

1 Introduction

- 1.1 UCA's vision is to be "recognised internationally for nurturing world-class talent and advancing the role of the creative arts in society". This vision will be realised through our Mission "To excel as a university for the arts which fosters creativity through local connections and global aspirations." Further enabling statements underpin this mission providing high level focus for strategic planning and for objective setting throughout the institution.
- 1.2 In drafting its new Strategic Plan 2011/12-15/16, in the context of emerging national policy and changing funding landscapes, specific enablers have been designed to increase focus on, express commitment to and ensure accountability for enhancing the student experience throughout the student journey. UCA's Values of Creativity, Distinctiveness, Respect, Collaboration and Sustainability support the mission, and in relation to this agreement reflect the inclusive, innovative and collaborative approach UCA takes in widening participation and securing student success.
- 1.3 With circa 7000 students enrolled on more than 80 different courses, across five campuses, UCA is one of the UK's leading providers of specialist art and design education, offering courses in art, design, architecture, media and communication. As a mixed economy institution UCA provides particularly well supported routes to higher education through our Further Education programmes delivered at each campus. This in-house expertise bridges progression from School to University and provides students with a tangible ladder of progression. The University's Strategic Plan embodies a strong drive to enhance the student experience along all stages of the student journey. UCA is currently mapping the student journey from pre-entry, through enrolment and induction, through learning and teaching experiences on course, to employment and further study. UCA are interrogating these stages to define what the university currently does to support each stage, how UCA can improve our measurement of service impact at each stage, and the new approaches, activities or ways of working across departments that will enhance the journey and secure excellent retention and levels of success.
- 1.4 The University plays a significant role in the creative, economic and cultural life of the UK. It is home to several public art galleries and spaces, and the Crafts Study Centre, Farnham. Beyond its main campuses UCA delivers academic and outreach programmes at the Maidstone Studios (TV Broadcasting), and the Joiners Shop Creative Business Centre, Chatham. UCA is Lead Sponsor of the Strood Academy and the Inspiration Centre for Leadership in Medway and is a member of the Riddlesdown Collegiate and Woodcote High School Trust and Progress South Central in Surrey.
- 1.5 In drafting this agreement UCA has considered the Principles and Key Drivers outlined in the 'Guidance to Institutions'. UCA has assessed our levels of success in recruitment and retention (See 3), and have reviewed our performance against our existing access agreement and responded to the key strategic themes emerging from our December 2010 review of the UCA Widening Participation Strategic Assessment document (WPSA).

- 1.6 Embedded within UCA's Strategic Mission 2011/12-15/16 are fundamental enablers, clearly stating our commitment to 'fostering talent and potential wherever it is found' and 'sustaining a supportive creative community which has a positive impact on society culture and the economy'. Guided by our core values and this mission UCA will concentrate and target our widening participation activities on areas where UCA has best evidence of significant impact. Following the cessation of Aimhigher and Lifelong Learning Networks UCA is committed to maintaining legacy practice and recognise the value of considerable expertise and wide range of resources accumulated and in place. UCA will explore options such as new regional progression fora, and the national AccessHE organisation, for continued collaborative activity providing a coherent approach to outreach, progression, monitoring and evaluating impact, and providing economies of scale.
- 1.7 UCA's local community knowledge from across the SE region supported by regional research from AimHigher networks has revealed a growing culture of 'fear of indebtedness' amongst target pre-University pupils. Parents, carers and students will need to have confidence that UCA can offer good outcomes in terms of academic achievement, employability skills, personal development and acquisition of life-wide learning skills. Our developing strategic partnerships with, for example, academy schools, the Sorrell Foundation National Art and Design Saturday Club, Progress South Central, creative industries, and major regional cultural and community institutions are key to raising not only aspiration but awareness that achievement is possible. Working closely with our high profile alumni and honorary associates our Marketing and Communications team will play an important role within our trans-departmental approach to tackling these issues.
- 1.8 The wider socio-economic improvement of the region will have a major influence on raising aspirations within schools and on our potential to widen participation in University courses. UCA will continue to provide leadership and support, and facilitate staff and student participation in broader regenerative projects across our hinterland, marshalling specialist creative industries expertise. Our provision has a clear relationship to well-paid employment in a range of creative industries such as, for example, Architecture, Fashion and Media, Graphic Design, and Journalism. UCA's 'employability' indicator (HESA April 2011) has risen to the highest figure since 2005 at 89.7% and evidence indicates our internship scheme has been a key contributor to this success. Our postgraduate provision, including for example the MBA Creative Industries Management and MA Creative Enterprise courses engage closely with industry. Our Creative Challenge programme run in partnership with industry and in association with UCA's Research and Enterprise Department has procured valuable industrial mentoring expertise. This has supported the development of entrepreneurial and employability skills for participants and is a model that UCA intends to develop further within the curriculum under this agreement. UCA will sustain its vital contribution to the cultural and economic prosperity of the region and to the maintenance of communities of practice and industries which are of national importance. Our WPSA document and 2010/11 review of it, detail our many established partners and projects
- 1.9 The disability support team has undertaken an analysis of retention statistics (07-10) for those students who have disclosed a disability and have chosen to make contact with the disability support team or support themselves on course. Internal analysis (Equality and Diversity report 09/10) clearly indicates (3.3% withdrawal against 9.1%) that disabled students who access support from the disability support team are retained to a greater degree than the University norms and are significantly more likely to stay on course than those who do not access support. UCA is one of ten institutions selected by the HEA to participate in the 'Meaningful Student Engagement' project, specifically concerned with the engagement of disabled students. Within this project UCA is investigating 'student representation' and will

take an inclusive approach by widening the research and outcomes to embrace all students.

- 1.10 UCA has achieved the Frank Buttle Trust Quality Mark for FE and HE. Within development plans for increased support to Care Leavers are ideas for enhanced pre-entry information advice and guidance, on course mentoring and financial support, and establishing a vulnerable student register.
- 1.11 This Access Agreement sets out proposals to extend and further embed the University's current widening participation activities, drawing on national guidance and emerging research and evidence of best practice in the higher education sector. UCA will continue to support its own staff making significant contributions to academic and applied research in the widening participation and student retention fields. Three members of the current WP team and one in the Enterprise team are undertaking research degrees examining subjects relevant to widening participation, socio-economic regeneration and support of disadvantaged students. This will critically impact our approaches to widening participation and fair access, our important position in relation to external community regeneration, and our innovative, on course support for writing skills within creative arts education.

2 Fee Limits and fee income above £6000

- 2.1 The fees to be charged to all new entrants in 2012-13 will be £8500
- 2.2 The estimated number of entrants at this fee will be 1600
- 2.3 Real terms rises for 2013-14 onwards; New system fee rates are expected to be increased by a low % per annum in line with e.g. CPI or a parameter set by Government and to apply to all new system students, whether 1st, 2nd or 3rd year.

3 Expenditure on additional access measures

- 3.1 Our estimated investment will be;
 - 3.1.1 Previous access agreement expenditure continuing will be as per 2011/12 at circa £2.5 million
 - 3.1.2 New Access and retention measures already planned will be circa £210,000. UCA is currently considering overall investment of additional fee income in relation to level of matched funds required for NSP and replacement of lost or reducing grant. (See Annex B)
 - 3.1.3 Current planned additional expenditure in 2011/12 relating to preparation for 2012/13, will be £90,000 to sustain post-Aimhigher work with schools, and to develop links with the national Access HE network. This will also fund the development of new employability focused curriculum components and enhanced money management, advice and guidance for prospective students, particularly those identified with a growing adversity towards indebtedness.
- 3.2 Assessment of our access and retention record;
 - 3.2.1 UCA's Access performance in absolute terms;

Nearly one third of UCA's FE students are classified as living in a very low or low HE participation neighbourhood. In 2009/10, 18% of UCA's FE students lived in the 40% most deprived areas using Index of Multiple Deprivation and this has been a static position from 07/08 to 09/10. This enhances UCA's

ability to impact on these communities as typically 40% of our FE students progress directly onto our HE programmes.

In 2009/10, 27% of UCA's HE students were classified as living in POLAR (Participation Of Local Areas) bands 1 and 2, signifying Very Low or Low HE participation and this has been a static position from 07/08 to 09/10.

Overall approximately 25% of UCA's HE students live in a neighbourhood classified as the top 40% most deprived areas in England with the three Kent campuses each having around 33% of their students in this category

The proportion of students from lower SEC's (National Statistics Socio-Economic Classification) was 35.3% in 07/08 and 38.4% in 08/09

3.2.2 UCA's Access performance in relative terms (HESA PI benchmarks):

Of 8 HESA T1/T2 tables (widening participation of under-represented groups) UCA is above the 'location adjusted' benchmarks in 6 tables. The two tables where UCA are below benchmarks relate to mature students. In all cases, bar one, the difference is not significant. (Within circa 3% variance)

The one benchmark UCA is considerably above is in table T1c (young full-time other undergraduates) reflecting our students on our foundation degrees. (Circa 55 FTE's) Here UCA is at 25.9 % against a location adjusted benchmark of 12.8%.

In relation to students in receipt of DSA (Disabled Students Allowance) 4.7% of UK students on full-time first degrees are in receipt of DSA and 4.7% of UK students on all undergraduate courses are in receipt of DSA.

At UCA 10.8% are in receipt of DSA against our HESA benchmark (based on entry qualifications and subject of study) of 8.3% and the national average of 4.7%

In relation to the HESA DSA tables only 11 English institutions out of the 125 listed exceed 10%

In relation to Ethnicity, at UG level enrolment (09/10) of ethnic minority students rose to be 2% above the national average.

3.2.3 UCA's performance in relation to non-continuation:

UCA is within a variance of circa +/-1% for all HESA T3 non-continuation data tables, and at 75.6% is on par with our 75.2% benchmark on the HESA T5 table (projected learning outcomes for 07/08 starters)

Retention of all categories of disabled FE students is 8% above the UK average.

In national terms UCA remains just short of national HESA data for retention in the white/non-white categories.

3.2.4 UCA's overall self assessment of access and retention record

UCA has an average proportion of under-represented students, and this agreement outlines measures to increase this, and to improve retention.

4 Additional access measures

4.1 In terms of a broad overview our access agreement and our WPSA contain a comprehensive package of investment in outreach activities and actions designed, for our particular locations across the South East, to improve wider participation, student progression and success. Outreach activities have been designed, in partnership with schools and colleges of further education, to enhance the school/FE curriculum, raise attainment, provide information and advice on further study and careers in art and design and support achievement of students before and through their higher education journey. The main outreach activities are targeted at school years seven to thirteen, although an increasing amount of work is also undertaken with primary schools and communities in areas of socio-economic deprivation, to raise awareness and aspiration. Additional measures will be developed alongside and in response to evidence from improvements in monitoring and evaluating the impact of all measures taken.

4.2 In 11-12 the balance of our access agreement expenditure will be approximately 40% direct financial support to students via our bursary scheme and 60% towards outreach and related activity. For 2012-13 the balance will be maintained (excluding NSP matching funds) to ensure coverage of the broad range of activities outlined at 4.3 and 4.4 below. (Please refer to annex B and commentary on predicted expenditure)

4.3 Key areas of activity 2012-13

- Realising impact of the inter-connected departmental philosophy and approach to increase volume of outreach, enhance information advice and guidance at all stages of the student journey, and improve retention, success and employability.
- Maintain current, and build new Strategic Partnerships, linked to broader regional socio-economic regeneration, and growth and profile of creative industries.
- Sustain active leadership and collaboration within development of post Aimhigher partnerships, building on formal long established collaborative networks, and new national AccessHE organisation. Increased collaboration with schools, colleges of further education and other education and training providers, concentrating on formal progression pathway activities, progression agreements, and continuation of scheme based on successful Aimhigher 'Associates' model.
- Further work on developing our FE portfolio, with emphasis on portfolio diversification, CPD and creative industries apprenticeships scheme. Building closer curriculum relationships with schools and colleges, via curriculum collaboration piloted in 11/12 with the Strood Academy, and through FE work with Turner Contemporary, Margate over the past 6 years, to establish stronger 'down the chain' relationships, knowledge and understanding
- Maintain a broad range of outreach activities and projects, run from each UCA campus, establishing direct local connections between targeted learners, their teachers and families, and University staff and students. An increase in the

number of subject specific master classes, Summer/Easter courses and events offered to students curious about or considering progression to further and higher education.

- Maintain internal staff development programme to further embed an 'inclusive culture' and to broaden staff understanding of widening access and participation strategies within the new funding landscape. This will include enhancing the nature and level of analysis within School/Faculty quality reviews and reports
- Maintain support for targeted staff research in the field and establish a UCA research cluster aligned to widening access and impacting upon social and economic prosperity in local communities.
- Regional collaboration on student tracking, monitoring and evaluation of success and effectiveness in parallel with the development of enhanced in-house systems

4.4 Additional action to enhance student retention and success

- Increase focus on enhanced employability and entrepreneurship skills with the introduction of increased placement and internship learning opportunities. This will be underpinned by UCA's new credit framework that determines how courses will be structured and delivered to provide more flexible study opportunities.
- Develop enhanced 'induction' programmes as identified through the work of UCA's student experience strategy group and student development services research, and provide a co-ordinated approach to provision of information advice, guidance and support for students, in relation to academic success, welfare and personal development, at key transition points along their educational journey.
- Embed new system of student representation devised during 2011/12
- Development of creative business start-up module at UG level, building on success and model of TONIC courses and Creative Challenge scheme.
- Introduction of (trans-departmental) 'enterprise' creative entrepreneurship summer schools as component of 'mixed economy' summer programmes and curriculum development to keep pace with the growing entrepreneurship and employability agendas.
- Enhance the Student Ambassador scheme to support delivery of outreach programme, to develop peer mentoring schemes on-course, and provide on-campus student employment programme.
- Implement findings from UCA strategic task groups exploring various aspects of the student experience, student engagement, social and learning spaces and the construction of the academic year. All will contribute to embedding concept of 'community of practice' in learning strategies (Professor Frank Coffield, LSN, 2008)

5 Financial support for students

- 5.1 Our planned level of investment in the National Scholarships Programme will be circa £300,000
- 5.2 Annex B) records proposed allocation of funding for 2012-13 onwards. Consultation with undergraduate UCA students and the Student Union representation officers (2011) indicates that they will place high value on additional support provided once 'on-course'. During 2010/11 UCA will design a menu of potential forms of support in readiness for 2012/13. These may embrace assistance with travel costs, accommodation discounts, provision of computing equipment, subsidy of course study books and materials costs, industrial mentoring, internship funding, 'live' project support and living expense voucher schemes.
- 5.3 UCA will maintain, and enhance the current bursary scheme, offering bursaries to all full-time undergraduate students in receipt of full state support. For 2012/13 UCA will award bursaries of £900 to all eligible students. The UCA bursary scheme will be reviewed on an annual basis, as part of the overall annual Access Agreement review.
- 5.4 Key information explaining the full UCA package of financial support available and the aggregate cost of tuition to prospective students is scheduled to be available before the end of August 2011.

6 Targets and Milestones. Please refer to Annex B&C template Tables 5a & 5b

7 Monitoring and evaluation arrangements

- 7.1 UCA is currently in discussion (April 2011), with Aimhigher partners, regarding how existing shared staff expertise within established networks can assist in development of enhanced internal monitoring, tracking and evaluation systems to be in place for 2012/13.
- 7.2 Annual Academic Monitoring of all HE and FE programmes includes, as a matter of routine, monitoring of the proportion of students from under-represented groups, and consideration of programme-specific statistical data on students with disabilities. Data on students enrolled is explicitly compared with data on applicants and national subject comparators. UCA will enhance data collection PI's within internal Management Information processes to further inform the academic monitoring process, increasing, for example, utilisation of Index of Multiple Deprivation and benchmarking against DLHE employment statistics.

The University will review annually the budget associated with this agreement and activities according to any variation between its target contract range and its HESES return. Where student numbers are significantly at variance it may choose to adjust budgets accordingly.

7.3 Senior persons and structure of department

Compliance with this agreement and progress towards milestones will be monitored by the University 'Widening Participation and Fair Access Committee' which reports to the Academic Board. The Chair of this Committee is the Pro-Vice Chancellor Widening Participation and Fair Access, who is also responsible for the delivery of this agreement. Staff within the UCA Widening Participation Department report to a University Dean within the PVC's line management.

7.4 Student representation

Student representation is in place on the WP&FA Committee, all School and Faculty Boards and Campus Student Forums. UCA's Meaningful Student Engagement Project (see 1.9 above) will contribute to piloted (11/12) enhanced student representation structures and systems by 2012/13. Working in tandem with the Student Union, and in response to Internal Student Surveys and the NSS, the annual Student Experience Conferences in 10/11 and 11/12 will explore in depth, issues of student engagement and representation, student support, information advice and guidance.

8 Information to prospective students

8.1 Explicit commitment to provide information

UCA is currently devising an increasingly holistic approach to IAG mapped against the student life-cycle from pre-University to post-University. This development is taking place within the context of developing a student charter and detailed course key information sets. Enhanced integrated multi-departmental working processes will secure a 'branded' consistent approach at all levels. UCA will provide prospective students with information regarding the cost of the fees for the duration of their proposed course and also an indication of the likely cost of course materials and living costs in the areas in which our campuses are situated.

Menus of pre-course, on-course and post course 'alumni' support will be available to all prospective students. This information will be available in our prospectuses, on our website, at our Student Advice Centres and will also be the subject of specific leaflets, bulletins and e-zines, mailed out in response to enquiries made by telephone, mail and e-mail, and given out to students and parents at Recruitment Fairs and University Open Days. Student Services staff will also be available on Open Days for any general questions.

Multi-platform information will be targeted to households in low participation neighbourhoods and distributed to those target schools with whom UCA engages in outreach and curriculum activities, and progression agreements. Information regarding financial support and eligibility criteria, for state support (incorporating NSP) available to students and UCA's own unique package of support, and how this may be accessed, will also be included. The Students' Union will be provided with briefing sheets regarding the financial support available from the University to assist them in advising students.

The University's co-ordinated approach will harness a breadth of staff expertise in the dissemination of key information to schools, minority ethnic groups and care leavers, as part of their wider role in raising awareness and aspirations among disadvantaged learners to progress to higher education. Students who are invited to interview will also receive additional information and have the opportunity to visit our on-campus Student Advice Centres. In pursuit of continuous improvement, UCA will provide where required individual personal counselling on the tuition funding and accommodation costs, scholarships and other forms of direct financial support.

UCA shall direct specific information to applicants who have declared a disability to ensure that they are supported at each stage of the admissions process, through written information and contact with our specialist Student Services staff, in accessing additional state support available to them.

UCA will continue to conduct applicant surveys which have identified specific demands and requirements for the provision of information advice and guidance, and this feedback is analysed and fed back in to our Open Days, Applicant (interview) Days and general advice provision.

9 Sample of key texts/sources referenced in development of this agreement

QAA Rethinking the values of higher education-consumption, partnership, community?
Wes Streeting, President, Graeme Wise, Political Officer, NUS 2009

HEA Meaningful Student Engagement: evaluation of the student representative scheme
The HEA, NUS, UCA to be completed November 2011

UCA Equality and Diversity Report 2009/10

UCA Widening Participation Student Postcode Profiles 2007/08-2009/10

UCA Ideas for the Future of Widening Participation 2010
Vivienne Hibberd, Head of Student Development Services November 2010

Life and Art, Work related learning in Margate
UCA Gill Wilson (ADM-HEA Fellow) 2008

AccessHE prospectus 2011

Journal of Creative Practice (Vol 3, No 3)
Writing in Creative Practice, C.Tappenden 2010

The Money Doctors scheme

Keeping a Balance-a guide to money management for students, UCA

Support for student success, UCA

Project: Participation a draft strategy for the future of widening participation, NUS 2010

The Impact of Partnership Working.
Kent and Medway Lifelong Learning Network Evaluation Report 2010

NSS and ISS Annual Reports

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
State School (HESA Table T1a)	% of students from state schools	2009-10	UCA at 97.6% against loc adj bench of 94.7%	UCA at 98%	UCA at 98%	UCA to review and consider increase toward 98.5% by 2016, setting new targets for 14-15 onwards	New target pending 2014 review	New target pending 2014 review	
NS-SEC (location adjusted) (HESA Table T1a)	% of students from NS-SEC 4567	2009-10	UCA at 36.1% against location adjusted benchmark of 31.5%	UCA at 36.5%	UCA at 36.5%	UCA at 37%	UCA to review and consider increase toward 98.5% by 2016, setting new targets for 14-15 onwards	New target pending 2015 review	
Disabled	Fulltime first degree in receipt of DSA	2009-10	UCA at 9% against national benchmark of 8.7%	UCA at 9.1%	UCA at 9.2%	UCA at 9.3%	UCA at 9.4%	UCA at 9.5%	
Non continuation: Young (HESA Table T3a)		2009-10	UCA at 85.6 against sector 88.7%	UCA at 88%	UCA at 88.5%	UCA at 89%	UCA at 89.5%	UCA at 90%	
Non continuation: All (HESA Table T3a)		2009-10	UCA at 85.3 against sector 88.2%	UCA at 88%	UCA at 88.5%	UCA at 89%	UCA at 89.5%	UCA at 90%	
Non continuation: Mature (HESA Table T3a)		2009-10	UCA at 84% against sector 85.9%	UCA at 86%	UCA at 87%	UCA at 88%	UCA at 89%	UCA at 90%	

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Lifelong learning	TONIC Creative Business Project (legacy Kent & Medway LLN funded project)	2011/12	60	150	300	500	1000	1500	Implement subscription membership scheme. To make progress towards a fully sustainable model.
	TONIC Creative Business Project	2011/12	€235,000						Application to ESF for TONIC brand development into Europe.
	TONIC Creative Business Project	2011/12	700	1000	1500	2000	2500	3000	Continuing Education Programme (CPD) participants.
	TONIC Creative Business Project	2011/12							TONIC Brand development and profile raising.
Lifelong learning	Information Advice and Guidance (legacy Kent & Medway LLN project)	2011/12	50	100	150	200	250	300	Credit Where It's Due' (IAG) Progression to HE Credit Scheme aligned to TONIC Creative Business Project and Academic Credit Transfer. 2012/13 transition team in place. UCA tool-Kit for Key Information sets (KIS) for Life-long learning opportunities and progression to access HE.
Lifelong learning	Alumni cultivation and engagement	2011/12	20	30	35	40	50	60	High profile and key UCA alumni guest lecture series events and masterclass workshops open to the community on and off campus.
Management targets	Fostering creative talent and potential wherever it is found. Investing in our people and our community building capability and capacity to manage and embrace change in the sector through strategic staff development initiatives and fit for purpose business processes.	2011/12							Increase % of qualified professional staff; % staff completing 30 hours CPD per year; % of vacant posts filled by internal appointments. Implementation of UCA bespoke ILM programme to build capacity to achieve successful change and continuous improvement. Retain IIP Standard across UCA. Embed UCA values and ensure staff commitment is secured in a well-managed and equitable environment. Increase awareness and commitment to equality and diversity. Milestones and targets will be communicated in the UCA Strategic Plan to which the Access Agreement will deliver as a suite of policies and commitments.
Mission targets	UCA explicitly and accurately communicates its academic and holistic offer to prospective students and external stakeholders.	2011/12							Development and adoption of the WP Fair Access Communication and Engagement Strategy. Implementation of multi-platform communications and promotion of good practice delivered by UCA and key partners such as the UCA sponsored Strood Academy and collaborations with FEC's.
Mission targets	Increase innovative flexible approaches to the delivery of FE&HE learning & teaching and student support. Enhancing skills for learning and employment.	2011/12							Collaboration with key industry partners for example Maidstone TV Studios and the Joiners Shop Centre for Creative Business. Flexible learning opportunities through TONIC credit accumulation and transfer. Collaboration with HEI's and FEC's legacy practice through LLN networked relationships.

Mission targets	Commitment to core value of Student Development Services and Student Experience & Engagement.	2011/12							Key strategies under development will be implemented through the life of the five year plan.
Operational targets	To fully utilise MIS data and systems to track, review and evaluate performance targets across UCA business functions. Realise increased efficiency and effectiveness by departments working together.	2011/12							Operational management structures and business processes aligned to supporting and tracking the Student Journey to enable interventions to support student success, meet expectations and improve satisfaction. The approach will be implemented through the five year plan.
Outreach / WP activity (summer schools)	To continue the legacy Aim Higher Summer and Easter Schools and the Creative Careers theme.	2011/12							The internal operational changes will work to support the legacy work of Aim Higher in supporting the delivery of enhanced Summer and Easter Schools. The theme of Creative Careers has been successful and will continue with higher ambition plans.
Outreach / WP activity (collaborative - please give details in the next column)	Extensive programme of outreach activity will continue to be delivered and collaborative arrangements extended.	2011/12							UCA holds a high record of achievement with successful outcomes of outreach and collaborations and is committed to enhancing and growing this activity through strategic partnerships and targeted activity.
Contextual data	Monitoring and evaluation of key data to inform strategy and operational targets and plans. To review and adjust, as needed to ensure continuous improvement and achieve successful delivery of the Access Agreement milestones.	2011/12							Recognition of change management and a clear realisation of the need to implement a joined-up approach and deliver the key principles, values and spirit of the OFFA Access Agreement. Financial commitment to the delivery of key services may shift in percentage terms through the life of the plan, based upon MIS data and evidence.
Contextual data	UCA Research staff interests and outcomes aligned to widening access and impacting upon social and economic prosperity in local communities.	2011/12							Four UCA Research active staff currently aligned to WP interests. This is targeted to grow through the life of the plan and form a nucleus research cluster. The MBA Creative Industries Management has commitment from Local Authority sponsorship of a scholarship for a key member of staff in the creative cultural industries. This is planned to roll-out with other regional LA's.
Strategic partnerships (eg formal relationships with schools/colleges/employers)	UCA is the lead sponsor of the Strood Academy and a member of the Riddlesdown Collegiate and Woodcote High School Trust.	11/10/2009							UCA delivers the Foundation Degree in Broadcast Media at the Maidstone TV Studios in collaboration with a leading industry sponsor. A number of Collaborative Provision agreements are in place with for example the Royal School of Needlework at Hampton Court (Foundation Degree and Degree top-up), Barking College (Foundation Degree and top-up year).
Outreach / WP activity (other - please give details in the next column)	UCA is extending its collaboration with strategic partners and has agreed in principle to subscribe to Aim Higher legacy networks in Kent & Medway and AccessHE.	2011/12							UCA has expressed interest in the establishment of AimHigher legacy networks and will establish a leadership role to define future sustainability of legacy practice to meet future demands. UCA is a member of the legacy Creative Way LLN. Executive staff of UCA have Directorships and Governance roles with Academies, FEC's & UKADIA. UCA is considering the Apprenticeship scheme for CCI's.

Student support services	A review of Student Development Services has been undertaken and confirms UCA's direction of travel in respect to a seamless and comprehensive service to students as a core value.	2011/12								UCA will enhance services to students pre admission through extension of IAG including financial planning for study and student life, working together with admissions representatives to give full information and set out expectations of higher level study. This will include the full services of careers and employability advising.
Student support services	The Frank Buttle Trust kite mark indicates UCA's commitment to care leavers and mechanisms will be identified and implemented to fully support the student life needs for successful retention and progression of these young people.	2010								UCA understands the particular challenges of care leavers and support required through transition to independent living. Professional practice and care packages are of value to all our students and will be considered as a critical strand of retention.
Other (please give details in the next column)	Financial support for students through the UCA philanthropic development Scholarship scheme. The scheme has ambitious targets to grow	2009/10	17	40	60	80	100	120		There are 17 existing UCA Scholars supported by philanthropic donations. Over 40 new scholarships are confirmed for September 2011 entry. An additional £10,000 in unrestricted funds is available for disbursement in summer 2011.