

University of Chester

Access Agreement 2012-13

The University of Chester has a strong reputation for welcoming students from a wide range of backgrounds and providing them with a high quality and supportive experience, characterised by an emphasis on both academic and personal achievement. This is especially evident in the opportunities offered for the development of employability skills and work-related learning. The University underpins its work in this area with a commitment to high quality learning and teaching and to the provision of strong support services to include, retain and develop successful learners who may have diverse entry profiles.

1 Fee limits and fee income above £6,000

For all new full-time undergraduate entrants to first degree programmes at the University of Chester and at Reaseheath College the tuition fee will be £9,000.

This fee will enable the University of Chester to extend its investment in enhancing all aspects of the student experience and to take forward further measures in support of widening access for students from under-represented groups.

For new full-time entrants to Foundation Degrees at the University and at Reaseheath College the tuition fee will be £7,000.

This fee will vary for entrants to Foundation Degrees at partner institutions. We have consulted in full with our partner further education colleges, where the following fees will apply for full-time Foundation Degrees franchised from the University:

Mid Cheshire College	To be notified, but not more than £6,000
Warrington Collegiate	£3,250
West Cheshire College	£3,375

In a few cases involving other organisations, where partnership arrangements are under review or in development, fees have not yet been finalised; however, these are not material to this agreement as the envisaged numbers involved are relatively small. We will notify OFFA of updates as soon as these are available.

For 2012 entrants undertaking sandwich years later in their programmes, they may expect to pay 25% of one year's full tuition fee, unless covered under an Erasmus arrangement.

The University is likely to apply annual real terms increases in tuition fees, in line with the permitted amount set by Government each year, from 2013-14 onwards.

2 Expenditure on additional access and retention measures

In 2012-13, the University estimates that it will spend a total of 23.8% of projected additional fee income in 2012-13 on existing bursary commitments and new measures to widen access and improve retention of students from disadvantaged backgrounds.

This includes the continuation of new expenditure incurred on extending outreach activity in 2011-12, invested by the University in order to maintain the type of targeted and collaborative activities previously funded through Aimhigher and in preparation for 2012-13. This expenditure will account for additional posts for outreach work, events and activities; information, advice and guidance about higher education and financial arrangements; and to support targeting, monitoring and evaluation of outreach and other WP-related activity previously undertaken through the Aimhigher partnership. The 2011-12 investment is also to support preparation for and administration of the National Scholarship Programme.

The total commitment for 2011-12, including existing bursary commitments for eligible students who entered in previous years, and additional new commitment to outreach, is broadly estimated to be 21.1% of estimated additional fee income. The element of new investment in outreach measures will also be carried forward to 2012-13.

All expenditure included in this agreement complies fully with guidance from OFFA on eligibility. Where activity may form part of wider, non-targeted activity, only estimated proportions attributed to the targeted aspects have been counted, and this conservatively.

Assessment of access and retention record

The University has a good record in widening access, and has consistently performed well against national and local benchmarks. From these figures and trends it can be seen that, in absolute terms, the University has continued consistently to improve its performance over recent years. In relative terms also, against the sector benchmarks, the University has a student body with a somewhat better than average proportion of both young and mature full-time students from under-represented backgrounds. We believe that the investment outlined above will enable us to sustain this progress and to continue to attract a diverse range of students.

The following indicators of the university's absolute and relative performance in **widening access** are taken from the Higher Education Statistics Agency (HESA) Performance Indicators:

		2006/07	2007/08	2008/09	2009/10
Young full-time first degree entrants (Table 1a)					
<i>From state schools or colleges</i>	Chester	96.6	96.8	97.5	97.7
	Benchmark	92.2	92.2	93.9	93.8
	Locally-adjusted benchmark	93.5	93.1	94.9	94.7
<i>From NS-SEC classes 4,5,6 & 7</i>	Chester	36.4	36.1	39.2	35.8
	Benchmark	34.1	34.1	37.6	34.6
	Locally-adjusted benchmark	35.5	34.8	38.4	35.5
<i>From low participation neighbourhoods</i>	Chester	12.9	15.4	13.5	15.4
	Benchmark	10.7	11.2	12.1	12.3
	Locally-adjusted benchmark	13.8	14.1	14.6	14.9
Young full-time undergraduate entrants –all (Table 1b)					
<i>From state schools or colleges</i>	Chester	96.7	96.7	97.6	97.8
	Benchmark	92.4	92.5	94.4	94.3
	Locally-adjusted benchmark	93.6	93.2	95.3	95.2
<i>From NS-SEC classes 4,5,6 & 7</i>	Chester	36.7	36	40.2	36.8
	Benchmark	34.4	34.6	39	35.5
	Locally-adjusted benchmark	35.9	35.2	39.6	36.6
<i>From low participation neighbourhoods</i>	Chester	13.7	16.6	14.5	16.1
	Benchmark	11.2	12	12.8	13
	Locally-adjusted benchmark	14.7	15.1	15.4	15.8
Mature full-time first degree entrants (Table 2a)					
<i>With no previous HE from low participation neighbourhoods</i>	Chester	16.0	19.6	15.1	21
	Benchmark	12.3	13.5	12.9	15.1
	Locally-adjusted benchmark	17.1	19.2	17.7	21.1
Mature full-time undergraduate entrants – all (Table 2a)					
<i>With no previous HE from low participation neighbourhoods</i>	Chester	17.9	19.8	17.8	21.6
	Benchmark	14.3	13.9	13.9	15.9
	Locally-adjusted benchmark	20.0	18.6	19.2	21.1
Mature full-time undergraduate entrants - other (Table 2c)					
<i>With no previous HE from low participation neighbourhoods</i>	Chester	20.4	20	21	22.4
	Benchmark	17.3	15.3	16.1	17.5
	Locally-adjusted benchmark	23.7	19.5	20.9	21.8

Based on POLAR 2 data for low participation neighbourhoods

2008/09 NS-SEC data not strictly comparable

The University's performance in retaining students is improving, in both absolute and relative terms. This is particularly the case for young students from low participation neighbourhoods. We shall therefore seek to direct new investment towards measures to support and improve retention and success of students from these backgrounds, and others who may have been disadvantaged, for example those with disabilities or care leavers.

The following indicators of the University's absolute and relative performance in **non-continuation of students following year of entry (08/09)** are taken from the Higher Education Statistics Agency (HESA) Performance Indicators:

		2006/07	2007/08	2008/09	2009/10
Young full-time first degree entrants 08/09 - all (Table 3a)	Chester – no longer in HE	9.8	10.7	9.9	8.2
	Benchmark	8.2	8.6	8.3	7.5
	% continue or qualify at Chester	87.0	84.8	86.0	88.6
	% adjusted sector continue or qualify	89.0	88.4	88.4	89.5
<i>From low participation neighbourhoods (Table 3b)</i>	Chester– no longer in HE	13.1	8.8	12	10.3
	Benchmark	10.0	10.7	10.2	8.4
	% continue or qualify at Chester	84.4	86.6	82.5	85.5
	% adjusted sector continue or qualify	87.1	86.1	86.3	88.8
<i>From other neighbourhoods (Table 3b)</i>	Chester– no longer in HE	9.2	11	9.4	7.9
	Benchmark	7.9	8.1	7.8	7.2
	% continue or qualify at Chester	87.4	84.5	86.7	89.1
	% adjusted sector continue or qualify	89.2	88.8	88.9	89.7
Mature full-time first degree entrants 08/09 (Table 3a)	Chester– no longer in HE	14.3	14.8	14.4	13.1
	Benchmark	14.4	13.8	13.5	12.9
	% continue or qualify at Chester	83.9	82.5	82.2	84.1
	% adjusted sector continue or qualify	83.2	83.9	83.9	84.6
<i>With no previous HE qualification (Table 3c)</i>	Chester– no longer in HE	13.7	15.8	14.2	14.0
	Benchmark	15.3	14.4	13.7	13.0
	% continue or qualify at Chester	84.4	81.5	81.8	82.9
	% adjusted sector continue or qualify	82.2	83.1	83.6	84.2
<i>With previous HE qualification (Table 3c)</i>	Chester– no longer in HE	15.8	11.3	12.6	10.9
	Benchmark	12.2	12	12.6	12.6
	% continue or qualify at Chester	82.5	86.1	86.2	86.9
	% adjusted sector continue or qualify	86.0	86.5	85.5	85.7

The University will protect its own record of fair access and also aims to ensure that, within its outreach work, some collaborative and broader awareness- and aspiration-raising activity will be maintained. In order to do this, we shall increase our outreach expenditure in 2011-12, and sustain this within a further increase in 2012-13. In doing so, we shall also over time move money away from our existing bursary scheme, which will only continue to apply to those eligible students who entered in previous years.

3 Additional access measures

A Outreach

Prior to July 2011, the University benefited from the outreach and development work undertaken by Aimhigher area partnerships. Aimhigher Cheshire and Warrington, in particular, also contributed funding to various outreach projects and sustained activities undertaken by the University, notably the school mentoring programme, and a successful touring performing arts activity (Performing Pathways). All activities were targeted according to WP criteria, primarily through working with schools and cohorts identified by Aimhigher targeting processes.

In 2011-12, the University will make additional investment, over and above the expected levels committed by the institution in its WP Strategic Assessment, to ensure that its strong record in outreach activity continues. Currently, the University's 2011-12 Access Agreement states that it intends to spend an estimated 15% of the revenue that accrues from additional fee income on a combination of bursaries and outreach activities designed to widen participation and support students from low level income groups or backgrounds under-represented in higher education. This commitment to paying bursaries will, of course, be fulfilled for eligible entrants in 2011-12. However, in response to the closure of Aimhigher and in order to maintain continuity of engagement in the types of awareness- and attainment-raising opportunities previously funded through Aimhigher, the University will now also make additional investment in 2011-12 to establish its own outreach network and ensure ongoing delivery of targeted activities. There is some indication locally that engagement from schools may have decreased over 2010-11, the last year of Aimhigher, and therefore that it may take one or two years after this for the University to establish its own new networks and to restore activity to previous levels.

Outreach events and activities - A considerable element of the outreach investment in 2011-12 will be in new posts to support the direct targeting and delivery of activity. This will include funding for posts which will enable the University to provide:

- Setting up and continuing administration of the National Scholarships Programme
- HE awareness- and aspiration-raising events with targeted schools and colleges
- Information and advice on HE (including student finance) for targeted schools, colleges and individuals
- Data analysis, monitoring and evaluation of impact of outreach activity
- Administrative support for the outreach office.

This investment will then be maintained in 2012-13, by using resource from additional fee income.

The University's WP newly-devised outreach programme will be based on the forming of direct links and the development of long-term structured and co-ordinated interventions with a number of targeted schools and colleges with low higher education participation rates or large proportions of disadvantaged students. Work will focus mainly, though not exclusively, on partnerships with schools, academies and colleges in the Cheshire and Warrington area, and further afield into Merseyside and Greater Manchester. This is likely to involve working more intensively with partner schools and colleges than under the former arrangements with Aimhigher, so as to build closer networks of relationships and to provide the basis for extending progression pathways.

In addition to these general taster days and subject specific events, examples of other types of planned activity in 2012-13 include:

- Supporting students from low participation backgrounds to make applications to higher education, by offering information and advice on courses, writing personal statements and student finance, with increasing support to mature learners and young vocational learners.
- Touring drama workshops, based on a tried and tested, successfully evaluated Performing Pathways project previously funded by Aimhigher, focusing on (1) knowledge and employment opportunities, continuing education and Higher Education, and (2) recognising and valuing key skills and their relationship to these opportunities.
- Building on pilots in STEM subjects, curriculum-related subject workshops with year 12/13 and level 3 students on "Preparing for University", with assignment follow-up and academic feedback; these can also be used to support progression to HE for work-based learners.
- Revision programmes targeted at A2 or BTEC students from widening participation backgrounds.

In particular, we will continue to work closely both with our Associate Colleges and with other targeted further education colleges to continue to promote smooth transition to the University for vocational learners.

School and college mentoring - The University will also aim to sustain and grow its targeted mentoring programme with schools and colleges, with the aim of supporting those from low participation or disadvantaged backgrounds with the potential to progress to higher education but who may lack aspiration or be at risk of not succeeding in earlier stages of their education. This is an established area of the University's WP work, formerly funded in part by Aimhigher, and one in which monitoring and evaluation processes are well-developed. Administrative support for WP school and college mentoring programme will be funded in order to enable this activity to be restored to former levels in 2012 and to expand further in future years.

Work with BME communities - In addition to targeting those from low participation neighbourhoods and disadvantaged backgrounds, the University will develop its outreach work with the aim of recruiting a higher proportion of black and minority ethnic (BME) students. Reaching BME young people is a particular challenge for this University, given the population demographic of Cheshire and North Wales, which are among the least ethnically diverse in the UK. These targeted initiatives will be needed to attract applications from this group. We will therefore continue to develop and strengthen positive relationships with schools and colleges with a high percentage of BME students.

Collaborative working - The University will aim to sustain collaborative initiatives that involve working with other institutions, for example the North-West Higher Education Institutions WP Group on larger events, and longer-term community-based outreach, for example by working with primary schools that feed into our targeted secondary schools. The University will also maintain links with relevant local authority groups, for example 14 - 19 Strategy Groups. Furthermore, we are involved in local and sector specialist employer networks which support industrial involvement in information about careers and activities relating to higher level skills needs. The additional investment in staffing will support continued collaborative working.

Contextual data - Greater use will be made of contextual data to support the specific targeting of outreach activity. In terms of admissions, the University is committed to ensuring that no student is disadvantaged by the applications procedure. We recognise that students from WP target groups may need more support in making informed decisions in their higher education choices and will provide this support from experienced staff. The University already makes use of contextual data that is self-declared by applicants, and from 2012 onwards will make further use of the additional contextual data that will be made available through UCAS. Taking this information into account, the University will make conditional offers that differ from the typical entry requirement to applicants with the ability to benefit and succeed, if in our judgement the typical entry requirement would not be appropriate because of the particular circumstances of the applicant.

B Student retention and success

It is the intention of the University to sustain a range of learning and teaching, pastoral and welfare, and employability services and structures, to support the retention and success of its students throughout their time at the University, and to continue to monitor the relative performance of those from disadvantaged groups. This is an area in which the University plans to increase its investment in 2012, in order to continue to improve its performance, in particular with regard to disadvantaged students. In addition to existing measures which inform and support the enhancement of learning, teaching and employability across the University, further measures will be introduced which it is intended will offer particular support to students who may have been disadvantaged, whether through background or prior educational experience; through disability; as care leavers; or because of other circumstances.

Peer mentoring and peer assisted study schemes – These schemes will build on the University's expertise in school and college mentoring activity, in order to deliver training and then to manage students who act as mentors to other students, particularly targeting as mentees those from traditionally disadvantaged groups. We have commenced pilot activity in both peer mentoring and peer assisted study projects in an academic area prior to 2012-13, and additional investment thereafter will provide staffing resource both to train and support mentors and to co-ordinate work in additional academic areas. Such initiatives, particularly those based in the students' own areas of study, are known to be valuable in increasing student retention and success, and our existing expertise provides a strong base from which to develop peer and academic-related mentoring support. The extension of activity to additional academic areas will also require resource to enable subject staff to act as co-ordinators.

Department and subject initiatives - Prior to 2012-11, the University has each year invested resource in a small number of pedagogic research projects, several of which have been focused on the design and evaluation of new interventions to support and enhance the retention and success of students. This has included work on, for example, the BME student experience, and also on examining the impact of pre-induction social networking on the student transition to higher education. From 2012-13, additional resource will be targeted actively towards academic areas or programmes where there is some evidence from performance data that they may benefit from improving performance in student retention and achievement, in particular with students from disadvantaged backgrounds. Funded initiatives might include activities such as pre-entry bridging days or residential for incoming students with particular entry profiles; the extension of pre-induction social networking; and strategies to review or develop innovative aspects to learning, teaching and assessment. Where retention initiatives might extend to all students on a programme, the

additional investment to be allocated will be proportionate to the ratio of students from disadvantaged backgrounds who benefit compared with other students.

Employability - A unique and popular initiative that has been well-supported previously by external funding is the Graduate Head Start programme. This programme has helped unemployed and underemployed graduates in developing their employability and includes a 20-credit Masters level Business and Professional Development module, a five-week work placement, tailored 1-1 career coaching, a day-long career management seminar, and the country's first 'Express' ECDL qualification. Participant employability rates subsequent to attending the course have been excellent, with 72% of participants to date having secured full-time employment. Over 300 graduates have now accessed the programme. In 2010, circa 22% of the Chester graduates participating in the programme were from low participation neighbourhoods. From this it can be seen that, without any targeting, the scheme has attracted more than the general undergraduate population percentage from WP backgrounds, most of whom lived locally. It is therefore intended that, from 2012, this area of activity will be targeted towards less advantaged students and sustained by resource from additional fee income, which will replace external funding. In particular, the offer of continued support after graduation, including placement opportunities, would encourage Chester graduates from less advantaged backgrounds who may have concerns about their employment prospects by improving their chances of success in a competitive graduate labour market.

Diversity mentoring - A further example of targeted mentoring of students to improve access to graduate employment would be to introduce a diversity mentoring programme, matching students (for example those with disabilities, or BME students) with professional mentors from a range of fields.

C Financial support for students

In order to assist students from less advantaged backgrounds, the University will invest in a wide range of targeted measures offering financial support.

National Scholarship Programme

These scholarships will have a value of **£3,000** each for successful applicants. This will consist of a fee waiver of £2,000 in the first year, together with a further £1,000 which may be taken either as a cash bursary or as a discount against University accommodation.

Eligibility criteria - New full-time undergraduate degree entrants paying the tuition fee of £9,000 (pro rata for part-time entrants studying at least 25% of a full year), and who have a declared household residual income of £25,000 or less, will be eligible to apply.

The University will receive £315,000 from the government in 2012-13 for the National Scholarship Programme, which aims to benefit individual students from disadvantaged backgrounds as they enter higher education. We will match fund this amount with a further £315,000, which will enable us to award £3,000 scholarships to well over 200 students.

Applicants who receive offers of places to study at the University will be sent full details of the National Scholarship Programme and how to apply for selection. It should be noted that meeting any or all of the essential eligibility criteria does not equate to entitlement to a scholarship. Furthermore, NSP awards will not be available to individuals who are ordinarily resident in Scotland, Wales and Northern Ireland, or who are EU nationals.

University of Chester benefits

Scheme 1

An award to the value of **£1,000**, in the form of either a fee waiver, cash bursary or discount on University accommodation will be given to any new full-time undergraduate degree entrant paying a tuition fee of over £6,000, who has a declared household residual income of £25,000 or less, and who does not receive an award under the National Scholarship Programme.

Applicants who receive offers to undergraduate degree programmes at the University will be sent full details of the scheme and how to apply. The benefit will be awarded to all eligible students who apply. It is estimated that expenditure on this scheme may extend to more than £570,000 and benefit over 570 students.

Scheme 2

We also wish particularly to extend the offer of support to those who have attended one of our targeted partner schools or colleges, by making available further awards of **£1,000**, in the form of either a fee waiver, cash bursary or discount on University accommodation.

Eligibility criteria - New full-time undergraduate degree entrants paying a tuition fee of over £6,000, and who have a declared household residual income of between £25,000 and £42,000, will be eligible to apply for selection. This scheme is open to any student who completed their level 3 studies at one of our targeted schools or colleges up to two years prior to the start of their undergraduate programme (or completed level 2 studies within the previous four years, in the case of schools that do not offer level 3 studies).

A list of the targeted schools and colleges will be available on our website and will be sent to applicants who receive offers of places to study at the University. It should be noted that meeting any or all of the essential eligibility criteria does not equate to entitlement to an

award. It is estimated that expenditure on this scheme may extend up to £100,000 and benefit up to 100 students.

Continuing students

Those continuing students who are eligible for £500 cash equivalent bursaries under previous Access Agreements will continue to receive these awards. The likely ongoing expenditure on bursaries in 2012-13 is estimated to be £1,250,000.

The Chester Students' Union has been consulted over the planned form of intended benefits to students and warmly supports these proposals.

4 Targets and milestones

Applicants, entrants and student body

- (i) For **young full-time entrants**, the University aims to continue to exceed national and locally-adjusted benchmarks and at least to maintain, and where possible to improve on, its own performance in absolute terms:

	2012/13	2013/14	2014/15	2015/16	2016/17
Young full-time first degree entrants (Table 1a)	%	%	%	%	%
<i>From state schools or colleges</i>	97.7	97.7	97.8	97.8	97.9
<i>From NS-SEC classes 4,5,6 & 7</i>	35.8	35.9	36	36.2	36.4
<i>From low participation neighbourhoods</i>	15.4	15.4	15.5	15.5	15.6
Young full-time undergraduate entrants –all (Table 1b)					
<i>From state schools or colleges</i>	97.8	97.8	97.9	97.9	98.0
<i>From NS-SEC classes 4,5,6 & 7</i>	36.8	36.9	37	37.2	37.4
<i>From low participation neighbourhoods</i>	16.1	16.1	16.2	16.4	16.6

This assumes that the current pattern of applicants to the University remains the same.

- (ii) The University also aims to increase the number of entrants from **black and minority ethnic (BME) backgrounds**:

	2012/13	2013/14	2014/15	2015/16	2016/17
Entrants from BME (non-white) groups %	6.0	6.2	6.4	6.6	6.8

- (iii) The University aims to improve its absolute and relative performance in non-continuation of students following year of entry, and to increase the numbers of students, in particular those from low participation neighbourhoods, who **continue or qualify at Chester each year:**

	2012/13 %	2013/14 %	2014/15 %	2015/16 %	2016/17 %
Young full-time first degree entrants - all <i>(Table 3a)</i>	88.7	88.8	88.9	89.0	89.1
Young full-time first degree entrants - From low participation neighbourhoods <i>(Table 3b)</i>	85.9	86.1	86.3	86.5	86.7

Outreach activity

- (i) For its programmes of school, college and specialist mentoring schemes with targeted individuals, the University aims to engage the following numbers:

	2012/13	2013/14	2014/15	2015/16	2016/17
Mentees	110	120	120	120	120

- (ii) For its programme of outreach events and activities with targeted schools, academies and colleges, the University aims to achieve the following targets:

	2012/13	2013/14	2014/15	2015/16	2016/17
Events	30	35	38	40	40
Participants	1340	1540	1670	1760	1760

Retention and student success

- (i) For the peer mentoring and peer assisted study schemes, the University aims to engage the following numbers of participants each year:

	2012/13	2013/14	2014/15	2015/16	2016/17
Participants in peer mentoring and peer assisted study schemes	100	120	140	160	160

- (ii) Targeted academic initiatives to improve retention and completion rates

This investment will be allocated on a case by case basis according to need, based on internal management information and trends on student continuation and completion, in

particular in relation to students from disadvantaged backgrounds. Performance will be monitored annually for evidence of impact and improvement.

(iii) Graduate Head Start programme

Target numbers given here are approximate proportions of the total estimated numbers of participants in the programme overall:

	2012/13	2013/14	2014/15	2015/16	2016/17
Participants in Graduate Head Start programme	20	25	30	35	35

5 Monitoring and evaluation arrangements

The University evaluates its WP activity in a number of areas, with a particularly well-developed evaluation scheme for its school mentoring activity. Evaluation of short-term impact of individual activities is clearer to undertake than evaluation of longer-term impact, but the University will track application, offer and acceptance rates from previous participants in its activities at targeted schools and colleges. Qualitative evidence on the broader benefits of these relationships will also be drawn from other reports, where available. A post will be established to undertake the monitoring and evaluation of outreach activities.

Monitoring is well-established, and internal management data relating to WP is embedded in the University's internal information system. This is used to monitor patterns of applications, offers and acceptances of those from low participation neighbourhoods, and to monitor retention and success of students from disadvantaged groups, for example students with disabilities. The University will also monitor uptake of its fee waiver scholarships, keep under review the profile of its beneficiaries, and track their progress.

Where different aspects of the University's activity, particularly those relating to retention, are embedded in different areas and departments within the institution, detailed evaluation will be conducted by the department or team responsible for organising or overseeing the initiative. These will be reported and, along with performance data and statistical evidence of impact, monitored centrally.

Monitoring and evaluation reports, including progress against targets and milestones, will be received by the University's Academic Quality and Enhancement Committee, which reports to Senate. There is student representation on both these bodies.

Overall responsibility for the delivery of the agreement resides with the Senior Management Team of the University.

6 Provision of information to prospective students

The University will provide information about tuition fees (including aggregate cost), the National Scholarship Programme and University of Chester Schemes, and other information on student finance on its website. It will also make this information available through leaflets and direct information and advice sessions for prospective students. Information will also be included in offer letters to applicants. Existing students will benefit from publications and direct advice provided by the University's Student Support and Guidance team.

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)	To maintain performance above national and locally-adjusted benchmarks	2009-10	0.977	97.7	97.7	97.8	97.8	97.9	
State School (HESA Table T1b)	To maintain performance above national and locally-adjusted benchmarks	2009-10	0.978	97.8	97.8	97.9	97.9	98	
NS-SEC (HESA Table T1a)	To maintain performance above national and locally-adjusted benchmarks	2009-10	0.358	35.8	35.9	36	36.2	36.4	
NS-SEC (HESA Table T1b)	To maintain performance above national and locally-adjusted benchmarks	2009-10	0.368	36.8	36.9	37	37.2	37.4	
LPN (HESA Table T1a)	To maintain performance above national and locally-adjusted benchmarks	2009-10	0.154	15.4	15.4	15.5	15.5	15.6	
LPN (HESA Table T1b)	To maintain performance above national and locally-adjusted benchmarks	2009-10	0.161	16.1	16.1	16.2	16.4	16.6	
Non continuation: Young (HESA Table T3a)	To improve rate of those who continue or qualify at Chester	2009-10	0.886	88.7	88.8	88.9	89	89.1	
Non continuation: LPN (HESA Table T3b)	To improve rate of those who continue or qualify at Chester	2009-10	0.855	85.9	86.1	86.3	86.5	86.7	
Completion/Non continuation (other - please give details in the next column)	Peer mentoring and peer assisted study schemes	2011-12 target	50 mentees	100 mentees	120 mentees	140 mentees	160 mentees	160 mentees	
Completion/Non continuation (other - please give details in the next column)	Targeted academic initiatives in subjects or programmes with lower performance	No prior targeted investment							Investment will be allocated on case by case basis according to need, based on internal management information and trends on student continuation and completion. Performance will be monitored annually for evidence of impact and improvement.
Completion/Non continuation (other - please give details in the next column)	Graduate employability programme	No prior targeted investment		20 participants	25 participants	30 participants	35 participants	35 participants	Target numbers are approximate proportion of programme.
Ethnicity	To increase % of BME entrants	2010-11 entry	0.058	6	6.2	6.4	6.6	6.8	

