City, University of London

Access and Participation Plan: 2020-21 to 2024-25

City, University of London is a leading global institution committed to academic excellence, focused on business and the professions and located in the heart of London. Our fundamental purpose is to transform the lives of our students, create new knowledge, support business and the professions and contribute to the global good of society.

International students, representing some 160 countries, and students from backgrounds under-represented in Higher Education (HE) form City's two majority cohorts.

We are immensely proud of the diversity of our students and the extraordinary journeys they are taking with us. Building on our track record of success in widening access we are now increasingly focused on providing sustained and personalised student support from primary education through to successful personal and professional outcomes post-graduation.

This Plan outlines our assessment of performance, strategic measures for access and participation and their place within our institutional strategy.

1. Assessment of performance

The OfS data set and additional data and analysis we have referenced confirm the robustness of the approach set within our previous Plans which has seen us focusing effort through:

- improvement to the City student journey to improve outcomes for all our students;
- targeted support, increasingly spanning the full student life cycle, for specific groups from under-represented backgrounds.

All tables in this section are derived from the Access and Participation data. We have not included part-time students as we do not routinely offer part-time pathways through our programmes. Students studying part time are doing so as part of repeat year arrangements or as participants on our small distance learning and apprenticeship routes; we have covered their needs in Section 2.

Access

In 2017/18 67% of City's undergraduate student cohort were from backgrounds under-represented in HE but only 3.6% of that group were from POLAR4 Lower Participation Neighbourhood (LPN) Quintile 1. This is a well-known challenge for London institutions. Whilst we have set a target for POLAR4 we will also monitor the recruitment of students from Quintile 1 and 2 of Indices of Multiple Deprivation (IMD) and continue our track record of outperforming the sector in relation to these students. During the course of the plan we will also increase our use of tools such as Acorn consumer classification supporting identification of students from the most disadvantaged socio-economic backgrounds. We have also set objectives in relation to access for disabled students and mature students.

We have reviewed the way we attribute costs to access and revised this to reflect direct costings only in the accompanying Targets and Investment Plan. This means, for example, that evaluation and research related investment is not part of access declared spending; the reduced percentage attributed to access does not reflect a reduction in access related activity.

Success (continuation)

Following significant investment, City's non-continuation rate improved by 3.6% between 2015/16 and 2016/17 for City's full time undergraduate entrants[1]. We have secured this whilst maintaining a narrow gap in continuation as measured by socio-economic background. This Plan will see us continuing to invest in successful continuation for all as measured by our institutional Key Performance Indicator (KPI). Our targets will measure our success in narrowing the gap for mature and disabled students and for care-leavers.

Success (attainment)

City's attainment gap is narrower than the sector average for both Black, Asian and Minority Ethnic (BAME[2]) and IMD Q1&2 students but we still have a distance to travel, particularly for our BAME students and specific ethnic groups within that. Our targets relate to the attainment gaps for BAME and IMD Q1 students.

[1] HESA non-continuation UK performance indicator

[2] Our narrative refers to BAME students but we have used the term ABMO (Asian, Black, Mixed, Other) in the tables in line with the Access and Participation dataset

Progression to graduate level employment or further study

Recent research conducted by our Students' Union indicates employability is the number one priority for our students. This, coupled with our institutional mission for academic excellence for business and the professions, makes addressing a recent downward trend in employability, and graduate level employability, a high priority for City. Our gap analyses are mixed with, for example, a narrower gap by IMD compared to the sector but a more significant gap for particular ethnic groups. This Plan will see us continuing to invest in successful progression for all as measured by our institutional KPI. Our targets will measure our success in reducing the gaps for IMD lower quintile and BAME students as overall performance improves.

1.1 Higher education participation, household income, or socioeconomic status

We have considered both IMD and POLAR4 in this section and will continue to use both as well as increasing our use of Acorn to assess our performance across the student journey. City consistently performs above the sector for IMD Q1&2 at each key stage in the student life cycle as shown in Table 1 which represents the average performance over five years although there were some gaps in 2017/18 which are noted in the sections below. In contrast, POLAR4 data suggest a significant issue in terms of students from the lower quintiles accessing City but in the three other life cycles City outperforms the sector, in some cases by quite a large margin, when comparing quintile 1 to quintile 5 as demonstrated in Table 2. At institution level POLAR4 Q1 students achieve the highest performance in each of these stages.

As noted previously, POLAR4 is a specific challenge for London institutions, particularly those which attract high numbers of students locally (74% of our students are from London and only 13 out of over 600 London wards are POLAR4 Q1) and we therefore consider IMD to be more meaningful to City.

Table 1: All full time UK undergraduate 5 year average performance

Student Life Cycle Stage	Attribute 1	Attribute 2	Comparison of Attribute 1 vs Attribute 2		
			Provider gap	Sector gap	Provider vs Sector
Access	IMD Quintile 5	IMD Quintile 1	-13.5%	1.3%	Above sector ↑
		IMD Quintile 2	-18.0%	2.3%	Above sector ↑
Continuation	IMD Quintile 5	IMD Quintile 1	2.5%	7.2%	Above sector ↑
		IMD Quintile 2	1.2%	5.2%	Above sector ↑
Attainment	IMD Quintile 5	IMD Quintile 1	13.6%	18.5%	Above sector ↑
		IMD Quintile 2	9.4%	11.9%	Above sector ↑
Progression to employment	IMD Quntile 5	IMD Quintile 1	5.5%	8.8%	Above sector ↑
		IMD Quintile 2	5.7%	6.1%	Above sector ↑

Table 2: All full time UK undergraduate 5 year average performance

Student Life Cycle Stage	Attribute 1	Attribute 2	Comparison of Attribute 1 vs Attribute 2		
			Provider gap	Sector gap	Provider vs Sector
Access	POLAR4 Q5	POLAR4 Q1	37.1%	18.9%	Below sector ↓
		POLAR4 Q2	34.3%	14.9%	Below sector ↓
Continuation	POLAR4 Q5	POLAR4 Q1	-3.7%	4.7%	Above sector ↑
		POLAR4 Q2	-0.1%	3.2%	Above sector ↑
Attainment	POLAR4 Q5	POLAR4 Q1	0.6%	3.8%	Above sector ↑
		POLAR4 Q2	1.6%	1.5%	Below sector ↓
Progression to employment	POLAR4 Q5	POLAR4 Q1	-10.0%	7.0%	Above sector ↑
		POLAR4 Q2	-5.2%	5.2%	Above sector ↑

Access

In 2017/18 56.1% of City's home domiciled undergraduate students were from IMD Q1&2 and 39.7% were eligible for free school meals. 10.8% were from IMD Q5. In the same year HESA data show that 43% of City's undergraduate home domiciled students were the first in family to enter HE. The investment we are making in student support (see sections 2 & 3) will benefit all our students but is particularly important for this group who are, for example, more likely to experience poor mental health during their studies.[3] In the same year 93.7% of young full time entrants to City were from state schools or colleges.

[3] www.universitiesuk.ac.uk/minding-our-future

Table 3: Access All Full time UK undergraduates 2013/14-2017/18												
	Provider Percentage of New Entrants by Student Group						Sector Percentage of New Entrants by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	Comparison to IMD 5 2017/18	2013/14	2014/15	2015/16	2016/17	2017/18	Comparison to IMD 5 2017/18
IMD quintile 1	23.5%	24.5%	25.5%	24.9%	25.9%	-15.1%	19.0%	20.4%	20.9%	21.2%	21.6%	-0.6%
IMD quintile 2	28.5%	28.5%	28.4%	30.9%	30.2%	-19.4%	18.8%	19.6%	19.7%	19.9%	20.0%	1.0%
IMD quintile 3	20.7%	19.9%	20.0%	20.3%	19.1%	-8.3%	18.7%	18.6%	18.6%	18.4%	18.5%	2.5%
IMD quintile 4	15.5%	14.9%	14.2%	14.0%	14.0%	-3.2%	20.1%	19.5%	19.2%	19.0%	18.9%	2.1%
IMD quintile 5	11.8%	12.3%	11.8%	10.0%	10.8%		23.3%	22.0%	21.7%	21.5%	21.0%	

Despite over half our home domiciled undergraduate population being from IMD Q1&2, in the same year only 3.6% of City's home domiciled students were from LPN Q1 and 7% from LPN Q2. This is a well-documented challenge for HE providers in London where only 13 wards out of over 600 in the capital are LPN Q1. In City's case, 74% of our UK domiciled first degree students are from London which further exacerbates the situation in terms of trying to significantly increase the number of students from LPN Q1. HESA widening participation indicators for LPN show City is in line with our location adjusted benchmark but we have decided to include a target for this group, reflecting it as a sector priority whilst recognising the challenges. This also aligns with our aim to increase the reach and impact of additional personalised support for specific student groups (see Section 2 and 3).

Table 4: Access All Full time UK undergraduates 2013/14-2017/18														
	Provider gap to POLAR4 Q5						Sector gap to POLAR4 Q5						Comparison Provider to Sector	
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2017/18	5 Year Average
POLAR4 quintile 1	36.6%	38.8%	36.9%	37.8%	35.5%	37.1%	19.9%	18.9%	18.7%	18.6%	18.3%	18.9%	Below sector ↓	Below sector ↓
POLAR4 quintile 2	36.6%	35.0%	33.2%	34.4%	32.1%	34.3%	15.5%	14.8%	14.7%	14.7%	15.7%	14.9%	Below sector ↓	Below sector ↓
POLAR4 quintile 1&2	34.1%	32.4%	30.8%	30.8%	28.6%	31.3%	4.4%	3.3%	3.0%	2.9%	2.6%	3.2%	Below sector ↓	Below sector ↓

In 2017/18 60% of pupils participating on our outreach programme were the first in their family to enter HE and 20% were from LPNs. 93% of participants lived in a neighbourhood where they are likely to face some level of disadvantage.[4]

Success (non-continuation)

In 2016/17 our continuation rates for IMD lower quintile students improved in line with our overall cohort. City performs above the sector for continuation for both IMD Q1 and IMD Q2. We intend to maintain this achievement as we continue to improve continuation for all our students as measured by our institutional KPI target for undergraduate continuation.

Table 5: Continuation All Full time UK undergraduates 2012/13-2016/17						
	Continuation Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
IMD quintile 1	87.3%	87.1%	84.9%	85.2%	88.3%	86.6%
IMD quintile 2	85.7%	86.8%	90.4%	86.9%	89.5%	87.9%
IMD quintile 3	86.3%	86.8%	86.4%	87.0%	89.0%	87.1%
IMD quintile 4	87.5%	90.6%	86.7%	88.8%	90.5%	88.8%
IMD quintile 5	88.7%	90.4%	87.4%	88.9%	89.7%	89.0%

Table 6: Continuation All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to IMD 5						Sector gap to IMD 5						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year Average
IMD quintile 1	1.4%	3.3%	2.5%	3.7%	1.4%	2.5%	6.3%	6.6%	7.5%	7.7%	7.9%	7.2%	Above sector ↑	Above sector ↑
IMD quintile 2	3.0%	3.6%	-3.0%	2.0%	0.2%	1.2%	4.7%	4.5%	5.5%	5.6%	5.8%	5.2%	Above sector ↑	Above sector ↑
IMD quintile 1&2	2.3%	3.5%	-0.5%	2.8%	0.7%	1.8%	5.5%	5.5%	6.6%	6.7%	6.9%	6.2%	Above sector ↑	Above sector ↑

City also performs above the sector for continuation for POLAR4 Q1&2 and, indeed, Q1 students achieved the highest continuation rates in the institution both in 2016/17 and across the five year average.

Table 7: Continuation All Full time UK undergraduates 2012/13-2016/17						
	Continuation Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
POLAR4 quintile 1	87.1%	100.0%	93.0%	90.7%	95.8%	93.3%
POLAR4 quintile 2	91.9%	89.2%	89.8%	88.8%	89.2%	89.8%
POLAR4 quintile 3	88.0%	91.4%	89.6%	86.2%	90.7%	89.2%
POLAR4 quintile 4	87.9%	91.3%	88.7%	88.0%	92.4%	89.7%
POLAR4 quintile 5	89.5%	89.3%	88.8%	89.4%	91.2%	89.6%

[4] As measured by Indices of Multiple Deprivation, Education Skills and Training Deprivation, Income Deprivation Affecting Children and POLAR

Table 8: Continuation All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to POLAR4 Q5						Sector gap to POLAR4 Q5						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year Average
POLAR4 quintile 1	2.4%	-10.7%	-4.2%	-1.3%	-4.6%	-3.7%	4.2%	4.6%	4.8%	4.9%	5.0%	4.7%	Above sector ↑	Above sector ↑
POLAR4 quintile 2	-2.4%	0.1%	-1.0%	0.6%	2.0%	-0.1%	2.8%	3.3%	3.2%	3.4%	3.3%	3.2%	Above sector ↑	Above sector ↑
POLAR4 quintile 1&2	-1.0%	-3.0%	-1.9%	0.1%	-0.2%	-1.2%	3.4%	3.9%	3.9%	4.0%	4.0%	3.8%	Above sector ↑	Above sector ↑

Success (attainment)

Although 2017/18 saw improvements in attainment for IMD Q1&2, there remain gaps compared to Q5. Nevertheless, City performs better than the sector in relation to the attainment gap as measured by both IMD Q1&2. Whilst our current priority for equality of outcomes relates to our BAME students, we will be monitoring the impact of the work to improve BAME outcomes against IMD Q1&2 through the course of this Plan and have set a target to improve IMD Q1 attainment.

Table 9: Attainment All Full time UK undergraduates 2013/14-2017/18						
	Provider Percentage by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average
IMD quintile 1	69.5%	63.2%	68.5%	63.4%	68.2%	66.6%
IMD quintile 2	68.9%	70.5%	72.0%	69.0%	73.4%	70.8%
IMD quintile 3	78.0%	71.2%	77.9%	74.9%	70.1%	74.4%
IMD quintile 4	79.3%	76.3%	74.7%	72.4%	76.0%	75.7%
IMD quintile 5	80.8%	77.3%	85.4%	76.6%	80.8%	80.2%

Table 10: Attainment All Full time UK undergraduates 2013/14-2017/18														
	Provider gap to IMD 5						Sector gap to IMD 5						Comparison Provider to Sector	
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2017/18	5 Year Average
IMD quintile 1	11.3%	14.1%	16.9%	13.2%	12.6%	13.6%	18.0%	19.1%	19.1%	18.3%	18.0%	18.5%	Above sector ↑	Above sector ↑
IMD quintile 2	11.9%	6.8%	13.4%	7.6%	7.4%	9.4%	11.4%	12.4%	12.2%	12.1%	11.6%	11.9%	Above sector ↑	Above sector ↑
IMD quintile 1&2	11.7%	10.1%	15.0%	10.2%	10.2%	11.4%	14.5%	15.6%	15.7%	15.1%	14.7%	15.1%	Above sector ↑	Above sector ↑

In 2017/18, POLAR4 Q1&2 students achieved the highest rates of attainment in the university, a performance which was above that of Q1&2 students in the sector.

Table 11: Attainment All Full time UK undergraduates 2013/14-2017/18						
	Provider Percentage by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average
POLAR4 quintile 1	78.3%	58.3%	67.7%	81.3%	83.9%	73.9%
POLAR4 quintile 2	73.5%	66.7%	75.3%	70.0%	78.8%	72.9%
POLAR4 quintile 3	73.0%	74.6%	76.3%	66.7%	70.3%	72.2%
POLAR4 quintile 4	75.4%	71.4%	74.9%	67.6%	72.1%	72.3%
POLAR4 quintile 5	75.6%	75.8%	76.2%	73.4%	71.4%	74.5%

Table 12: Attainment All Full time UK undergraduates 2013/14-2017/18														
	Provider gap to POLAR4 Q5						Sector gap to POLAR4 Q5						Comparison Provider to Sector	
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2017/18	5 Year Average
POLAR4 quintile 1	-2.7%	17.5%	8.5%	-7.9%	-12.5%	0.6%	1.1%	3.2%	8.4%	2.9%	3.3%	3.8%	Above sector ↑	Above sector ↑
POLAR4 quintile 2	2.1%	9.1%	0.9%	3.4%	-7.4%	1.6%	1.2%	2.3%	2.9%	-0.7%	2.0%	1.5%	Above sector ↑	Below sector ↓
POLAR4 quintile 1&2	0.9%	11.9%	3.1%	-0.1%	-8.8%	1.4%	1.1%	2.7%	5.2%	0.7%	2.6%	2.5%	Above sector ↑	Above sector ↑

Progression to employment or further study:

Table 13 shows variations over the years in relation to progression. In 2016/17 there was a 10.2% gap in progression rates between IMD Q1&2 and IMD Q5 which was worse than the sector. The five year average, however, reveals a much smaller gap of 5.7% which was better than the sector. Our TEF 4 metrics indicate no significant gaps relating to socio-economic status. In keeping with City's *Vision 2026* we intend to prioritise employability for all student groups at every stage in the student life cycle. We have set a target to reduce the gap for IMD Q1&2 as we improve employability for all students as measured by our institutional KPI.

City's internal measurement of career readiness shows no significant gaps in baseline career readiness on entry between IMD Q1&2 and IMD Q3-5. We will continue to monitor career readiness for all student groups at every stage (see sections 2 and 3).

Table 13: Progression All Full time UK undergraduates 2012/13-2016/17						
	Provider Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
IMD quintile 1	62.0%	71.2%	74.5%	63.0%	62.0%	66.5%
IMD quintile 2	67.0%	65.7%	71.9%	59.7%	67.6%	66.4%
IMD quintile 3	64.1%	68.5%	69.7%	60.6%	75.5%	67.7%
IMD quintile 4	64.4%	69.8%	69.1%	60.3%	70.0%	66.7%
IMD quintile 5	73.5%	62.6%	74.6%	74.4%	75.3%	72.1%

Table 14: Progression All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to IMD 5						Sector gap to IMD 5						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year Average
IMD quintile 1	11.5%	-8.6%	0.1%	11.4%	13.3%	5.5%	9.8%	9.6%	8.9%	8.7%	7.1%	8.8%	Below sector ↓	Above sector ↑
IMD quintile 2	6.5%	-3.1%	2.7%	14.7%	7.7%	5.7%	6.7%	6.6%	5.9%	6.2%	5.2%	6.1%	Below sector ↓	Above sector ↑
IMD quintile 1&2	8.6%	-5.2%	1.5%	13.2%	10.2%	5.7%	8.1%	8.0%	7.3%	7.4%	6.1%	7.4%	Below sector ↓	Above sector ↑

POLAR4 Q1&2 students are the most successful at City in terms of progression and outperform the Q1&2 students at sector level. There are no significant gaps in career readiness between the groups.

Table 15: Progression All Full time UK undergraduates 2012/13-2016/17						
	Provider Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
POLAR4 quintile 1	60.0%	77.8%	88.2%	72.7%	85.2%	76.8%
POLAR4 quintile 2	63.2%	72.9%	R	72.0%	75.0%	70.8%
POLAR4 quintile 3	65.9%	66.9%	80.6%	53.2%	63.8%	66.1%
POLAR4 quintile 4	61.6%	65.4%	69.5%	64.2%	65.8%	65.3%
POLAR4 quintile 5	69.9%	67.0%	71.6%	58.2%	67.4%	66.8%

Table 16: Progression All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to POLAR4 Q5						Sector gap to POLAR4 Q5						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year Average
POLAR4 quintile 1	9.9%	-10.8%	-16.6%	-14.5%	-17.8%	-10.0%	7.1%	8.0%	7.9%	6.1%	6.0%	7.0%	Above sector ↑	Above sector ↑
POLAR4 quintile 2	6.7%	-5.9%	R	-13.8%	-7.6%	-5.2%	5.6%	5.8%	5.8%	4.9%	4.1%	5.2%	Above sector ↑	Above sector ↑
POLAR4 quintile 1&2	7.8%	-7.0%	-3.9%	-14.0%	-10.6%	-5.5%	6.2%	6.7%	6.7%	5.4%	4.9%	6.0%	Above sector ↑	Above sector ↑

1.2 Black, Asian and minority ethnic students

In 2017/18 44.8% of City's undergraduate home population self-described as Asian, 28.7% as White, 13.6% as Black, 7.7% as Other and 5.2% as Mixed. Our internal data indicate an increase in students not declaring their ethnicity which may mask trends. This has already been noted through monitoring of equality and diversity data and we will be working in partnership with City Students' Union to understand this and ensure we are in the best possible position to meet the needs of our students. City's performance compared to the sector is mixed as shown in Table 17 which represents the average performance over five years. Our priorities for addressing equalities of outcomes by ethnicity relate to attainment and progression.

Table 17: All full time UK undergraduate 5 year average performance					
Student Life Cycle Stage	Attribute 1	Attribute 2	Comparison of Attribute 1 vs Attribute 2		
			Provider gap	Sector gap	Provider vs Sector
Access	White	Asian	-16.9%	58.0%	Above sector ↑
		Black	15.7%	61.0%	Above sector ↑
		Mixed	24.4%	66.4%	Above sector ↑
		Other	23.3%	69.1%	Above sector ↑
Continuation	White	Asian	-1.6%	0.4%	Above sector ↑
		Black	3.0%	5.3%	Above sector ↑
		Mixed	2.2%	2.2%	Same as sector ↔
		Other	-0.3%	2.5%	Above sector ↑
Attainment	White	Asian	10.3%	11.3%	Above sector ↑
		Black	22.4%	24.2%	Above sector ↑
		Mixed	6.3%	5.4%	Below sector ↓
		Other	14.1%	13.3%	Below sector ↓
Progression to employment	White	Asian	8.2%	4.6%	Below sector ↓
		Black	-2.6%	6.0%	Above sector ↑
		Mixed	4.2%	2.5%	Below sector ↓
		Other	13.0%	4.0%	Below sector ↓

Access

City has more BAME students than White. We will continue to monitor access for BAME students noting this is a sector priority.

Table 18: Access All Full time UK undergraduates 2013/14-2017/18												
	Provider Percentage of New Entrants by Student Group						Sector Percentage of New Entrants by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	Ethnicity vs White	2013/14	2014/15	2015/16	2016/17	2017/18	Ethnicity vs White
Asian	46.8%	47.6%	46.4%	45.4%	44.8%	-16.1%	11.9%	12.5%	12.9%	13.3%	13.7%	55.2%
Black	13.0%	13.3%	14.2%	14.0%	13.6%	15.1%	8.6%	9.8%	10.2%	10.4%	10.5%	58.4%
Mixed	5.1%	3.8%	5.3%	5.1%	5.2%	23.5%	4.1%	4.4%	4.6%	4.7%	4.8%	64.1%
Other	4.9%	5.1%	5.5%	6.9%	7.7%	21.0%	1.5%	1.7%	1.8%	1.9%	2.2%	66.7%
ABMO	69.8%	69.7%	71.4%	71.4%	71.3%	-42.6%	26.2%	28.4%	29.5%	30.4%	31.1%	37.8%
White	30.2%	30.3%	28.6%	28.6%	28.7%		73.8%	71.6%	70.5%	69.6%	68.9%	

Success (non-continuation)

Following significant investment, we have achieved improvement in non-continuation for our undergraduate cohort including by ethnic grouping other than for students self-identifying as 'Mixed' where a gap of 5.7% remains (although we note that this is not statistically significant). Our performance compared to the sector is mixed.

Table 19: Continuation All Full time UK undergraduates 2012/13-2016/17						
	Provider Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
Asian	89.1%	89.6%	88.3%	86.3%	92.4%	89.1%
Black	80.9%	82.2%	85.9%	88.7%	84.7%	84.5%
Mixed	83.0%	86.1%	86.0%	88.6%	82.8%	85.3%
Other	86.0%	88.5%	83.6%	90.4%	90.5%	87.8%
ABMO	86.7%	87.9%	87.4%	87.3%	90.0%	87.9%
White	87.3%	88.0%	87.6%	86.1%	88.5%	87.5%

Table 20: Continuation All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to White						Sector gap to White						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year Average
Asian	-1.8%	-1.6%	-0.7%	-0.2%	-3.9%	-1.6%	-0.2%	-0.1%	0.7%	0.5%	1.0%	0.4%	Above sector ↑	Above sector ↑
Black	6.4%	5.8%	1.7%	-2.6%	3.8%	3.0%	4.6%	4.2%	5.4%	5.9%	6.3%	5.3%	Above sector ↑	Above sector ↑
Mixed	4.3%	1.9%	1.6%	-2.5%	5.7%	2.2%	2.0%	2.0%	2.2%	2.2%	2.5%	2.2%	Below sector ↓	Same as sec ↔
Other	1.3%	-0.5%	4.0%	-4.3%	-2.0%	-0.3%	2.5%	1.6%	2.6%	3.0%	2.8%	2.5%	Above sector ↑	Above sector ↑
ABMO	0.6%	0.1%	0.2%	-1.2%	-1.5%	-0.4%	1.9%	1.7%	2.7%	2.8%	3.2%	2.5%	Above sector ↑	Above sector ↑

By-subject analysis is now being undertaken to support the next steps in our plan to improve continuation. This will include analysis of the fall in outcomes for 'Mixed' students; this group comprise 5.2% of our cohort spread relatively evenly through our academic disciplines making trends more difficult to spot. We know that, in London, non-continuation is particularly high and especially so for black and male students[5]. Analysis of trends for London universities has shown that 42% of Black students enter university in London with a BTEC, and students following this route are more likely to withdraw.[6] Our own cohort analysis has been inconclusive to date and further analysis will be undertaken at subject level (see Section 3).

Success (attainment)

City shares this priority with the rest of the sector. Table 21 shows the variation in performance between the different ethnic groups. Table 22 demonstrates the gaps that currently exist between White students and all other ethnic groups and our mixed performance in comparison to the sector.

Table 21: Attainment All Full time UK undergraduates 2013/14-2017/18						
	Provider Percentage by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average
Asian	70.0%	69.8%	73.5%	69.0%	73.7%	71.2%
Black	63.6%	56.7%	58.5%	56.3%	60.4%	59.1%
Mixed	81.8%	77.4%	73.3%	76.3%	67.2%	75.2%
Other	62.2%	70.8%	78.8%	60.5%	64.8%	67.4%
ABMO	69.4%	67.1%	71.4%	66.8%	70.2%	69.0%
White	84.0%	79.3%	83.6%	79.7%	80.8%	81.5%

[5] *Skills for Londoners, A skills and adult education strategy for London, June 2018*
https://www.london.gov.uk/sites/default/files/sfl_strategy_final_june_20186.pdf

[6] *Building on Success, Increasing higher education retention in London, Social Market Foundation, March 2019*

Table 22: Attainment All Full time UK undergraduates 2013/14-2017/18														
	Provider Ethnic gap to white						Sector Ethnic gap to white						Comparison Provider to Sector	
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2017/18	5 Year Average
Asian	14.0%	9.5%	10.1%	10.7%	7.1%	10.3%	12.4%	11.6%	12.0%	10.4%	10.1%	11.3%	Above sector ↑	Above sector ↑
Black	20.4%	22.6%	25.1%	23.4%	20.4%	22.4%	24.6%	24.6%	24.7%	23.8%	23.1%	24.2%	Above sector ↑	Above sector ↑
Mixed	2.2%	1.9%	10.3%	3.4%	13.6%	6.3%	5.5%	5.4%	6.5%	5.8%	4.0%	5.4%	Below sector ↓	Below sector ↓
Other	21.8%	8.5%	4.8%	19.2%	16.0%	14.1%	13.3%	13.6%	13.5%	12.9%	13.2%	13.3%	Below sector ↓	Below sector ↓
ABMO	14.6%	12.2%	12.2%	12.9%	10.6%	12.5%	14.8%	14.6%	15.0%	13.8%	13.2%	14.3%	Above sector ↑	Above sector ↑

Our institutional attainment plan will deliver improvements in attainment for specific ethnic groups and, as a priority, address the gap between attainment for Black and White students. Our target for the Plan relates to the gap between White and BAME students reflecting the fact that there are gaps across the board.

Progression to employment or further study

Progression rates for all ethnic groups show some variations and although there were improvements in 2016/17 from the previous year, there remain some significant gaps particularly for Asian and Other students of 9.3% and 9.9% respectively when compared to White students. Gaps for Asian and Other students are also evidenced in our TEF 4 data for both employment or further study and highly skilled employment. In comparison to the sector, the gap between Black and White students is smaller at City but the gap for all other ethnic groups (including the aggregated ABMO group) is larger.

Table 23: Progression All Full time UK undergraduates 2012/13-2016/17						
	Provider Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
Asian	62.7%	62.9%	69.4%	57.4%	65.2%	63.5%
Black	75.9%	76.1%	80.9%	65.8%	72.9%	74.3%
Mixed	78.0%	70.3%	60.0%	60.0%	69.6%	67.6%
Other	54.8%	46.3%	71.1%	57.1%	64.6%	58.8%
ABMO	65.9%	65.1%	71.5%	58.9%	66.5%	65.6%
White	67.2%	71.4%	73.7%	71.9%	74.5%	71.7%

Table 24: Progression All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to White						Sector gap to White						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year Average
Asian	4.5%	8.5%	4.3%	14.5%	9.3%	8.2%	6.9%	4.6%	3.3%	4.3%	3.7%	4.6%	Below sector ↓	Below sector ↓
Black	-8.7%	-4.7%	-7.2%	6.1%	1.6%	-2.6%	7.9%	7.0%	4.6%	5.7%	4.7%	6.0%	Above sector ↑	Above sector ↑
Mixed	-10.8%	1.1%	13.7%	11.9%	4.9%	4.2%	2.8%	3.5%	0.8%	2.6%	3.0%	2.5%	Below sector ↓	Below sector ↓
Other	12.4%	25.1%	2.6%	14.8%	9.9%	13.0%	5.5%	4.3%	2.5%	4.0%	3.5%	4.0%	Below sector ↓	Below sector ↓
ABMO	1.3%	6.3%	2.2%	13.0%	8.0%	6.2%	6.5%	5.1%	3.2%	4.5%	3.9%	4.6%	Below sector ↓	Below sector ↓

We have set a target to reduce gaps between BAME and White students whilst improving employability for all undergraduates as measured by our institutional KPI.

Our institutional employability development plan focuses on developing career readiness and participation in professional experiences as these are known factors in obtaining highly skilled employment. Our annual career readiness survey shows a small gap in career readiness for BAME versus White students on entry which grows by the start of the third year. We have set a target via our institutional employability plan to reduce the gap in 3rd year career readiness of BAME students.

1.3 Mature students

Table 25: All full time UK undergraduate 5 year average performance					
Student Life Cycle Stage	Attribute 1	Attribute 2	Comparison of Attribute 1 vs Attribute 2		
			Provider gap	Sector gap	Provider vs Sector
Access	Under 21	Age 21 and Over	52.7%	46.7%	Below sector ↓
Continuation			7.9%	7.0%	Below sector ↓
Attainment			2.7%	10.1%	Above sector ↑
Progression to employment			-3.5%	-5.4%	Below sector ↓

Access

21% of City's undergraduate home population are over 21. There has been a downward trend in numbers of mature students coming to City. This is partially attributable to the removal of part time provision at City coupled with changes in funding arrangements for nursing and midwifery students where we have historically had a larger proportion of mature students. We have already adjusted our targeting strategy for outreach to develop new provision for mature students and will be working to develop targets which align both to sector priorities and the strategic direction and focus of our provision. For the purposes of this Plan we will be setting an objective to understand trends and develop our action plan for mature student access; our target for mature students relates to continuation.

Table 26: Access All Full time UK undergraduates 2013/14-2017/18												
	Percentage of New Entrants by Student Group						Sector Percentage of New Entrants by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average
Age 21 and over	26.3%	25.3%	23.9%	21.8%	21.0%	23.7%	24.7%	26.4%	26.9%	27.4%	27.8%	26.6%
Under 21	73.7%	74.7%	76.1%	78.2%	79.0%	76.3%	75.3%	73.6%	73.1%	72.6%	72.2%	73.4%

Success (non-continuation)

The overall improvement in continuation rates at City has not been reflected evenly across the age profile leading to a worsening of the gap between mature and young students to 9.7%. We have set a target to address this gap noting we are performing consistently below the sector both in terms of continuation overall and the gap between mature and young.

Table 27: Continuation All Full time UK undergraduates 2012/13-2016/17						
	Continuation Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
Age 21 and over	81.7%	80.4%	82.7%	82.2%	81.8%	81.8%
Under 21	88.8%	90.6%	89.1%	88.3%	91.5%	89.7%

Table 28: Continuation All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to Under 21						Sector gap to Under 21						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year Average
Age 21 and over	7.1%	10.2%	6.4%	6.1%	9.7%	7.9%	6.7%	6.9%	7.1%	6.8%	7.4%	7.0%	Below sector ↓	Below sector ↓

Particular subject areas at City have higher proportions of mature students; for example, subjects allied to medicine form our largest cohort at City and have the highest proportions of mature students. Due to the demands of placement activity we also know that students studying these subjects are more likely to experience challenges in making friends beyond their immediate cohort, accessing support services and taking up opportunities beyond the core programme. Subject-level work will therefore form a vital part of our institutional plan to improve continuation.

Success (attainment)

Analysis of trends over time shows City does not have an attainment gap for mature students. As part of our Education & Student Strategy performance monitoring we track progress for mature students across each stage in the student journey.

Table 29: Attainment All Full time UK undergraduates 2013/14-2017/18						
	Provider Percentage by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average
Age 21 and over	72.4%	64.6%	69.7%	70.9%	74.8%	70.5%
Under 21	75.0%	73.2%	75.5%	70.1%	72.3%	73.2%

Table 30: Attainment All Full time UK undergraduates 2013/14-2017/18														
	Provider gap to Under 21						Sector gap to Under 21						Comparison Provider to Sector	
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2017/18	5 Year Average
Age 21 and over	2.6%	8.6%	5.8%	-0.8%	-2.5%	2.7%	9.0%	10.3%	10.2%	10.8%	10.2%	10.1%	Above sector ↑	Above sector ↑

Progression to employment or further study

Mature students perform well compared to young students but marginally less so compared to the sector when looking at the five year average. We will not be setting a target in the Plan but will track progression for mature students through our employability plan (see sections 2 and 3).

Table 31: Progression All Full time UK undergraduates 2012/13-2016/17						
	Provider Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
Age 21 and over	66.0%	68.8%	71.3%	69.7%	75.4%	70.2%
Under 21	66.1%	66.9%	72.4%	60.9%	67.2%	66.7%

Table 32: Progression All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to Under 21						Sector gap to Under 21						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year average
Age 21 and over	0.1%	-1.9%	1.1%	-8.8%	-8.2%	-3.5%	-7.3%	-7.5%	-5.3%	-3.4%	-3.4%	-5.4%	Above sector ↑	Below sector ↓

1.4 Disabled students

In 2017/18, 8% of full time UK undergraduates at City declared a disability. Our analysis indicates clear subject specific differences in rates of representation of disabled students across the time period which we will be factoring into our plans.

Table 33: All full time UK undergraduate 5 year average performance					
Student Life Cycle Stage	**Attribute 1**	**Attribute 2**	**Comparison of Attribute 1 vs Attribute 2**		
			Provider gap	**Sector gap**	**Provider vs Sector**
Access	No known disability	Disabled	86.0%	73.9%	Below sector ↓
Continuation			6.8%	1.1%	Below sector ↓
Attainment			3.9%	3.0%	Below sector ↓
Progression to employment			-0.5%	1.7%	Above sector ↑

Access

City has a gap wider than the sector. Work undertaken in 2018 supporting our institutional response to #stepchange has also highlighted that the high proportion of City students domiciled at their parental home mean that City students may be more likely than their peers at other institutions to access specialist support services outside of the university.

Table 34: Access All Full time students 2013/14-2017/18												
All Undergraduates	**Provider Percentage of New Entrants by Student Group**						**Sector Percentage of New Entrants by Student Group**					
Student Group	**2013/14**	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**5 Year Average**	**2013/14**	**2014/15**	**2015/16**	**2016/17**	**2017/18**	**5 Year Average**
Cognitive & Learning	3.4%	3.4%	3.6%	3.3%	2.8%	3.3%	6.2%	6.0%	5.9%	5.7%	5.5%	5.9%
Mental Health	0.4%	0.5%	0.9%	1.6%	1.8%	1.0%	1.4%	1.8%	2.3%	2.9%	3.5%	2.4%
Multiple Impairments	0.8%	1.0%	1.2%	1.2%	1.4%	1.1%	1.8%	2.0%	1.9%	2.1%	2.3%	2.0%
Social & Communication	0.3%	0.2%	0.3%	0.4%	0.4%	0.3%	0.4%	0.5%	0.7%	0.7%	0.8%	0.6%
Sensory Medical & Physical	1.1%	1.0%	1.2%	1.2%	1.6%	1.2%	1.9%	2.0%	2.1%	2.2%	2.3%	2.1%
Disability	5.9%	6.1%	7.3%	7.8%	8.0%	7.0%	11.8%	12.3%	12.9%	13.7%	14.6%	13.1%
No Known Disability	94.1%	93.9%	92.7%	92.2%	92.0%	93.0%	88.2%	87.7%	87.1%	86.3%	85.4%	86.9%

We will be setting a target to reduce the gap in continuation compared to the sector during the course of this Plan as the priority for attracting and supporting more students with a self-declared disability. We will be exploring subject-specific trends, intersectionality and motivations for declaring / not declaring a disability pre-entry via our outreach plan before establishing specifying targets for outreach and admissions activities.

Success (non-continuation)

City has a significant gap which is also visible in our TEF 4 data and we have set a target accordingly. The target has been set for the whole disabled community as some of the numbers when disability types are disaggregated are very small. We will be addressing the gap through changes to our core student journey focused on pre-entry and transition, inclusive practice and integrated support (see sections 2 and 3).

Table 35: Continuation All Full time UK undergraduates 2012/13-2016/17						
	Provider Percentage by Student Group					
	2012/13	**2013/14**	**2014/15**	**2015/16**	**2016/17**	**5 Year Average**
Cognitive & Learning	85.5%	87.7%	86.1%	82.4%	84.1%	85.2%
Mental Health	N	N	N	81.0%	85.4%	83.2%
Multiple Impairments	80.0%	82.4%	73.9%	77.8%	78.1%	78.4%
Social & Communication	N	N	N	N	N	N
Sensory Medical & Physical	77.3%	82.6%	79.2%	67.9%	54.8%	72.4%
Total Disability	82.2%	85.9%	81.7%	78.1%	79.0%	81.4%
No Known Disability	87.0%	88.0%	87.8%	87.6%	90.3%	88.1%

Table 36: Continuation All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to No Known Disability						**Sector gap to No Known Disability**						**Comparison Provider to Sector**	
	2012/13	**2013/14**	**2014/15**	**2015/16**	**2016/17**	**5 Year Average**	**2012/13**	**2013/14**	**2014/15**	**2015/16**	**2016/17**	**5 Year Average**	**2016/17**	**5 Year Average**
Cognitive & Learning	1.5%	0.3%	1.7%	5.2%	6.2%	3.0%	0.0%	-0.3%	-0.7%	-0.9%	-1.1%	-0.6%	Below sector ↓	Below sector ↓
Mental Health	N	N	N	6.6%	4.9%	5.7%	6.6%	5.1%	4.2%	3.8%	3.5%	4.6%	Below sector ↓	Below sector ↓
Multiple Impairments	7.0%	5.6%	13.9%	9.8%	12.2%	9.7%	2.8%	2.6%	2.3%	2.1%	1.2%	2.2%	Below sector ↓	Below sector ↓
Social & Communication	N	N	N	N	N	N	1.0%	1.8%	1.9%	1.4%	2.2%	1.7%		
Sensory Medical & Physical	9.7%	5.4%	8.6%	19.7%	35.5%	15.8%	2.1%	1.8%	0.9%	1.4%	1.6%	1.6%	Below sector ↓	Below sector ↓
Total Disability	4.8%	2.1%	6.1%	9.5%	11.3%	6.8%	1.5%	1.2%	0.9%	1.0%	0.9%	1.1%	Below sector ↓	Below sector ↓

Success (attainment)

City's gap is marginally wider than the sector. During the course of this Plan we will concentrate effort on reducing the gap in non-continuation noting work on inclusive learning environments and curricula will be of particular benefit to attainment for students with a disability.

Table 37: Attainment All Full time UK undergraduates 2013/14-2017/18						
	Provider Percentage by Student Group					
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average
Cognitive & Learning	70.0%	64.7%	71.2%	72.6%	69.1%	69.5%
Mental Health	N	N	N	55.6%	75.0%	65.3%
Multiple Impairments	50.0%	66.7%	N	78.6%	N	65.1%
Social & Communication	N	N	N	N	N	N
Sensory Medical & Physical	N	N	N	68.2%	64.3%	66.3%
Total Disability	69.9%	63.4%	72.0%	69.8%	69.4%	68.9%
No Known Disability	74.7%	71.5%	74.7%	70.3%	73.0%	72.8%

Table 38: Attainment All Full time UK undergraduates 2013/14-2017/18														
	Provider gap to No Known Disability						Sector gap to No Known Disability						Comparison Provider to Sector	
	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2013/14	2014/15	2015/16	2016/17	2017/18	5 Year Average	2017/18	5 Year Average
Cognitive & Learning	4.7%	6.8%	3.5%	-2.3%	3.9%	3.3%	4.2%	4.0%	3.8%	3.9%	3.4%	3.9%	Below sector ↓	Above sector ↑
Mental Health	N	N	N	14.7%	-2.0%	6.4%	0.7%	0.7%	0.5%	0.1%	1.4%	0.5%	Above sector ↑	Below sector ↓
Multiple Impairments	24.7%	4.8%	N	-8.3%	N	7.1%	3.0%	0.9%	2.6%	2.5%	3.4%	2.5%		Below sector ↓
Social & Communication	N	N	N	N	N	N	4.9%	7.5%	8.3%	6.8%	6.2%	6.7%		
Sensory Medical & Physical	N	N	N	2.1%	8.7%	5.4%	2.6%	3.0%	1.5%	2.8%	1.7%	2.3%	Below sector ↓	Below sector ↓
Total Disability	4.8%	8.1%	2.7%	0.5%	3.6%	3.9%	3.5%	3.1%	2.8%	3.0%	2.8%	3.0%	Below sector ↓	Below sector ↓

Progression to employment or further study

City tends to perform better than the sector in relation to the gap in progression to graduate level employment or further study with longitudinal analysis revealing no significant gap.

Table 39: Progression All Full time UK undergraduates 2012/13-2016/17						
	Provider Percentage by Student Group					
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average
Cognitive & Learning	58.9%	75.4%	76.2%	64.1%	72.7%	69.5%
Mental Health	N	N	N	R	55.6%	55.6%
Multiple Impairments	N	N	69.2%	R	70.6%	69.9%
Social & Communication	N/A	R	R	N	N	
Sensory Medical & Physical	61.5%	N	N	N	80.0%	70.8%
Total Disability	59.8%	70.6%	76.1%	62.7%	70.5%	67.9%
No Known Disability	66.5%	67.2%	71.7%	62.7%	69.1%	67.4%

Table 40: Progression All Full time UK undergraduates 2012/13-2016/17														
	Provider gap to No Known Disability						Sector gap to No Known Disability						Comparison Provider to Sector	
	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2012/13	2013/14	2014/15	2015/16	2016/17	5 Year Average	2016/17	5 Year average
Cognitive & Learning	7.6%	-8.2%	-4.5%	-1.4%	-3.6%	-2.0%	-0.8%	-0.2%	-0.2%	0.1%	0.0%	-0.2%	Above sector ↑	Above sector ↑
Mental Health	N	N	N	R	13.5%	13.5%	5.7%	6.2%	5.9%	5.8%	4.1%	5.5%	Below sector ↓	Below sector ↓
Multiple Impairments	N	N	2.5%	R	-1.5%	0.5%	2.5%	3.2%	1.9%	0.6%	1.5%	1.9%	Above sector ↑	Above sector ↑
Social & Communication	N/A	R	R	N	N		12.2%	14.9%	13.9%	12.6%	11.5%	13.0%		
Sensory Medical & Physical	5.0%	N	N	N	-10.9%	-3.0%	3.6%	2.9%	2.8%	1.8%	2.1%	2.6%	Above sector ↑	Above sector ↑
Total Disability	6.7%	-3.4%	-4.4%	0.0%	-1.4%	-0.5%	1.2%	1.8%	1.7%	1.8%	1.8%	1.7%	Above sector ↑	Above sector ↑

1.5 Care leavers

Our data on care leavers have improved recently but historically the data are for a very small cohort and could be more robust. The figures for 2018/19 show a significant increase in new starters identifying as from a care background compared to the previous two years (58 compared to 20 and 21 respectively). We will be monitoring this to establish whether this growth is exceptional or is maintained over subsequent years. Our continuation data suggests a significant difference between those care leavers who receive support from our City Cares programme and the whole care leaver population but we are mindful of the potential volatility when considering such small numbers. We have, therefore, set a target for continuation for the larger group where we are aiming to reduce the gap with the undergraduate cohort by a third over the course of the plan. We have been unable to identify any appropriate national data to compare this to. We do not yet have reliable data for the success and progression stages of the lifecycle for care leavers and are therefore unable to set meaningful targets at this point. We have been developing our internal dataset for care leavers which we anticipate completing during 2019/20 with a view to being able to draw meaningful conclusions from comparisons with those engaging with our support provision and those not and also to setting additional targets if needed.

1.6 Intersections of disadvantage

We examined statistically significant cross-sectionality within the OfS access and participation data set and found that we compared positively to the sector for access related gaps. For attainment, progression and continuation statistically significant intersectional gaps are addressed through the targets we have set. For example, White students from IMD Q3-5 attain better than BAME students from IMD Q1&2 but the gap is less than the sector and we have already set targets to reduce the attainment gap for BAME and IMD Q1&2 students.

As outlined in our 2019/20 Access & Participation Plan we are in the process of establishing subject-level differences in outcomes which will inform our development plans for outreach, continuation, attainment and employability. We know, for example, that there are significant variances by subject in the number of students declaring a disability.

1.7 Other groups who experience barriers in higher education

Students estranged from their families, care givers and asylum seekers

Our City Cares programme which was developed to support care leavers has been expanded to other groups but it is too early for us to assess the success of this expansion. We will be conducting this analysis through the course of this Plan with the aim of being able to report on access and continuation in 2019/20 and attainment and progression thereafter.

Transgender, Intersex and Gender Non-Conforming (TIGNC)

City's cohort of TIGNC students is too small for data to be included in this Plan. We know that this group are at higher risk of experiencing poor mental health[7] and have prioritised support and the delivery of staff training in our action plan overseen by City Equality, Diversity and Inclusion Committee.

Commuter students

Research carried out in 2018[8] highlighted the significance of commuter status for the student experience and HESA data demonstrate that 82% of our students travel from a parental/ guardian home or own residence. Research carried out in 2019[9] confirms that 'living at the family home impacts engagement with studies and the motivation and ability to make friends at university and engage in university social life'; this supports the emphasis we are placing on supporting belonging and inclusion (see Section 3). Recent in-house data analysis indicates a negative correlation between commuter status (specifically distance of travel) and graduate level employability and, notably, a finding that White students are less likely to be commuters. Working in partnership with City Students' Union we are working to better understand the experience of our commuter students to support future targeting.

[7] www.mentalhealth.org.uk/statistics/mental-health-statistics-lgbt-people

[8] Homeward Bound: Defining, understanding and aiding 'commuter students' David Maguire and David Morris, HEPI report 114

[9] London effect (Building on Success, Increasing higher education retention in London, Social Market Foundation, 2019

2. Strategic aims and objectives

The purpose of our *Education & Student Strategy: Co-creating the student experience 2016-2021* (E&S Strategy) is to deliver City's ***Vision 2026*** of transforming the lives of our students. We will do this by working closely with our students to ensure they thrive and are successful academically, personally and professionally. *Vision 2026* sets three Key Performance Indicators (KPIs) for education: student progression (continuation), satisfaction and employability. Supporting our equalities objectives, the performance of the E&S Strategy is assessed by City's Senate in relation to the reduction of gaps in outcomes by key characteristics[10] across all 3 KPIs as well as for student attainment.

Delivery of the E&S Strategy is supported through an annual delivery plan while specific plans for outreach, continuation (progression), attainment and employability bring together strategic change projects and enhancements to day-to-day operations. Progress and action planning for our education KPIs and student attainment is monitored by City's Senate via Annual Programme Evaluation and annual reporting (see above).

As outlined in Section 3.4 City's Access & Participation Plan is overseen by the same committee as our Education & Student Strategy ensuring a co-ordinated approach and effective monitoring and delivery.

The E&S Strategy is underpinned by a commitment to ensure that, at each stage in the student life cycle, and during times of personal transition, we are engaging with our diverse student body to support inclusion, belonging and confidence. For students from under-represented backgrounds this will be achieved under three strategic aim headings:

Strategic aim	Objectives
Improved student success and progression across our undergraduate cohort delivered via five priority areas set out in our Education & Student Strategy: student journey, student	**Continuation**: improve continuation for all students whilst reducing gaps for specific student groups (see below) **Attainment**: maintain overall attainment whilst reducing gaps for specific groups (see below)

[10] IMD, Ethnicity (White, Black, Asian, Chinese, Unknown); Disabled (Specific Learning Disability/Other); Gender; Mode of study, Entry qualification, WP Flag (low income, first generation in HE, National Statistics Socio-economic Classification 4-7, POLAR4, Low Participation Neighbourhood Quintile 1, identification as disabled, care leaver and mature students)

opportunity, operational excellence and cultural change, curriculum development, and teaching and learning practices.	**Progression**: improve employability whilst reducing gaps for specific groups (see below) *We will establish a definition and appropriate targets for our commuter student population by 2021 (see 1.7 for rationale).*
Increased dedicated personal support pre-entry to post-graduation (as exemplified through our City Cares programme) delivering specialist, peer and financial support co-created and co-evaluated with our students.	Improved outcomes at **each stage in the student lifecycle** for care experienced students, students estranged from their families, non-binary students, asylum seekers, care givers and other disadvantaged groups identified during the course of the Plan. *This Plan specifies a target for care leaver continuation; internal targets will be set for other groups in 2022 once our institutional key performance indicators are reviewed.*
Plans for outreach, continuation, attainment and progression ensure we are addressing gaps through strategic change projects and day-to-day operations. In particular these plans support research and evaluation, subject-specific interventions and align closely to priorities identified and assessed through our Annual Programme Evaluation, subject-level TEF and work with local partner schools.	**Access:** maintain levels of access by socio-economic background and ethnicity at City and improve access for disabled students, mature students and students from POLAR4 Q1. Continue to empower learners under-represented in the sector, and London to access HE (see target groups below) **Continuation**: maintain our position of having no significant gaps for socio-economic background or BAME students; improve continuation rates for mixed ethnicity students, disabled and mature students. **Attainment**: improved attainment for Black, Mixed and Other students, IMD Q1&2 and disabled students. **Progression**: improve progression for BAME and IMD Q1&2 students.

2.1 Target groups

Access: We will maintain the high proportion of students from under-represented socio-economic backgrounds and BAME students successfully securing a place at City. We will improve access for students from POLAR4 Q1&2. In addition to supporting these objectives and our POLAR4 target our outreach plan 2017-22 prioritises work with learners on free school meals, first generation into HE, those with disabilities, learning difficulties and mental health issues, care experienced young people, those estranged from their families, young carers, refugees and mature learners. We are developing our offer for TIGNC learners (see 1.7). A review of evidence and consultation with our academic Schools, partner schools and students are needed before we can set robust targets addressing the downward trend in mature students and low performance in relation to students declaring a disability. We intend to set internal targets for these groups when we refresh the outreach plan in 2022; our next APP will reflect these targets. Our focus for this APP will be on retention for these two groups. We anticipate that our use of the Higher Education Access Tracker (HEAT) will enable impact targets to be set on the basis of longitudinal data about entry into HE and on to graduate level employment and further study; we received the first tranche of data in 2018/19 and anticipate setting internal targets when we refresh our outreach plan in 2022.

Continuation: Our progression plan has achieved an upward trend in student retention. We will continue to deliver the same results for our BAME students and students from IMD Q1&2 as we do for overall undergraduate cohort. We will continue to apply successful models of support for our smallest target cohorts ('City Cares cohort' referenced above). We will address gaps for mature students and students declaring a disability and will be reviewing and re-launching our progression plan to achieve this in 2019/20.

Attainment: Our attainment plan 2019-2026 addressing gaps for our BAME cohort and IMD Q1&2 launches in 2019. The plan commits to examining and addressing gaps in attainment for all students from under-represented backgrounds. We will be setting specific internal targets for disabled student attainment in 2021/22.

Progression: In keeping with our institutional focus on academic excellence for business and the professions we will be prioritising the employability of all our students. We will address gaps for BAME students and students from IMD Q1&2 through our employability plan 2019-2026. We will be tracking progress for all student groups and will develop specific interventions if we do not see improvement.

2.2 Aims and objectives

Aim	Objectives	Stage and targets
Our plan for outreach empowers under-represented learners by developing: • Knowledge: raising awareness of HE and its benefits • Decision making: developing the capacity to navigate HE and the ability to make informed choices • Skills and Attitudes: increasing the confidence and resilience needed to negotiate challenges and make progress • Attainment: by improving academic attainment and study skills • Understanding: contextualising subject knowledge and labour market information Our partnership with academic Schools is overseen by City's WP Advisory Group and supports the development of subject-specific targeting and delivery with partner schools and colleges.	• Maintain success in supporting equality of access for BAME students and those from under-represented socio-economic backgrounds including IMD and POLAR lower quintiles recognising this as a sector priority. *Gap eradicated – complete other than for POLAR where we have set a target and aim to eradicate the gap by 2040 noting that this is a sector and societal issue and that we have particular problems as a London institution with a large cohort of local students. We will continue to track our performance and evaluate in 2022 when our Outreach programme is next due for review.* We will be setting targets using ACORN in 2022 (see section 3). • By 2022 we will have developed an evidence-based action plan for improving access for students declaring a disability and supporting students in declaring a disability at the earliest possible opportunity. *Gap eradicated by 2040 noting this is a sector and societal issue so we anticipate a slowing of progress as the gap narrows. No specific targets set at this stage* • By 2022 we will have developed an evidence-based action plan for improving access for mature students in the sector and at City. *Gap eradicated by 2040 noting this is a sector and societal issue and we anticipate a slowing of progress as the gap narrows. No specific targets set at this stage*	Stage: Access Target: PTA_1
Our Education & Student Strategy will deliver change supporting inclusion, belonging, and confidence benefiting all our students and, in particular, our WP cohort and commuter student populations. Specifically: ▪ Barriers to success reduced through inclusive learning environments, communities and curricula ▪ Students are enabled to connect to communities and opportunities meeting their individual needs, interests and aspirations	▪ Maintain improvement to continuation for BAME students and those from under-represented socio-economic backgrounds as we continue to improve student continuation. *Gap eradicated by 2026 when we renew our institutional vision. No APP target as gap is already narrower than 1%.* ▪ Improved continuation for disabled students (whether they declare a disability or not) *Gap eradicated by 2040 noting this is also a sector and societal issue so we anticipate a slowing of*	Stage: Success and Progression PTS_1-5, PTP_1-2

Aim	Objectives	Stage and targets
▪ Students report that the right support was in place at the right time to help them succeed in their studies and beyond Disabled students (whether they have declared their disability or not) will be key beneficiaries of more integrated student support, support for key transitions and inclusive learning environments and curricula. In addition to benefiting from the above, mature students will receive additional dedicated support developed in partnership with them, our Students' Union and academic communities. Subject-specific analysis will drive local action and initiatives housed within Annual Programme Evaluation Action Plans. Where institutional action is needed this will feed in to our progression, attainment and employability plans.	*progress as the gap narrows. Target to reduce the gap in continuation for disabled students by 4% by 2024/25.* ▪ Improve continuation for mature students. *Gap eradicated by 2026 when we renew our institutional vision. Target to reduce the gap in continuation for mature students by 4% by 2024/25* ▪ Eliminate the gaps in attainment between BAME and White students, between different ethnic groups and between IMD Q1 and Q5 students. *Gaps eradicated by 2040 noting this is also a sector and societal issue so we anticipate a slowing of progress as the gap narrows. Target to reduce the gap in attainment for BAME students and for IMD Q1 students by 6% by 2024/25* ▪ Improved progression to employment for BAME and IMD Q1&2 *Gap eradicated by 2040 noting this is also a sector and societal issue so we anticipate a slowing of progress as the gap narrows. Targets included to reduce the gap in progression for IMD Q1&2 students and BAME students by 4% by 2024/25*	
Dedicated personal support: Our City Cares programme supports students in working with dedicated staff to co-create and co-evaluate specialist, peer and financial support spanning pre-entry through to graduate employment/ further study.	Care Leaver continuation will match that of our UG cohort. *Gap eradicated by 2040 noting this is also a sector and societal issue so we anticipate a slowing of progress as the gap narrows. Target to reduce gap in continuation for care leavers by 9% by 2024/25* We will evaluate impact of the scheme for attainment and progression with a view to creating objectives in 2023. As our City Cares cohort grows we will define objectives for other groups. Evaluation of pilot work will take place in 2023. *Gap eradicated by 2040 noting this is a sector and societal challenge and our ambition is to widen the reach of the City Cares programme. No specific targets set at this stage*	Stage: all PTS_3

3. Strategic measures

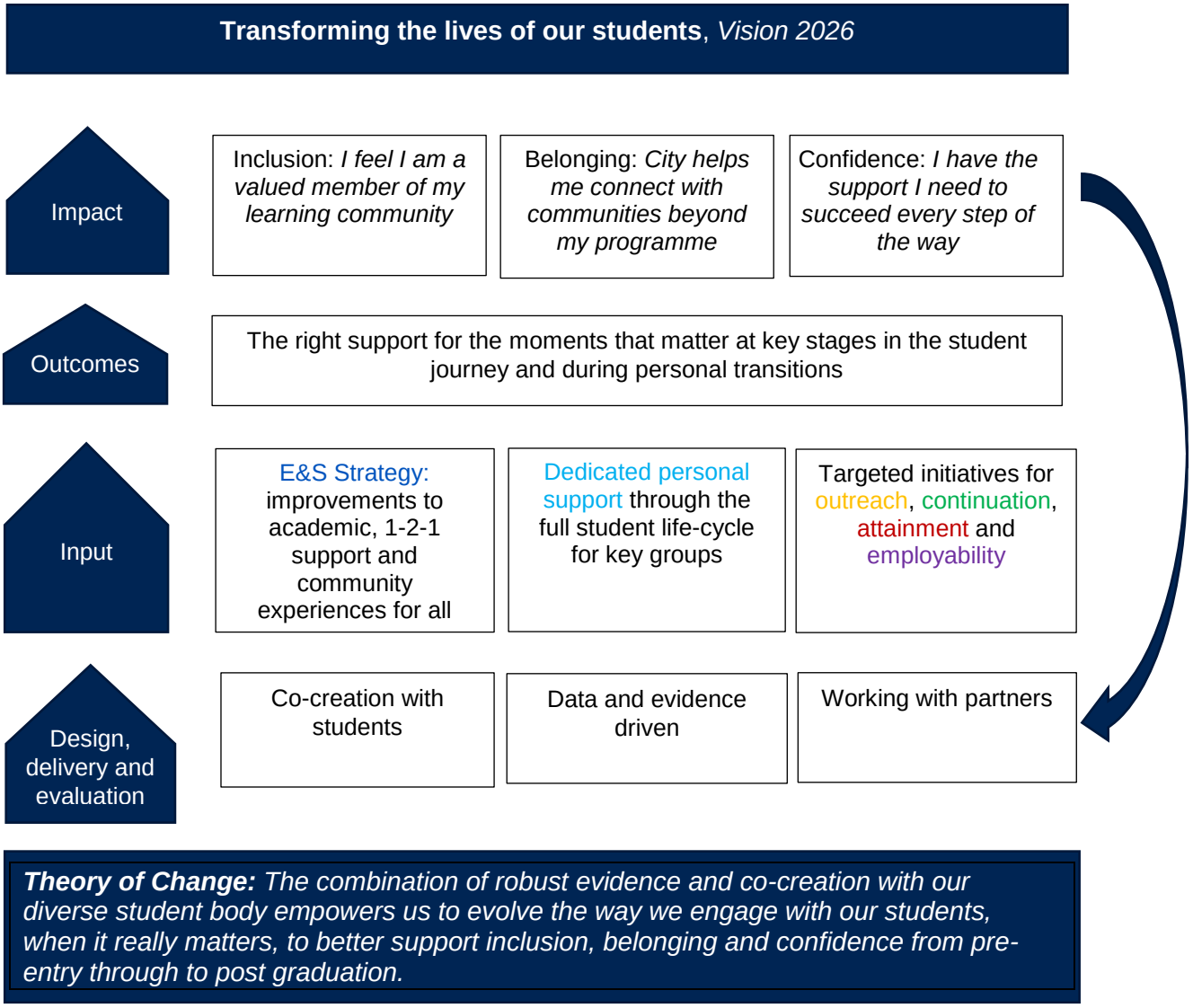
3.1 Whole provider strategic approach

All our access and participation strategic aims are firmly embedded within our *Education & Student Strategy* which is founded upon a student-led description of how we would want our students to be talking about their experience from pre-entry to post-graduation. The narrative is designed to cover academic, 1-1 support and community experiences that we know are relevant to our diverse student body. It is underpinned by a commitment to inclusion, belonging and confidence for learners delivered through personalised support throughout their journey.

Our students inform on-going implementation of the Strategy through a delivery plan and sub-plans for outreach, continuation, attainment and employability and input into service delivery. Likewise, colleagues from across City have engaged with the Students' Union on development of its new Strategy (launching 2019) in addition to on-going liaison on day-to-day work.

Our Equality, Diversity and Inclusion Strategy shares performance measures with the E & S Strategy supporting institutional focus on agreed priorities, for example, our Race Equality Charter preparations and attainment plan are mutually supportive.

City holds the National Education Opportunities Network Institution of the Year award 2019 which recognises that widening access is at the heart of what we do and that we are looking to make a difference through the whole student life cycle.



EDUCATION & STUDENT STRATEGY

Improvements to academic, 1-2-1 support and community experiences for all students

Our Education & Student Strategy launched in 2016. It was refreshed in 2018 to focus on the priority factors for the student experience identified by our students via the narrative outlined above. This resulting strategy provides our road map for change in five priority areas: student journey, student opportunity, operational excellence and cultural change, curriculum development, and teaching and learning practice. Overall progress is monitored through the Strategy's Delivery Plan overseen by City's Education & Student Committee and via Annual Programme Evaluation overseen by City's Senate. As outlined in Section 2 progress is assessed in relation to student satisfaction, continuation, attainment and progression to employment and is disaggregated by key characteristic. Evaluation is embedded within specific change activities and an overview evaluation will be conducted in 2021 focused on delivery of the five priority areas.

Outcomes from the five priority areas

Changes made will benefit all but are designed to have a particularly positive impact on inclusion, belonging and confidence for students who have traditionally experienced barriers in HE. Our Delivery Plan enables us to be agile in developing further activities as necessary ensuring we deliver against overall objectives for each priority area as well as specific objectives and targets set within this APP as follows:

Success (continuation)	Objectives • Students estranged from their families, asylum seekers, TIGNC – internal targets to be set in 2022/23 • Commuter students - internal targets to be set in 2022 where need identified • *Monitor continuation against a range of key characteristics including BAME and IMD Q1&2 and develop actions if current narrow gap widens* Target(s) • Care Leavers – PTS_3 • Disabled students – PTS_1 • Mature students – PTS_2
Success (attainment)	Objectives • Disabled students - internal target to be set in 2021/22 where need identified • Commuter students - internal targets to be set in 2022 where need identified • *Monitor attainment against a range of key characteristics and set targets as necessary in 2021* Target(s) • BAME – PTS_4 • IMD Q1&2 – PTS_5
Progression	Objectives • Commuter students - internal targets to be set in 2022 where need identified • *Monitor progression against a range of key characteristics and develop additional actions as necessary* Target(s) • BAME – PTP_1 • IMD Q1&2 – PTP_2

Student Journey: change initiatives will improve outcomes across the full range of APP objectives and targets above as this measure provides direct benefits (e.g. attendance support) and underpins our ability to deliver later measures (e.g. effective channelling of students to dedicated personalised support).

Student opportunity: change initiatives will improve outcomes across the full range of APP objectives and targets above through direct benefits achieved via our work on the positive campus (continuation and attainment) and increasingly personalised and targeted opportunities beyond the curriculum (employability). The measure also underpins our ability to deliver on other aspects of the APP through improved opportunities for students to participate in decision-making about their studies (e.g. student networks and employability focused/ paid opportunities).

Operational excellence and cultural change: our process improvement project supports continuation objectives and targets through delivering improved processes for specialist support delivering the right support at the right time (e.g. bursaries, reasonable adjustments). More broadly, change initiatives underpin our ability to deliver against other measures (e.g. improved student communications, technology enabled processes).

Curriculum development: change initiatives will improve outcomes across the full range of APP objectives and targets through direct benefits achieved through our Assessment Toolkit and Programme Development Toolkit. This measure also underpins our ability to deliver changes to the curriculum required for our employability plan and attainment plan.

Teaching & Learning practice: change initiatives underpin our ability to deliver against the full range of measures in this Plan.

Student journey: *'It felt like City knew what help to offer me and when'*

We have improved the retention rate of our undergraduate cohort by 3.6%. First priorities were delivery of improved assessment strategies, the extension of our peer mentoring scheme 'CityBuddies' across our programmes, strengthening our personal tutoring system and the introduction of attendance reporting and support.

In keeping with our institutional focus on academic excellence for business and the professions we initiated collection of career readiness data for all students at key points through the student lifecycle and piloted activities specifically targeted toward supporting professional preparedness for students from under-represented backgrounds (e.g. our highly successful microplacements programme).

Our students lead complex, busy lives with multiple factors influencing their ability to prioritise their studies and engage with opportunities and City communities beyond their programme. Improved data and communications, better integration of support services, process improvement and work to develop our financial support advice and guidance (see below) will be of particular benefit to students with financial and caring responsibilities and disabled students. Our approach to student engagement will increasingly deliver the flexibility and personalisation our students need to ensure their university experience wraps around their other life commitments. The diversity of our student body can make it harder for us to identify when a student is at risk of dis-engaging. We are tackling this in two ways:

- use of attendance and engagement analytics enabling us to get in touch with students at the earliest possible moment to offer support. Increasingly, analytics will also empower our students to self-assess the likely success of their learning strategies and adapt accordingly;
- better, more visible, support in place helping students assess their options, develop and maintain connection to their support networks and communities, and adapt their plans through transition.

In 2018/19 we commissioned an external review of our student support mechanisms. The outputs included a series of case studies and recommendations. In response our focus from 2019/20 will be on improved integration of our School-based and specialist student support functions. We will be delivering a more supportive and consistent approach for our students and providing appropriate support to academic (e.g. Personal Tutors) and Professional Service staff dealing with students' support needs. An enhanced approach to embedded and additional academic learning assistance will support students in adapting to City's teaching, learning and assessment methods and discipline specific requirements. Particular benefits we want to realise for under-represented students include a whole-institution approach to mental health, enhanced Welcome Week provision supporting transition to HE, enhanced academic skills provision within Schools, and a strengthening of inclusive practice supporting the social model of disability. Part of our strategy for better supporting student mental health and well-being includes membership of the North Central London group which is exploring the potential of joining up student support services and NHS Mental Health Services in London.

Our new employability plan (see below) launches in 2019 and will deliver structural change to our academic programmes. Recognising the challenges many of our students from under-represented backgrounds face in engaging with extra-curricular activities we are committed to embedding professional preparedness and relevant work experience within all our undergraduate provision. Working alongside City Students' Union we intend to grow the success and quantity of Academic Societies in all Schools recognising their contribution to academic learning communities and the opportunities they provide for students to gain experiences outside of the curriculum and to develop professional skills.

Student opportunity: *'I feel confident and excited about the future'*

Working in collaboration with City Students' Union we are committed to further developing our 'positive campus' approach supporting equality, diversity and inclusion. We continue to invest in social and flexible learning spaces including dedicated spaces for Schools and programmes supporting our learning communities and recognising the importance of study and social spaces for our large commuter student population. City Equality, Diversity and Inclusion Committee is leading on work towards our Race Equality Charter, implementation of our TIGNC policy (see below), and engagement with sector wide developments to enhance processes and support for students who are the victims of bullying, harassment or sexual

assault. We opened our Multi-faith space in 2017 and are developing initiatives led by the Chaplaincy team and our student faith societies to increase the number of students that are supported and represented through the service and to ensure that expert guidance on religious observance is available to support student-facing operations.

Our employability plan will see us using careers registration and other sources of data to enhance the impact of personalised support through enabling better advice to students on the range of flexible opportunities available to them to undertake graduate level paid and voluntary work experience and engage with professional preparedness activities meeting their academic, professional and personal needs. For example, in 2017/18:

- 250 students were employed as widening participation ambassadors and tutors developing and delivering subject specific content across primary, secondary and post 16 visits and taster activities; 73% of our ambassadors and 81% of our tutors are from widening participation backgrounds themselves;
- 1,194 City students found employment through our on-site recruitment agency Unitemps;
- 442 new students registered with our community volunteering service which had 3,600 registered volunteers at last count. Half of our volunteers self-declare as being over 21 and we also have a high number of students participating who have self-declared a disability. City's Community Volunteering Officer currently serves as Vice-Chair of the executive committee of the national Student Volunteering Network supporting City's commitment to sector partnership and benchmarking;
- 428 students were paired with professional mentors helping them to develop their skills, confidence and future employability. Target groups for the scheme include first generation to HE, disabled students and care experienced students; in 2017/18 200 mentees were from widening participation backgrounds. The scheme is accredited as meeting the Mentoring and befriending approved provider standard and won the Times Higher Leadership & Management Award for alumni engagement in 2017;
- 261 students were successful in becoming a trained buddy for new students and 21 were selected as CityBuddy Leaders contributing to the design and delivery of our scheme. 58% of mentees are from widening participation backgrounds and, of this group, 86% reported that their buddy helped them feel more equipped for HE.

Our alumni and supporter network is particularly active in supporting student opportunity at City. Our students have benefited from additional funding through our *City Futures Fund* supporting programmes such as City Buddies. Students participating in our CityCares scheme (see below) have also benefited from additional funding enabling them to participate in extra-curricular activities.

Operational excellence and cultural change: '*Everything at City just worked for me'*

Our suite of annual student surveys continues to demonstrate how important it is for our students that we prioritise accessible and easy-to-use operational, technological and support mechanisms that help them manage their university commitments alongside their professional and personal commitments. The delivery of personalised timetables and more automated processes are two of the ways in which our institutional *Modernising Administration for Students* programme is supporting this. Extended opening hours for our Library Services, Multi-faith space and Sport & Leisure facilities mean they are available when needed. Investment in technology-enabled processes and systems will provide our students with increased access to services and digital resources when and where students want them (e.g. on-line booking of appointments, occupancy management technology for study spaces, exploration of service delivery via wearable technology, review of taught sessions via lecture capture). Our process improvement project is delivering improved support to students during key transitions (e.g. keep in touch arrangements during interruption of studies, allocation of bursaries and hardship funding). Behind the scenes our attendance reporting functionality and work to pilot learning analytics will support the identification of students at risk of disengaging from their studies at the earliest opportunity

We launched a new student hub and student communications team in 2018; the team includes one student from each of our five academic Schools. Responding to positive feedback we are now developing a vision for student communications designed to support our aims for more integrated student support, enable greater flexibility in how students receive communications, and support our students in accessing the communities and opportunities of most relevant to them.

Curriculum Development: '*I understood exactly what was being asked of me in assessments and performed to the best of my abilities'*

Our Assessment Project launched in 2018 supporting a review of assessment structures and practice across our undergraduate provision. Programmes with the poorest continuation rates were prioritised for review and

Phase 2 is underway delivering an Assessment Toolkit and adoption of best practice. Following-roll out to academic programmes prioritised for this work the Toolkit will continue to deliver benefits through our annual programme evaluation process and periodic review; all programmes will have applied the Toolkit no later than 2024. Following substantive work to identify and share good practice in relation to employability, research and professional practice, entrepreneurship and internationalisation in the curriculum, we are now combining this work into a single Programme Development Toolkit supporting staff in delivering curricula most suited to supporting student success. As with the Assessment Toolkit, changes will be rolled-out via a phased programme of piloting, supported interventions and embedding within our quality framework. This will be completed by 2026.

Our attainment plan (see below) is purposed towards ensuring students receive equitable degree outcomes, regardless of background, and have confidence in City's ability to provide this. We will be prioritising inclusive curricula and support for staff to ensure their educational practices effectively support and enhance the ability of students. As outlined in our assessment of performance, early analysis of factors that might cause attainment issues (e.g. entry qualifications, entry through clearing) has been inconclusive; we will continue this analysis as part of the attainment plan work.

We have revised our Annual Programme Evaluation process, guidance and training to better support staff in evaluating the impact of changes to curricula, assessment practice and teaching and learning practice. Improved management information will also support staff in evaluating impact (see section 3.3). Annual Programme evaluation includes space for programme teams to identify barriers and support needs enabling them to meet programme, School and institutional level targets.

Teaching and Learning Practices: '*The academic staff have been great, using technology and different innovative learning methods throughout my entire course*'

We are investing in the development of evidence based, sector-leading teaching enabled through increased reward and recognition and support for professional development. Our Learning Enhancement & Development Education Research Centre (LEaDER) launched in January 2019 and our Recognising Individual Staff Education Status (RISES) programme provides a CPD route to gaining HEA fellowship from Associate Fellow through to Principal Fellow. In 2018 we launched City Learning & Teaching Forum as an inclusive space for academic staff to engage with each other and inform our strategic approach to education. This forum has, for example, provided a primary method for project teams to engage with academic staff on the development of our attainment plan and academic learning support offer. The forum will provide the primary mechanism for engagement with academic staff on evaluative practice and strategy for access and participation.

These initiatives together with our continued use of Education Enhancement Grants underpin and strengthen our community of practice supporting research, leadership and innovation in teaching. The impact of these initiatives is assessed by City's Learning & Teaching Committee which reports to our Education & Student Committee.

The Education & Student Strategy and development plans for outreach, continuation, attainment and employability will support staff in working in partnership with our students to engage with the latest data and evidence. Our academic Schools are in the process of re-developing their Learning & Teaching Strategies to support subject specific enhancement and activity. Strategies sit beneath School Plans which will deliver on activities by 2026.

DEDICATED PERSONAL SUPPORT

Delivered through the full student life cycle for key groups

Services delivering dedicated personal support to students from widening participation backgrounds are key contributors to measures within the Education & Student Strategy (e.g. integrated student support, inclusive curricula, process improvement). They play a key role in ensuring these measures benefit the students they work with. Services include: financial support, academic learning support, City Cares, careers and employability, neurodiversity, disability support, widening participation outreach, City Students' Union and our access and participation strategy support team. These services have taken the lead in piloting our evaluation framework (see section 3.3) and roll-out of the framework through the course of this plan will ensure both our strategic and day-to-day activities support intended outcomes.

Development and evaluation of activities is co-ordinated by the Access & Participation Working Group which has membership from all key services listed above. Oversight is provided through Education & Student Committee.

Dedicated personal support: outcomes

Objectives and targets are the same as those cited for the Education & Student Strategy with activities integrating with and adding value to the five priority change areas.

Success (continuation)	Objectives • Student estranged from their families, asylum seekers, TIGNC – internal targets to be set in 2022/23 • *Monitor continuation against a range of key characteristics including BAME and IMD Q1&2 and develop new interventions if current narrow gap widens* Target(s) • Care Leavers – PTS_3 • Disabled students – PTS_1 • Mature students – PTS_2
Success (attainment)	Objectives • *Monitor attainment against a range of key characteristics including disabled students and develop additional actions as necessary* • Disabled students – internal target to be set in 2021/22 where need identified • Care leavers and 'City Cares' cohort – set targets as appropriate in 2023 Target(s) • BAME – PTS_4 • IMD Q1&2 – PTS_5
Progression	Objectives • *Monitor progression against a range of key characteristics and develop additional actions as necessary* • Care leavers and 'City Cares' cohort – set targets as appropriate in 2023 Target(s) • BAME – PTP_1 • IMD Q1&2 – PTP_2

City Widening Participation (WP) Indicator

We use a WP indicator to aggregate common widening participation attributes: low income, first generation in HE, National Statistics Socio-economic Classification 4-7, POLAR4, LPN-Q1, identification as disabled, care leaver and mature students. The indicator helps us target activities such as:

- our two-day pre-induction programme Start@City which supports transition to City through social networking, introductions to key support services and time for students to consider challenges such as managing time and workload. We review the content of the programme with our students each year including through the use of student generated induction methodology[11];
- guaranteed interviews for opportunities such as Professional Mentoring and Microplacements and prioritised placement with a peer mentor through CityBuddies;
- the *Common Purpose Study Abroad scheme* supports 25 widening participation students each year in undertaking a short-term international exchange.

We will be reviewing the indicator in 2020/21 to maintain its effectiveness as a tool for addressing inequality of outcomes. We will, for example, consider how well the indicator helps us track students from IMD Q1.

City Cares

The City Cares programme exemplifies the approach we will increasingly take to providing additional support from pre-entry through to post-employment for specific student groups we know can be most disadvantaged in our society and within the Higher Education setting. Support is tailored to the needs of different groups but typically combines pastoral, professional, academic, peer and financial support. City Cares is co-designed by the students it supports and the services collaborating in its delivery.

The programme puts emphasis on equipping students with various life skills to ensure they thrive at University and are set up for their future. For example, City Cares hosts various opportunities to socialise throughout the year with a particular emphasis on summer and winter holidays where many students feel isolated. These gatherings encourage the development of peer support networks which is proven to be an effective way of building a sense of belonging. We have also supported our City Cares students to access development opportunities over the summer through an Enhancement Fund. Students were given support to travel abroad and attend educational conferences that complement their degree and intended career path.

[11] Bowskill, Nicholas (2013) *Student generated induction: A social identity approach,* CreateSpace

These activities ensure that City Cares students have the same access to extra-curricular opportunities as their peers. It is also known that exposure to global mobility has a direct impact on attainment and currently care leavers and other groups City Cares supports are underrepresented in this area. City Cares have also led a financial management workshop piloted in 2018/19 for their students. This aimed to increase students' financial education as an early intervention and reduce likelihood of reaching crisis point.

Overall, we hope to support our students in developing self-determined strategies enabling them to succeed in their studies and beyond. Currently, City is a member of the National Network for the Education of Care Leavers and we have taken the Stand Alone pledge to support estranged students. We are continuously developing our offer and are seeking to become a member of Care Leaver covenant.

Transgender, Intersex and Gender Non-Conforming People (TIGNC)

City launched our TIGNC Policy in 2017. The policy was developed via a working group which led on consultation with staff and students in partnership with City Students' Union and with external advice and support provided by Gendered Intelligence. The resulting action plan is owned by City's Equality, Diversity & Inclusion Committee and includes the delivery of a comprehensive training package. We are in the process of introducing mentoring support and developing our pre-entry approach through our outreach work.

Financial Support

In keeping with the intention set in our Access & Participation Plan 19/20 we intend to reduce our financial support allocation. Our research has shown limited correlation between receipt of a bursary alone and improvement at any stage in the student life cycle and we wish to invest more resource in indirect ways of providing financial support in order to increase the number of students who benefit and as part of our efforts to improve student success and progression. We piloted revisions to our bursaries criteria and award amounts in 2018 following analysis using the OfS financial support toolkit but early results indicate this has not resulted in the hoped for benefits of earlier bursary allocation or improved retention. In addition, recent student consultation conducted by City Students' Union indicates that the provision of advice and support for managing personal finances is a priority for our students; this has the potential to benefit a much higher proportion of our students from disadvantaged socio-economic backgrounds than can be achieved through bursaries.

We therefore intend to expand our range of specialist bursaries supporting our 'City Cares' cohort and increase the numbers receiving these bursaries. We will also increase our hardship fund whilst reducing the number and amount allocated via the City Education Grant (CEG). The CEG will target those with the very lowest incomes as one element of our measures to improve continuation. We will also:

- increasingly focus on the provision of support for managing money (piloting already underway with our City Cares cohort);
- better support all our students in accessing employment opportunities that integrate with their studies and prepare them for graduate level employment.

We will use the OfS Financial Support Toolkit in development and evaluation including a full evaluation of all cohorts of the CEG in 2019 and in 2020 using the survey, statistical and interview tools from the OfS toolkit.

The City Education Grant will be £1,500 per year awarded to students who are ordinarily resident in England, are new full time entrants to City, have not already been awarded with a degree and who have a household income of zero as assessed by Student Finance England (SFE) by 31 October 2020. All students who meet the eligibility criteria will receive the grant.

The City Cares Award will be £3,500 per year. Students eligible to apply should be new full time entrants to City, have not already been awarded with a degree, be aged 25 years or younger on 1st September at the commencement of study, have a household income of £25,000 or less as assessed by SFE by 31 October 2020 and be able to demonstrate EITHER they are a care leaver per the DfE definition OR they are irrevocably estranged from their family OR they have unpaid caring responsibilities for a family member or friend who is ill, disabled, frail or misuses drugs or alcohol. There will be a maximum of 50 awards in 2020/21, 55 in 2021/22, 70 in 2022/23 and 100 in 2023/24 onwards. Where there are more students who meet the eligibility criteria than awards available priority will be given to students with the lowest household incomes.

Services for disabled students

City remains committed to the social model of disability which recognises that it is social barriers and not specific impairments which disable people. We have a multidisciplinary team of specialist staff including counsellors, cognitive behavioural therapists, specialist mental health, disability and neurodiversity experts and qualified teachers in place to support students to overcome these barriers. More integrated student

support, enhanced targeting and communications and support for inclusive learning approaches delivered through the Education & Student Strategy will increase service impact.

Mature students

We will be working in partnership with City Students' Union to engage with mature students at City and at partner institutions in order to better understand and address support needs across the full student life cycle.

Non-traditional route students

As outlined in our assessment of performance we have a small cohort of part time students studying via distance learning or apprenticeship routes. These are clustered within a single Annual Programme Evaluation (APE) which supports specific scrutiny of their needs. Our assessment of performance confirms the appropriateness of interventions already put in place to support improvements. Through the APE the programme team is able to identify support needs at School and institutional level which are escalated to the relevant Board of Studies or directly to Education & Student Committee through our established quality procedures.

Careers and employability

Please see the sections on the student journey, student opportunity and employability (below) for details of the way in which we are changing our personalised support offer.

OUTREACH (ACCESS)

Targeted initiatives

We conducted a review of our Outreach programme in 2017 to support the development of our current plan for outreach. The review panel was supported via a self-assessment document which included: outputs from interviews with 11 schools and colleges and staff from eight other higher education providers; online surveys with a wider range of partners; a review of all pupil and student feedback through a full academic year; and assessment of a range of annual reports and publications from within the sector. The panel met with a number of partner schools and City students during the day long review. Seven development areas were identified for our outreach plan as a result of the review.

Outreach (access): outcomes

Outreach	Objectives • Raising attainment and access to HE with specific targeting of provision towards learners on free school meals, first generation into HE, those with disabilities, learning difficulties and mental health issues, care experienced young people, those estranged from their families, young carers, refugees and mature learners – existing targeting strategy • TIGNC learners – included in targeting strategy from 2020 • Mature students – internal target to be set in 2022 • Disabled students – internal targets to be set in 2022 • *Monitor outcomes supporting equality of access for BAME students and those from under-represented socio-economic backgrounds including IMD and POLAR. Evaluation in 2022* • *Additional/ refined objectives defined in 2021/22 on the basis of current piloting of Acorn and HEAT data* Target(s) • POLAR4 Q1 – PTA_1

Recognising City's strong performance in equality of access, we are maintaining our investment purposed toward empowering under-represented learners. Our programme is developed and delivered with colleagues from across City and beyond to extend our reach and capitalise on expertise. Through the programme we:

- deliver learner-centred interventions starting with primary school through to transition to HE;
- raise aspiration and skills for success underpinned by a focus on attainment at key stage 2, 3 and 4;
- provide focused transition support for widening participation students;
- build skills and knowledge year on year;
- provide high quality, personalised careers guidance for individuals and integrate it into all core outreach activities.

Our targeting strategy is informed by evidence of under-representation in the sector, at City and in relation to London specific challenges. With regard to the latter we have recently subscribed to the Acorn data service to support more precise targeting and tracking of our outreach and admissions activities by postcode. We will be working in collaboration with our Widening Participation Advisory Group and key partners (local schools,

pupils and City students) to set targets through Acorn from 2022. The proposed targets will be set through our Outreach plan scheduled for full review that year. Stakeholder engagement forms a key part of the review process and Council oversight will be supported through both the annual APP and Education & Student Strategy monitoring and approval processes (see section 3.4). Our institutional mission means that our outreach activity has always had a strong emphasis on careers information, advice and guidance; we will be maintaining this noting pupils in London have comparatively poor access to careers support.[12] Review and re-development of our provision for mature learners is a priority area for 2020/21.

We have established a Widening Participation Outreach Advisory Group bringing together widening participation professionals and academics from all five of our academic Schools. The Group is tasked with supporting the development of subject-specific priorities for outreach and sharing learning (e.g. results of pilot work with BTEC students). We utilise academic research alongside ongoing evaluation and review to maximise the impact and quality of our programmes. Student ambassadors develop and deliver subject specific content across all primary, secondary and post 16 visits and taster activities. All our student tutors co-ordinate tutoring placements directly with partner schools; examples of student-led design include the development of an interactive maths workbook. After all events there are debriefs that feed into the ongoing review and development of programmes.

In 2018/19 we worked with three Further Education Colleges, 80 secondary schools and eight primary schools. Our students delivered 1,700 hours of tutoring in literacy and numeracy in primary schools and 1,200 hours of tutoring delivered in our partner school City of London Academic Islington.

In addition to our targeting strategy for individuals (see section 2) we select partner schools using a combination of indicators for deprivation, attainment levels and English not as a first language, combined with a geographical focus on schools local or accessible to City. We employ a red, amber, green system based on our targeting criteria to ensure we are delivering interventions where we can have the greatest impact. In addition, we are increasingly seeking to work via long collaborations with schools and community partners in one of two ways:

- provision of multiple interventions with a single partner through the key Stages enabling us to assess and enhance our offer year-on-year;
- contribution to a partner's own strategy for student success delivered with multiple providers enabling us to focus on our key strengths in early intervention with primary school, and careers information and guidance.

Raising attainment and access to information, advice and guidance underpin all our WP outreach work at City, empowering participants to reach their academic potential and develop the skills needed to make well informed decision about their educational future. City has a well-established tutoring programme, (running since 2005). Starting from Key stage 2 and continuing up to key stage 5, trained City student tutors are placed in target schools to deliver one to one, or small group tutoring, primarily in Maths and English. The rationale for this early and long term intervention is that SATS are the biggest predictor of GCSE results and GCSE success is the biggest predictor of access to higher education. To further support attainment GCSE revision days are delivered focusing on Maths with target secondary schools. Work is evaluated using partner school measures of improvement in attainment along with pre- and post- evaluation of attitudinal change towards confidence in ability and learning. Tutees are logged on the HEAT database to enable us to track their long term progress into HE. (Primary school measures of attainment are **Improved** - yes/no and **Outcome** – met/exceeded/not met for primary, and Secondary schools use GCSE target grades).

We have also set criteria for specific target groups so we can strategically focus our resource and programmes to have a greater impact on smaller groups with more specific needs. For example:

- snapshot transition programme for year 13 students focused on BTEC students as there is evidence they are less likely to continue within HE;
- new Careers Guidance workshops focused on mature learners studying pre-access health related courses;
- NLP careers workshops focused on students studying Health and Social care at 6th form colleges with a high % of applications to City but a low success rate in terms of offers.

We are active members of Access HE, London Higher (a network of over 50 London institutions), HELOA (the professional association for access, recruitment and outreach staff) and the National Education Opportunities Network (NEON). For example, we deliver activities through Access HE's National Network for

[12] London effect (Building on Success, Increasing higher education retention in London, Social Market Foundation, 2019

Collaborative Outreach both in London and across the UK. Being part of these organisations enables City to develop strong reciprocal collaborative relationships with other HEIs, share in joint activities with common goals and achieve objectives on access and participation more effectively.

SUCCESS (CONTINUATION)

Targeted initiatives

Much of our work supporting improvements to the student journey was delivered through phase 1 of our progression (continuation) plan. This included roll-out of our CityBuddies scheme and development of our institutional attendance policy. Priorities were informed by sector research including phase one of the (then) Higher Education Academy '*What Works: Student Retention and Success' programme*[13] and City's participation in The Student Engagement Partnership *Student engagement in the context of commuter students* project. City also appointed a dedicated data analyst who was part of the assessment strategies project team and worked with the CityBuddies team as part of piloting of the City evaluation framework (see 3.3).

Success (continuation): outcomes

Success (continuation)	Objectives • Student estranged from their families, asylum seekers, TIGNC – internal targets to be set in 2022 • *Monitor continuation against a range of key characteristics including BAME and IMD Q1&2 and develop new interventions if current narrow gap widens* • Mixed ethnicity students – internal targets to be set in 2020 Target(s) • Care Leavers – PTS_3 • Disabled students – PTS_1 • Mature students – PTS_2

Our refreshed plan will support the on-going evaluation of established activities such as CityBuddies and attendance monitoring supporting the student journey. We will be scoping additional work through the latter part of 2019 including via results of self-assessment and evaluation activities undertaken by specialist support teams (see dedicated personal support and evaluation framework). We anticipate that the refreshed plan will include:

- increased support for programme teams in identifying and addressing subject-specific inequalities including intersectional factors;
- improvements to procedures and support for students interrupting their studies or repeating a year
- activities developed in partnership with mature students and disabled students.

SUCCESS (ATTAINMENT)

Targeted initiatives

Following data analysis undertaken in 2017 we engaged as a member of the AdvanceHE *Closing Attainment Gaps Project* which brought together eleven institutions in the early stages of developing an institutional approach to tackling the BAME attainment gap. In developing our Plan we have also made use of the UUK and NUS *Black, Asian and Minority Ethnic Attainment in UK Universities: #ClosingTheGapReport* published in May 2019.

Success (attainment): outcomes

Success (attainment)	Objectives • Disabled students - internal target to be set in 2021/22 if need identified • *Monitor attainment against a range of key characteristics and set targets as necessary in 2021/22* Target(s) • BAME – PTS_4 • IMD Q1&2 – PTS_5

The resulting plan due for launch in autumn 2019 references best practice elsewhere and draws on data and consultation with our students and staff. It will steer change in six thematic areas:

- Student Voice, Experience & Engagement
- Inclusive Learning & Teaching

[13] https://www.heacademy.ac.uk/individuals/strategic-priorities/retention/what-works

- School and Programme Engagement
- Student and Staff Awareness
- Monitoring Impact and Sustainability
- Data Analysis, Research and Reporting

Consultation and piloting will be completed by 2020 and we will be embarking on implementation across our programmes through to 2022. Outputs will include inclusive curricula, changes to learning and teaching practice and transition support. We will also have made changes to our Annual Programme Evaluation framework to support programme teams in evaluating the impact of work. Supporting student engagement with this work City Students' Union Vice-President Community & Wellbeing and City's Race Equality Charter Manager are developing a framework for student leadership in race equality initiatives. Through this work we will be identifying a range of ways in which BAME and non-BAME students can contribute to consultation and implementation. Activities will be supported through partnerships with our BAME staff network, awareness raising campaigns, resources and support.

The attainment plan is both a part of our Education & Student Strategy and a key project in our Race Equality Charter action plan overseen by City Equality, Diversity and Inclusion Committee. As with all our development plans, a key component of the work will be looking in greater detail at data to establish intersectionality and subject-specific trends.

A progress review will take place in 2021/22 to ensure we are meeting the targets set out in this Plan and commitments we have pledged to through adoption of the NUS and UUK BAME attainment gap framework. As outlined in our assessment of performance we will also review the gap for IMD Q1 and establish supplementary activities for this group if necessary. A refresh of the plan is anticipated at this time (see timeline in section 2).

PROGRESSION/ EMPLOYABILITY

Targeted initiatives

The purpose of our employability development plan is to ensure that the following two elements of the City provision are realised for every undergraduate student:

- professional work experience: delivered at a time and in a format that fits around our students' studies and personal commitments ensuring they have developed relevant skills for their future careers;
- careers focus at the point of graduation: support throughout the student journey for the development of informed and viable career plans coherent with individual values and skills.

Our approach was developed on the basis of the 2017 DfE funded *Planning for Success: Graduates' career planning and its effect on graduate outcomes* research.

Progression): outcomes

Progression	Objectives • *Monitor progression against a range of key characteristics and develop additional actions as necessary* Target(s) • BAME – PTP_1 • IMD Q1&2 – PTP_2

The City Careers Service will be building upon three WP targeted schemes during the timeframe of this plan; Industry Insights, GradVantage and Micro-Placements. The concept of the Industry Insights Programme is to spend "A day in the life of …" to give students real life insights into the world of work. Since the programme's inception in 2016 76 students have been on an insight of whom 48 were WP students. GradVantage is a programme of careers workshops, guidance from a dedicated careers consultant, and opportunities for speed recruitment and internships with small and medium-sized businesses. With the aim of supporting final year students who haven't had any relevant professional work experience, the programme is targeted at students from widening participation backgrounds on programmes with high graduate unemployment. Micro-Placements seeks to enhance employability by offering students professional experiences between 2-5 weeks, focused on a specific project. The 2017/18 iteration of the project successfully placed 277 students in Micro-Placements Projects with 209 students (69%) undertaking their project through the Micro-Placements Projects. Those who didn't (68 students) secured their own placements with other employers outside the Programme and cited Micro-Placements as helping them. 56% of the 277 students placed were from widening participation backgrounds. Resilience and confidence of students was measured pre- and post-intervention. There was an increase in the average score on all measures from the application stage to after

completion of the placement, which is a positive indicator of the success of the project 40% of these students engaged with the Careers Service for their first time.

Data

Our institutional performance indicators and use of the Higher Education Access Tracker (see evaluation below) provide us with the ability to assess longitudinal performance. Section 2 provides information on the strong correlation between our performance indicators and access & participation priorities. We also use our WP indicator (see above) to: track the success of institution-wide change projects for our full WP cohort by School and programme; evaluate service impact; and support our students in accessing opportunities through prioritised communications and selection processes (e.g. prioritised interviews for allocation of a professional mentor).

As outlined in our approach to transitions above we are increasingly using data to support effective student engagement and delivery of the right support at the right time. We launched the use of careers registration in 2016 enabling more personalised careers support for specific cohorts and the introduction and use of impact assessments to understand students' learning gain. Our work on attendance reporting is resulting in earlier contact being made with students who may be at risk of disengaging and, following piloting of learning analytics due for completion in 2019, we will be examining how this might help us better understand student engagement and learner requirements.

3.2 Student consultation

Our access and participation strategic aims are embedded within our *Education & Student Strategy* and therefore have already been subject to extensive student consultation as illustrated in section 3.1 and below. The Students' Union has membership of the Access and Participation Plan Working Group and we also held separate meetings with the Students' Union (SU) to discuss the assessment of performance, resulting targets and our approach to student consultation as well as to ensure they were happy more generally with the contents of the Plan.

Student feedback on the content of our Plan primarily related to the key role our SU will take in delivering some aspects of the Plan and supporting effective student consultation moving forward. The Plan was revised to better reflect the priorities of our SU emergent through student consultation on their Strategy which launched in July 2019. In particular student employability and the need for improved support for the management of personal finances has been prioritised. These steps have already been fed back via City SU and will feature in the Delivery Plan for our Education & Student Strategy and two of its sub-plans. In addition to student representation both in development and oversight, we are in the process of developing a new presence for the Strategy on our Student Hub to support engagement.

City Students' Union will continue to play a leading role in monitoring and evaluating the plan. In awarding City a silver TEF rating in 2017 the Panel cited, amongst other evidence of good practice, City's engagement with students and the Students' Union. Our student narrative was co-created with our students and underpins City's *Education & Student Strategy: Co-creating the student experience*. To quote directly from it '*What I really like about this university is the genuine interest in what students say'.*

Our Students' Union sabbatical officers are active members on all oversight bodies for the Strategy and Access & Participation Plan as well as our TEF Steering Group and Equality & Diversity Committee. Our five School Student Experience Committees are tasked with oversight of the broader student experience and identification of areas for development. We have a long-established practice of encouraging Chairing/ Co-chairing by School Representative Officers and a requirement that student representation outweighs staff in meetings. As part of our review of student representation (see below) in 2019/20 we will be piloting new ways of engaging with students via Student Experience Committees to support our students in fitting participation around their studies and life commitments this includes, for example, the use of extended informal drop-in sessions. Our student narrative provides a means for us to engage with students about the intended and resulting impact of strategic change projects on their lived experience. We are, for example, now able to combine our pre-arrival narrative with student feedback to support discussions with Student Experience Committees regarding improvements to Welcome Week.

The role City Students' Union takes in supporting the formation and success of strong student communities within and beyond academic programmes cannot be underestimated. A conjoint review of student representation conducted with our students in 2019/20 will support further improvements to the way we work with our students. In particular we will be seeking to further empower students from widening participation backgrounds to contribute to developments targeted both toward them, and our overall cohort. We will be looking to be more inclusive in our approach to student representation and feedback and will work with the SU to promote the student leadership and advocacy agendas as mechanisms supporting the student voice

and professional preparedness. The review recommendations will be reviewed by Education & Student Committee to ensure they explicitly address the need for consultation with a diverse range of students on work impacting their experience and success (including development and implementation of the APP. Outputs of the review will be supported by revisions to our WP indicator (see Section 3.1) which will enable segmented communications to specific student groups. Our new Equality, Diversity & Inclusion Strategy due for launch in 2019/20 also commits to the establishment of a student Equality, Diversity & Inclusion Forum in partnership with City SU.

We have included student consultation as a key element in the development and delivery of all Education & Student Strategy change projects and plans for outreach, attainment, employability and progression with engagement methods including membership of review panels and contribution via focus groups and surveys. We use a variety of methods to engage our students as partners in the development, delivery and evaluation of our programmes of work for access and participation. These include: care leavers as co-creators; City Buddy Leaders working alongside staff; widening participation ambassadors, mentors and tutors who, for example, contribute to every event debrief; participant-evaluators on outreach provision including, most recently on our photo-elicitation project selected for presentation at the 2019 NEON symposium.

3.3 Evaluation strategy

Our theory of change works on the premise that successful outcomes are achieved through combining data and evidence with input from key partners and co-creation with our student in the design and development of our provision. Engagement with research and evaluation is an explicit component of both the Strategy and sub-plans.

Development of our evaluation framework

Our evaluation activity to date has focused on producing empirical evidence of short-term outcomes of interventions across the student lifecycle, as well as making more effective use of wider datasets. Consultation on our current logical model framework was enabled through our Widening Participation Outreach Review which took place through 2017 and included input from City students and pupils at partner schools. The Review oversight group which included external membership recommended piloting of the framework which has been taken forward via our widening participation outreach programme, CityBuddies and Professional Mentoring provision.

Piloting resulted in:

- adapted versions of the logic model framework trialled with our Professional Mentoring and CityBuddies schemes focused on participant gain.
- a simplified framework for our outreach provision drawing on the NERUPI model of research and practice generated insight and designed to assess attitudinal change and the impact of attainment raising initiatives. The framework has provided a balanced approach to evaluating our work between quantitative and qualitative analysis and acts as a reflective tool for Widening Participation Officers to review and analyse the impact of their individual programmes and activities;
- inclusion of an agreed evaluation plan for all funded WP projects as a pre-requisite for investment

Since 2017 we have also:

- launched careers registration as a measure of learning gain which we will be able to apply to our professional mentoring provision and other employment focused activities;
- committed through our Education & Student Strategy delivery plan to engagement with the Centre for Transforming Access and Student Outcomes in Higher Education to ensure our approaches are evaluated, assessed for impact and outcome and contribute to sector understanding of widening participation students;
- undertaken a light touch analysis of our financial support provision using the OFFA statistical tool which, together with a previous externally commissioned piece of research, led to changes and the establishment of the City Education Grant (CEG) in its current form. Subsequent analysis has not indicated any significant difference in progression into year 2 in terms of those students who were not in receipt of a grant. Whilst we plan to reduce our overall spend on the CEG for 2020/21, we will undertake a full evaluation of all cohorts of the CEG in 2019 and in 2020 using the survey, statistical and interview tools from the OfS toolkit;
- initiated use of the Higher Education Access Tracker which generates a set of reports allowing annual tracking of outreach participants longitudinally from Key Stage 2 through to entry to HE, postgraduate study and employment. Using these reports City can assess the relationship between outreach programmes, disadvantage, attainment and patterns of progression into HE. Our use of HEAT is still in its infancy but as our data mature we will be able to benchmark and set targets

including setting out plans for evaluation and subsequent reporting as a condition for funded projects.

Current activities

The use of the NERUPI model has been highly effective for the Outreach team and we therefore anticipate that we will re-design and simplify our institutional evaluation framework for access and participation activities to support a shared approach but with the structural flexibility to meet local need. Teams will be supported in implementing the resulting institutional evaluation framework and adapting it to meet their needs.

Our outreach team have already undertaken a full evaluation of their practice using the OfS self-assessment tool. This evidenced advanced practice except in the area of shared learning (see below for how this will be addressed through the course of this Plan). All City services contributing to our dedicated personal support offer for WP students will have completed the OfS self-assessment by 2021(see Section 2 for contributing services). We will put in place an evaluation framework with each service by 2023.

Evaluation strategy for APP 2020-2025

Our evaluation strategy for Access & Participation is three-fold:

As outlined in section 2, we have embedded our targets and objectives for access and participation within our Education & Student Strategy and its sub-plans. We are therefore ensuring that our major change initiatives include clear evaluation plans and accountabilities within them (see section 3.1). Specifically, we will evaluate implementation of the five change priorities within the Education & Student Strategy in 2021 and again in 2026. This will include an overview of progress and evaluation activities for the four sub-plans. Evaluation methodology will draw on best practice established through the design phase of activities as well as referencing our finalised institutional evaluation framework and the OfS evaluation toolkit (see below).

Secondly we are strengthening our ability to conduct effective, robust evaluation across our provision through a range of measures summarised as follows:

- investment in improved management information both in terms of quality, accessibility and visualisation
- use of external research, consultancy and accreditation to support benchmarking and best practice (as evidenced through the examples given in 3.1
- reviewing and re-developing our approach to student representation in partnership with City Students' Union (see 3.1)
- reviewing our use of our widening participation indicator to ensure we can evaluate the impact of institution-wide change for specific students with widening participation characteristics (see 3.1)
- supporting evaluative practice through work on curriculum development and teaching and learning practice (see 3.1)

Lastly we will we invested in dedicated resource to develop an evaluation framework for targeted widening participation activities in 2016. The Access & Participation Working Group (see below) will oversee the implementation and regular review of our institutional evaluation framework. This will include use of the OfS Toolkit both in the implementation phase (due for completion in 2023) and on-going review.

Mechanisms for sharing outputs and good practice

City established the Access & Participation Working Group in 2019. The group includes membership from City Students' Union as well as all key professional services delivering dedicated support activities for widening participation students (see section 3.1 'Dedicated personal support'). It has an explicit mandate to support the embedding of evaluative practice across our provision for widening participation students including via engagement with external evidence and partners. It makes reports annually to Education & Student Committee.

We will engage with our academic community through the City Learning & Teaching Forum to support awareness, engagement and innovation in the use of evaluative practice supporting successful outcomes for students from widening participation backgrounds. The success of this work will be overseen by City Learning & Teaching Committee which reports to Education & Student Committee.

Outcomes and best practice from evaluation will be shared via our internal Education & Student Strategy web pages and Access & Participation web resources.

Review and roll-out of our institutional evaluation framework continues to be supported by a dedicated team including a data analyst and support role for evaluation. We have committed increased investment for research and evaluation within our investment plan.

3.4 Monitoring progress against delivery of the plan

Council oversees the delivery of targets for our institutional strategy and the Access & Participation Plan; this includes receipt of twice yearly reports on performance including actions in train where anticipated performance has not been achieved. It is supported by City's Senate and Executive as follows:

Our Executive Committee approves our full Access & Participation Plan and monitoring returns. City's Education & Student Committee chaired by our Deputy President is the body tasked by our Executive with implementation of our Education & Student Strategy, Access & Participation Plan and strategic approach to the Teaching Excellence Framework. The membership was revised in 2017 to include all 5 Deans of our academic Schools in a deliberate move to ensure a whole provider strategic approach. It is supported in delivery by a number of sub-groups tasked with delivery of our plans for attainment, outreach, employability and progression.

In its role as the academic authority responsible for the maintenance of academic quality and standards City's Senate receives regular reports on progress against our institutional key performance indicators and performance indicators for our Education & Student Strategy (see Section 2 for how these are disaggregated by widening participation characteristic). This includes detailed annual reports of by-programme progress at each stage in the student life cycle and action planning at programme, School and institutional level where anticipated performance has not been achieved.

City's Equality, Diversity and Inclusion Committee also reports regularly to both our Executive and Senate on progress. We conduct Equalities Impact Assessments for all City policies. Assessments are also conducted for enabling projects and plans delivering our Access & Participation Plan. Diverse membership of all committees is expected and we explicitly lay out expectations in Terms of Reference including that committees must demonstrate action where targets are not met.

Ethnicity, disability and age (along with gender) form part of our annual Public Sector Equality Duty (PSED) reporting for students. This report is overseen by our institutional Equality, Diversity & Inclusion Committee which takes institutional responsibility for compliance with the Equality Act 2010 and PSED. We are revising the report to reflect other priority groups identified through our APP assessment of performance to further increase transparency and support effective consultation with students from diverse backgrounds through this additional avenue.

City has student representation on all groups charged with oversight and implementation of the Education & Student Strategy, Access & Participation Plan and Equality & Diversity Strategy.

The Committee is supported by our dedicated Progression & Strategy Support team whose mandate encompasses the Education & Student Strategy and Access & Participation Plan; professional services leadership for student equality, diversity and inclusion is located within the same department. The team ensures the Education and Student Strategy 2016-2021 is informed by robust data on student access, success and progression achieved through our evaluation strategy.

4. Provision of information to students

City is committed to providing information to students in the most accessible way possible and will continue to provide a range of information in formats accessible to all.

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

City will provide students with clear and accurate information on the financial support available to them from any source. This will include the eligibility criteria and set out the level of financial support students from underrepresented groups will be offered in each year of their studies. Any future changes to our financial support package will be communicated effectively. All financial support options will be published on the City website.

5. Appendix

1. OfS to complete

City, University of London

Variations to the 2020/21 -2024/2025 Access and Participation Plan

Following the release of updated priorities for Access and Participation from the Office for Students City has reviewed its current Access and Participation Plan (2020/21 – 2024/25) and have made the following additions to capture the full breadth of our commitment to access and participation.

City Strategy

In consultation with Staff and Students City is in the final stages of a agreeing a new five-year University strategy from 2022/23. Fundamental to our new Strategy will be our commitment to an inclusive culture that meets the needs of our diverse student community. More specifically, City is committed to:

- Understanding and celebrating our students, working with them to develop a vibrant learning community
- Developing a curriculum model that delivers exceptional outcomes
- Adapting and developing our model of student support to ensure it is flexible, accessible, and meets the needs of our students
- Adopting a whole university approach to wellbeing
- Embedding employability across our curriculum so our students have the relevant skills and approaches to succeed in their future careers and life pathways.

Below are outlined specific access and participation initiatives and programmes that will be in place in 2023/24 that will address our gaps and targets within the new strategic focus on improving student experience and education.

Partnerships with schools and other local organisations to raise the attainment of young people

City has a long-standing commitment to attainment raising in schools through our in-house WP (Widening Participation) Tutoring Scheme that uses trained City students to tutor in target local schools form Key Stage 1-Key stage 4. Our current offering of small group tutoring in Maths and English remains unchanged but the following developments are enabling us to increase or impact and expand our relationships with schools:

Development of current provision

In response to the pandemic the City WP Tutoring scheme moved online; this has enabled the widening participation tutoring scheme to offer a more flexible approach to tutoring to meet the needs of our schools, their pupils and our City WP tutors.

GCSE revision days are also offered to complement and consolidate the tutoring provision in secondary schools

New Provision

In addition to the current English and Maths tutoring City has developed our Ensuring Greatness programme in partnership with Elmgreen School. This programme targets Black Caribbean students for Maths and English Tutoring, revision days and a Black Professionals Careers and Networking event.

School- Based Mentoring in the Curriculum

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Bayes Business School deliver a Mentoring and Coaching for Leadership module to 2nd and 3rd year students studying Business Management and Accounting and Finance. City students learn the skills of mentoring and coaching and then apply these skills either through a mentoring relationship with a year 12 student from a local widening participation school or through peer-to-peer mentoring 1st year students at City. The mentoring supports year 12 students with their career path options, including exploring higher education, work, and apprenticeships. The aim of the peer-to-peer mentoring is to support transition and 1st year experience of settling into and engaging with City. This module will be expanded to other courses within our newly formed School of Communication and Creativity.

Partnership and collaboration

City are exploring potential partnerships with third sector and community organisations to expand our reach and impact, particularly focusing on attainment raising and reaching those young people who we may not reach through our standard outreach programme offer.

City is working with London Met and Islington Council to support their Upward Bound Programme for year 9 -11 students in Islington. Upward Bound is a programme aimed at supporting attainment and aspirations for young people in Islington secondary schools.

Supported and funded by the Dame Alice Owen Foundation, it provides an alternative learning environment within a university setting – addressing the academic, social, and cultural needs of the cohort. City will provide Maths tutors and visits to campus, alongside governance roles on both the Operational and Strategic Board of Upward Bound.

City have also become a founding member of the newly formalised University of London Widening Access Leads Network.

The University of London is a federation of 17 independent member institutions with a diverse range of universities from larger, to smaller specialised institutions. The breadth of expertise, partnerships and academic standing extends beyond the classroom, deep into its communities such as schools, local authorities, colleges, businesses, and charities.

Within the network is a collaborative and active group of widening access leaders from across the federation. The group is committed to supporting each other, finding ways to collaborate, share and build on our understanding of the distinct challenges and opportunities of widening access work in London and to make a continuing and increasing impact on access to higher education for underrepresented groups.

The group has been in existence for some years with a rotating Chair from different member institutions. The emphasis on collaboration between institutions has galvanised the group to formalise this partnership and to implement Terms of Reference going forward. As a formal network we have committed to explore the following:

- Work together to identify collaborative opportunities which complement institutional expertise and practise alongside access and participation plans
- Explore ways to develop a peer-based evaluation process
- Provide a cohesive voice championing the rights and long-term outcomes of non-traditional learners
- Share best practice on an ongoing basis to influence ‘live’ and future projects/areas of work.

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Develop more diverse pathways into and through higher education through more flexible courses

Current Offer

City current offers a range of alternative provision beyond standard 3–4-year degree courses, these include:

- Foundation Courses through partnership Colleges and training centres in Business, Engineering, Computing and Computer Science, Health, and Mathematics. These courses enable students with lower entry grades to extend their study and progress on to full degree courses after successful completion of the foundation course. City is current evaluating the implementation of a number of foundation year programmes to inform future provision of alternative pathways.
- Apprenticeships are available in Law, leadership, Health, and IT to support those in employment to develop the skills needed to develop their career.
- Short Courses are available in the evenings and weekends in a wide range of subjects

Future Provision

- Alternative and flexible delivery. City is committed to our role as the university for business, practice and the professions, supporting flexibility, upskilling, and non-linear pathways for students in the future. We recognise that alternative provision and flexibility requires well managed processes and systems to ensure a smooth experience for City students. This will be our initial focus as we explore our future provision.
- Contextual admissions. City is piloting a contextual approach to admissions in two of our academic schools, this will be rolled out across all UG Academic Schools by 2023/24. Contextual considerations will be aligned with our widening participation and access gaps and targets. The progression of students who receive a contextual offer will be monitored through their programme and beyond so that support both pre, post and during their studies these students receive the support needed to succeed.

Ensure access leads to participation on high quality courses and secures good graduate outcomes

City's new strategic approach puts the student experience and their education at the heart of our university and future; their success is our success. Alongside the plans laid out in our current Access and Participation plan the following are core to our commitment to positive outcomes our students:

Employability

Students from widening participation backgrounds often face barriers to engaging in university-linked extracurricular activity due to commitments to family, work, and the pressure of commuting. Central to City's Employability Plan are the following:

1. Every undergraduate programme will contain core professionally relevant experience which means City will aim to help students develop graduate level skills in a real-world context

Every undergraduate programme will include Career Focus education as part of the core curriculum which means that City will aim to help students develop their career readiness

Alongside this approach are the following targeted initiatives:

- **City's Micro placement programme** offers student the opportunity to take part in a 15-credit elective module that includes a short-term London based work placement of 140 hours across a minimum of 4 weeks. This includes a hardship fund for target widening participation students to support them financial during their time on placement.
- **GradVantage i**s a targeted employability programme aimed at underrepresented students and those from black and ethnic minority back grounds; it includes an assessment centre with details feedback on how a student performs during selection and the opportunity to take part in 4 weeks paid work experience placements.
- **Career Mentors** pilot will see students from black and ethnic minority backgrounds in law and sociology matched with peers who have experience of successfully securing placements or work through competitive recruitment processes.
- **Brightside E Mentoring** – It was recognised that law students from black and ethnic minority groups had less access to professional networks. In response City introduced a targeted online mentoring programme for LLB students.

Student Welfare

The wellbeing, support and success of our students is pivotal in achieving an excellent student experience. City has introduced school-based welfare officers; these posts will have oversight of processes which support the student journey, enhance students' progression through their studies and ensure students understand how to access relevant support where available and appropriate. This will include proactively identifying and engaging with students who are at risk of non-continuation. The posts will inform and enrich thinking around student welfare and contribute innovative ideas to build our student support.

Digital Skills and Digital Inclusion

The pandemic highlighted the number of City students who did not have access to reliable and suitable technology to support their studies. An evaluation of our digital inclusion provision has led to a reconfiguration of this service. In response, City will be introducing

- a short-term laptop loan scheme to undergraduate students
- the continuation of the remote learning fund, a targeted element of City's hardship fund to enable student to apply for funds towards a laptop or other technology to support their students
- assistive technology equipment loans for student with disability to bridge the gap between students receiving their full DSA (Disabled Students Allowance) and investing in equipment and the start of their course.

City's recently recruited Digital Skills coordinator and Student Digital Assistants offer targeted, accessible digital education including online learning, webinars, and a Student Digital Community.

Disability Support

City will be piloting a new online accessible approach to early diagnosis for student with specific learning difficulties to ensure students have access to the support they need early in their course of study. This will also support higher levels of disability disclosure, enabling the Student Disability, Mental Health, and Counselling team to engage with and support students.

Awarding Gap

Recent data has highlighted that whilst the awarding gap has reduced overall between Black, Asian, and Minority Ethnic (BAME) students and white students has reduced overall, there is a statistically significant gap between Black students and their white peers. Focused initiatives will be developed to target this gap and will be aligned with other university work around racial equity, alongside City's current application the Race Equality Charter.

Improve the quality and volume of evaluation of access and participation plan activity

Evaluation of targeted widening participation activity including

- **Outreach, mentoring and Tutoring Projects**
- **Discrete APP funded programmes targeting widening participation continuation, attainment, and success**

As City's targeted Access and Participation activity grows in both size and ambition it is vital that we implement our evaluation framework fully across the breadth of work to ensure it is effective and impactful.

City will undertake a review of its current evaluation resource and structure to ensure it is set up to be suitably rigorous and independent. Evaluation and best practice will continue to be shared through our professional networks and via presentations and talks at conferences, and there will be a focus on where and how evaluation can be published and shared with colleagues across the sector more broadly.

City will also leverage its professional partnerships and collaborations to ensure independent evaluation across the sector and to build a strong, reliable evidence base for the continued development and enhancement of our APP work.

Embedded evaluation and review to improve quality and outcomes across UG programmes

City's Annual Programme Evaluation (APE's) assures the quality and continued enhancement of our programmes and are designed to support dissemination of good practice, ensuring that strategic priorities are implemented at a programme level. City has realigned its annual Programme Evaluation to include a focus on successful student outcomes using the Condition B3 data.

City will also be implementing a renewed student satisfaction and experience action planning cycle, reviewing feedback and data from student voice and NSS surveys to explore how the insights provided are used to improve both education and the student experience.

Interwoven through these refreshed approaches will be data and information on City's progress against our Access and Participation Plan targets to ensure our approach to teaching, learning and the student experience is supporting the ambitions set out in our APP.

Access and participation plan
Fee information 2020-21

Provider name: City, University of London

Provider UKPRN: 10001478

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		£6,500
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,030
Sandwich year		£1,100
Sandwich year		£1,800
Erasmus and overseas study years	*	*
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree	Repeat year with partial attendance	£6,935
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: City, University of London

Provider UKPRN: 10001478

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:
The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£822,374.00	£856,970.00	£893,119.00	£930,901.00	£970,399.00
Access (pre-16)	£322,734.00	£336,494.00	£350,888.00	£365,952.00	£381,722.00
Access (post-16)	£467,367.00	£486,827.00	£507,142.00	£528,353.00	£550,505.00
Access (adults and the community)	£32,273.00	£33,649.00	£35,089.00	£36,596.00	£38,172.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£1,466,745.00	£1,259,405.00	£1,272,208.00	£1,275,293.00	£1,275,293.00
Research and evaluation (£)	£244,608.00	£254,392.00	£264,568.00	£275,151.00	£286,157.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£24,445,750.00	£25,188,095.00	£25,444,150.00	£25,505,850.00	£25,505,850.00
Access investment	3.4%	3.4%	3.5%	3.6%	3.8%
Financial support	6.0%	5.0%	5.0%	5.0%	5.0%
Research and evaluation	1.0%	1.0%	1.0%	1.1%	1.1%
Total investment (as %HFI)	10.4%	9.4%	9.5%	9.7%	9.9%

Office for Students

Targets and investment plan 2020-21 to 2024-25

Provider name: City, University of London

Provider UKPRN: 10001478

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in access between students from POLAR4 Quintiles 1&2 and 5	PTA_1	Low Participation Neighbourhood (LPN)	Percentage difference between access of students from POLAR4 Quintiles 1&2 and POLAR4 Quintile 5	No	The access and participation dataset	2017-18	28.6%	28.1%	27.6%	26.6%	24.6%	22.6%	The target maintains City's upward trajectory but recognises the challenge of POLAR data for London institutions and reflects the use of POLAR4 rather than POLAR3 (as in our previous target) to determine our baseline data and consequent milestones.
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in continuation between disabled students and students with no known disability	PTS_1	Disabled	Percentage difference between continuation of disabled students and students with no known disability	No	The access and participation dataset	2016-17	11.3%	10.0%	9.0%	8.0%	7.0%	6.0%	
To reduce the gap in continuation between mature students and young students	PTS_2	Mature	Percentage difference between continuation of mature students and young students	No	The access and participation dataset	2016-17	9.7%	9.0%	8.0%	7.0%	6.0%	5.0%	
To reduce the gap in continuation between care-leavers and all undergraduates	PTS_3	Care-leavers	Percentage difference between continuation of care-leavers and the undergraduate population	No	Other data source	2017-18	33.0%	31.0%	29.0%	27.0%	25.0%	22.0%	City internal data
To reduce the gap in attainment between BAME and White students	PTS_4	Ethnicity	Percentage difference between BAME and White students achieving a 1st or a 2:1	No	The access and participation dataset	2017-18	10.6%	10.0%	9.0%	8.0%	6.0%	4.0%	
To reduce the gap in attainment between IMD quintile 1 students and IMD quintile 5 students	PTS_5	Socio-economic	Percentage difference between students from IMD quintiles 1 and 5 achieving a 1st or 2:1	No	The access and participation dataset	2017-18	12.6%	12.0%	11.0%	10.0%	8.0%	6.0%	
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in progression to employment between BAME and White students	PTP_1	Ethnicity	Percentage difference between BAME and White students progressing to employment	No	The access and participation dataset	2016-17	8.0%	7.5%	6.5%	5.5%	4.5%	3.5%	
To reduce the gap in progression to employment between IMD lower quintile and IMD quintile 5 students	PTP_2	Socio-economic	Percentage difference between students from IMD quintiles 1 and 2 and from IMD quintile 5 progressing to employment	No	The access and participation dataset	2016-17	10.2%	9.5%	8.5%	7.5%	6.5%	5.5%	
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												