gyr, Saffery Champness, Anglian Water, Allia Future Business Centre, i3Media and Teach East. We have also sought to promote entrepreneurial activity (T24) due to the number of patent applications and business start-ups as outlined within the Centre for Cities 2018 report¹⁹.

52. The UCP Academic Director was the secondee, as PRC were a lead college, to support the effective delivery of the AoC catalyst project which focused on the application of Boyer’s model of scholarship (1990) as a model to improve employer engagement. The implementation measures 53-56 were tested and evaluated as part of the AoC / HEFCE Catalyst funded Scholarship project which was completed in 2018. Measures 53-56 highlight the good practice and opportunities drawn from effective employer engagement and will continue to be enhanced during the lifetime of this plan.

53. Employers are invited to support brief / assessment development and review. This practice has been used very successfully across the Computing provision for some time but is now being widened to encompass more courses where they have professional placement opportunities or live brief options. We are very aware of the current focus on student outcomes and learning gain. We have also started to promote a culture of self-efficacy (Bandura 2017) so as to encourage students to become more self-aware and identify their skills/ attitudinal gaps which has also been in response to employer feedback on graduates being prepared for the workplace. It should be noted that sometimes the ‘real world’ message of employer expectation is difficult for students to engage with. Opportunities for employers and graduands to engage prior to entering the workforce provide both parties with an opportunity to reframe expectations and better understand motivations which will enable us to target BME and disabled students. Employers engage beyond the subject specific development of students as well. Saffery Champness (Accountancy firm) have offered diagnostic assessment centres to improve the critical thinking skills of students. This activity will continue to develop as graduate programmes increasingly value this skill set and aptitude.

54. Employers will also attend Undergraduate Research and Design Conferences and exhibitions to provide students with feedback on project work and research. This also supports networking skills within undergraduates. Initially this was focused on Engineering and Computing but has now extended to include Education and Sports in 2019. Students have also gained employment following these events. The Social Science and Arts dissertation conference which is held in January allows employers and academic panels to advise and critique student dissertation proposals. Three years ago this only included social science provision but now includes all humanities and arts provision. Review and discussion panels initially only comprised academic representatives but now includes employers (BBC Look East, Probation Service and Youth Offending to give a few examples).

55. In terms of third sector/ voluntary groups we have had successful engagement with organisations such as PCVS who have worked alongside our alumni and current undergraduates to submit a research proposal. This will be used to develop the employability skills and progression opportunities of those with a declared disability. The gap between disabled students and students with no disability progressing into work from UCP has improved from 2014/15 (23.9%) to 2016/17 (11.1%) however the gap between those with a declared disability and those without remains above the England average (-9.8%) and therefore will require further investment. Alternative options for

¹⁹ Available online at (<http://www.centreforcities.org/city/peterborough/>). Accessed 30/10/18

employment have been promoted and as such, the “Go For It” event held at Allia – provided students with entrepreneurial and industry insight into running their own business but also focused on the business acumen and commercial knowledge that is required for C21st graduates to be successful. This was led by business and industry experts and students gained a variety of knowledge on business planning, tax, regulatory requirements and marketing (T24). Students have also been commissioned by industry (supported by academic staff) to undertake research for which they have been paid. An example of this is the *Impact of Gigabit Connectivity in Peterborough* sponsored by City Fibre.

56. Academic staff now see that employers and industry can provide an excellent opportunity for updating their subject knowledge. Employer engagement and the subsequent scholarship it affords have caused us to review and redefine our discussion of research –led practice and scholarship. This does address the requirements and expectations of students as outlined within the recent HEPI²⁰/HEA Academic Experience Student Survey reports (2014-2016). All courses now have targets for employer engagement which are meaningful.

T16a_12: Post graduate study and progression by developing a research community

57. Along with the appointment of a Student Research Ambassador we have been able to improve participation in national conferences where students showcase their work at events such as BASES and the British Conference of Undergraduate Research. This has been made possible due to the partnership approach taken by academic staff and students to the acquisition of new knowledge and scholarship. These achievements have and will continue to enable us to improve award classifications, overall satisfaction, progression and an engagement with lifelong learning. We have also developed a graduate teacher initiative where our own graduates are supported in postgraduate Masters Study and offered teaching hours. Following a successful probation period and acquisition of a higher qualification they are then offered permanent employment and are aspirational role models for the student body. We also offer dedicated postgraduate evenings for students to introduce them to postgraduate study opportunities.

Investment

58. Financial investment informed by this Access and Participation Plan can be attributed with total investment being £349,552 for 2019/20, of this amount access investment of 30% is attributed to APP countable as this is the area which requires the most investment. For success, 22.5% is attributed to APP and 10% for progression²¹. For 19/20 all new entrants will receive a £500 global bursary payment which is part of the ARU Access and Participation Plan, from 20/21 onwards this payment will not be available to all students. This is identified within Student Choice as it is a Global Bursary based on attainment and not underrepresented groups and is therefore only being paid to the continuing students enrolled in 19/20. We have not applied a retention factor to this figure. Based on historic data (17/18) page 13 of the Access and Participation Plan and the ambitions of UCP to raise participation in HE from those from low income households, 41.6% of students will receive a £500 low income bursary this will continue to be paid to all new students. 11% of students are part-time many of these are mature. NOTE: Household Income < £25,000 have both bursaries so £1000 for FT and £500 for PT. A Global bursary of £500 per student for every student in 19/20 is included in Financial Support which increases overall total Investment above that recommended in

²⁰ 2016 HEPI- HEA Student Academic Experience Survey (2016) Neves, J and Hillman N, available from <http://www.hepi.ac.uk/2016/06/09/hepi-hea-2016-student-academic-experience-survey/> accessed 1 June 2017.

²¹ based on guidance in page 33 of Regulatory Notice 1

Regulatory Notice 1, however this will be evolved in the future in discussion with students so that it provides support specifically for attainment and progression measures which will be activity based²². The Global Bursary formed part of the ARU Access and Participation Plan which therefore we must honour for this cohort (those enrolling in 19/20). Due to the POLAR profile of the area, the low-income bursary will remain at an additional £500 per student with a household income < £25,000.

59. The Global bursary has an attainment focus and the criteria was reviewed for 19/20 to highlight the attendance requirement and will be paid to all students who satisfy the eligibility criteria which is published on our website. However, following consultation with the student body it is expected that this type of bursary will not be maintained post 19/20 as it is not sufficiently targeted. As an institution we are committed to supporting the achievement of students irrelevant of their background and as such our investment will focus on enhanced services and activities.

Provision of information to students

60. We provide financial advice to students in a range of formats which include:

1. Prospectus – Fees and how to fund your studies
2. Website - <https://www.ucp.ac.uk/fees-2018-19/> - which covers fees, bursaries and the wider support that students may seek.
3. Website - <https://www.ucp.ac.uk/welfare/> - which identifies the support available for students with specific needs and crisis contacts
4. Website - <https://www.ucp.ac.uk/financial/> - which includes a link to the student finance calculator as well as identifying types of debt and how to avoid them.

61. University Centre Peterborough reserves the right to increase the fee for courses that charge below the current maximum level (£9250) by the Retail Price Index (RPI-X) p.a. during a student's time on the course.

62. All Open Day events and Applicant Days include bespoke finance and advice sessions for students and parents as well as 1:1 guidance session which are available from February and are delivered on a weekly basis between 4:30pm and 6pm to allow potential school leavers to attend with parents or guardians. These are open to all students considering HE not just those applying to UCP. We regularly survey students and parents at these events to ensure that the information we provide is clear and understandable.

63. During induction, all students receive advice and guidance on finance and are reminded to apply for the low-income bursary if this is applicable. Throughout the year we offer various supportive mechanisms and events which range from guidance from Citizens Advice and Student Money Week which runs in February. Students are contacted via email, the Student Council meetings and social media to update them on opportunities and events.

64. When approved we will of course have our Access and Participation Plan published on our website and this will be signposted in offer letters as well as being part of our induction presentation and welcome talks.

65. Progress and impacts will be shared with students at all relevant committee meetings and approved by the Student Council to enable us to continually enhance our activities based on their feedback as we advocate and are proud of our partnership approach at UCP.

²² Table 1 – Page 5

Table 3 - Summary of full-time and part-time course fee levels for 2019-20 entrants

Institution name: University Centre Peterborough

Institution UKPRN: 10068157

Validation checks:

1. Please enter statement on increasing your fees by inflation for 2019-20 entrants in subsequent years of study in cell B13.

* 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.

University Centre Peterborough reserves the right to increase the fee for courses that charge below the current maximum level (£9250) by the Retail Price Index (RPI-X) p.a. during a student's time on the course.

Full-time course type:	Additional information:	Course fee:
First degree	Various	£8,000
Foundation degree	Various	£8,000
Foundation year / Year 0		*
HNC / HND	Various	£6,000
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation 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		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8 - Targets and milestones

Institution name: University Centre Peterborough
 Institution UKPRN: 10068157

Validation checks:

- All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.
- All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.

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	Disabled	Other statistic - Other (please give details in the next column)	internal admissions data from enrolment forms	No	2015-16	19%	N/A	19%	19%	19%	19%	Maintain proportion of full time self-declared, university verified disabled entrants (DSA funding changes)
T16a_02	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	internal admissions data from enrolment forms	No	2016-17	29.7%	N/A	30%	32%	34%	35%	Increase percentage of students from backgrounds with no history of HE
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)		Yes	2016-17	34.5%	N/A	35%	37%	39%	41%	
T16a_04	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	internal admissions data from enrolment forms	No	2016-17	30%	N/A	30%	30%	31%	32%	Increase participation of BME students in HE through targeted school and community engagement activities
T16a_05	Access	Part-time	Other statistic - Part-time (please give details in the next column)	internal admissions data from enrolment forms	No	2016-17	11%	N/A	12%	14%	16%	19%	Increase percentage of part-time student numbers to promote lifelong learning
T16a_06	Success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Internal student success data	No	2016-17	15.4%	N/A	13%	12%	10%	9%	Decrease % of non continuation rates of BME students
T16a_07	Success	Multiple	HESA T3d - No longer in HE after 1 year (Young, full-time, other undergraduate entrants)	Internal retention data	No	Other (please give details in Description column)	9.2%	N/A	7%	6%	4%	3%	Decrease % of non continuation rates of BTEC entrants.
T16a_08	Success	Mature	HESA T2a - (Mature, full-time, first degree entrants)	Internal student success data	No	Other (please give details in Description column)	0	N/A	7%	5%	3%	0%	Reduce the attainment gap between mature and young students (impact of vertical mentoring)
T16a_09	Success	Attainment raising	HESA T3d - No longer in HE after 1 year (All, full-time, other undergraduate entrants)		No	2017-18	12%	N/A	12%	10%	8%	6%	Decrease % of non-continuation in HE of UK domiciled full-time first degree entrants
T16a_10	Success	Ethnicity	HESA T5 - Projected degree (full-time, first degree entrants)		No	2017-18	10.5%	N/A	8%	6%	4%	2%	Reduce the attainment gap of good honours classifications between White and BME students (measurable in the short term by reduction in gap at a module level)
T16a_11	Success	Disabled	Other statistic - Disabled (please give details in the next column)	Internal student support data	Yes	2018-19	33.8%	N/A	30%	25%	20%	15%	Decrease the % of extension, mitigations and intermissions which cite mental health as the reason
T16a_12	Progression	Multiple	Other statistic - Postgraduate (please give details in the next column)	End of year survey for Year 1 students on aspirations	No	2015-16	15%	N/A	15%	16%	17%	18%	Increase % of students progressing to further professional postgraduate study. As students on the 19/20 APP will not graduate until 2022, this data will be based on aspirations and review of activities undertaken
T16a_13	Progression	Disabled	Other statistic - Progression to employment or further study (please give details in the next column)	End of year survey for Year 1 students on aspirations	Yes	2016-17	82.4%	N/A	85%	87%	88%	89%	Increase positive destinations for Disabled students into employment. As students on the 19/20 APP will not graduate until 2022, this data will be based on aspirations and review of activities undertaken
T16a_14	Progression	Ethnicity	Other statistic - Progression to employment or further study (please give details in the next column)	End of year survey for Year 1 students on aspirations	Yes	2015-16	10.7%	N/A	9%	8%	7%	5%	Reduce the gap between BME and White students progressing into meaningful employment. As students on the 19/20 APP will not graduate until 2022, this data will be based on aspirations and review of activities undertaken

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	Multiple	Other statistic - Other (please give details in the next column)	Internal admissions comparisons to previous year	Yes	2018-19	457	N/A	557	774	1035	1300	Increase progression (student numbers) into Higher Education
T16b_02	Access	Low participation neighbourhoods (LPN)	Other statistic - Other (please give details in the next column)	Internal event registers of outreach activity	No	2018-19	24	N/A	24	24	26	28	Increase number of focused activities using NEACO target list within HEFCE cold spots (years 12 and 13) focusing on specific schools rather than a more widespread approach
T16b_03	Access	Multiple	Other statistic - Other (please give details in the next column)	Internal event registers of outreach activity	No	2018-19	60	N/A	63	66	69	73	Increase HE outreach activities (multiple) targeting Year 10 and 11
T16b_04	Access	Multiple	Other statistic - Progression to employment or further study (please give details in the next column)	Internal event registers of outreach activity	Yes	2018-19	10	N/A	15	18	20	25	Deliver subject activity through collaborative partnerships with other organisations such as local authorities, NEACO and PSRBs
T16b_05	Access	Attainment raising	Other statistic - Other (please give details in the next column)	Internal event registers of outreach activity	Yes	Other (please give details in Description column)	0	N/A	5	6	7	10	Increase engagement with local schools and colleges by implementing a student mentoring scheme alongside NEACO and other services
T16b_06	Access	Mature	Other statistic - Other (please give details in the next column)	Analysis of internal event reports	Yes	2018-19	40	N/A	45	50	55	60	Increase number of events offered to encourage mature students into HE via personalised campus visits and promotion
T16b_07	Access	Disabled	Other statistic - Other (please give details in the next column)	Analysis of internal event reports	Yes	2018-19	20	N/A	25	30	35	40	Increase number of activities offered to encourage students with disabilities into HE via personalised campus visits and online communication
T16b_08	Access	Care-leavers	Other statistic - Other (please give details in the next column)	Analysis of internal event reports	Yes	2017-18	0	N/A	10	14	16	20	Increase number of activities offered to encourage young carers into HE via personalised campus visits and promotion
T16b_09	Access	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	Analysis of internal event reports	Yes	2018-19	15	N/A	18	20	22	24	Increase number of activities delivered through collaborative partnerships with the community and businesses
T16b_10	Access	Multiple	HESA T1c - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	Analysis of internal event reports	Yes	2018-19	18	N/A	19	20	21	22	Increase number of activities offered to educate and engage parents in HE due to low participation and no history of HE in family
T16b_11	Progression	Multiple	HESA T5 - Projected degree (full-time, first degree entrants)	Internal CRM output	Yes	2015-16	6	N/A	20	25	30	35	Increase number of local employers engaged with to facilitate positive outcomes for graduates