

AECC University College **2019-20 Access and Participation plan**

Executive Summary

AECC University College is a specialist HEP internationally recognised for providing undergraduate and postgraduate education and training in the niche area of musculoskeletal health, based in the cosmopolitan town of Bournemouth. The University College admitted the first cohort of students on our degree awarding title in September 2017, and in line with AECC University College's strategic plan, new undergraduate courses have been developed for commencement in September 2018 and 2019.

Over some fifty years, AECC University College has built a reputation locally, nationally and internationally for the excellence and quality of teaching in its specialist areas, most notably chiropractic. There is also strong provision of postgraduate education and training in musculoskeletal diagnostic ultrasound. Our student body comprises 75% Home/EU and 25% non-EU. We have 146 staff with 0.75 FTE working in the area of student recruitment and outreach with the recruitment of an Access and Participation Manager in the pipeline.

At the time of writing, all undergraduate provision is chiropractic with new undergraduate provision in the commencing in the 2018/19 and 2019/20. Our new course provision is anticipated to recruit largely from the UK market and whilst this will assist us in improving our access and participation record going forward, we do not take this for granted and our access and participation strategy will monitor progress closely.

As with many vocational degrees, for example medicine, widening access to chiropractic is particularly challenging given the high academic standards required to gain entry, the academic rigour and extensive academic and practical skills needed to successfully complete the course, the extended length and that chiropractic is a relatively small profession in the UK (just over 3000 registered practitioners) with almost all chiropractors working in private practice. As such, chiropractic remains relatively unknown to a high proportion of the population, in particular to those from lower socio-economic backgrounds.

Given this context, our data shows that the AECC University College performs, as expected, below benchmarks for many key HESA WP indicators, including young entrants from low participation neighbourhoods, low socio-economic groups and young entrants from state schools, see appendix 1. These are the issues we are seeking to address in our access and participation plan.

AECC University College has an excellent record of retention above sector norms (~ 5% total attrition rate) see appendix 1. As a small institution, there is a collegiate culture and a strong supportive interface between tutors, professional support staff and students. Our aim is therefore to continue this good work, and ensure that as we diversify the range of student support services, aligned to the Equality Act 2010, this benefits all students.

The professional orientation of the University College's Chiropractic course ensures high rates of employability; data from the DHLE survey demonstrate high employability rates with 100% of chiropractic graduates in 2015 in work or further study six months later.

In summary, our aim is to widen access to underrepresented groups at the same time as supporting the retention, attainment and progression into employment or further study of all our students. We have evaluated our current metrics and set realistic strategies and targets for future access, success and progression activities, including a financial support package to place greater emphasis on helping students from low income backgrounds throughout their studies at AECC University College.

Assessment of current performance

The historic data used to assess our performance (appendix 1) has been provided by our (ex) validating body, Bournemouth University. As our first cohort of students on our degree awarding title started in September 2017, data in our own systems is limited but the student record system (SRS) is has been readied for data capture and reporting.

The SRS will store all the necessary data for the HESA student data return. This will allow us to have a detailed understanding of our new entrants, including characteristics of importance to access, such as ethnicity and disability, and their sub-groups, recognising students are not one homogenous group.

Access

AECC University College performs, as expected given our context, below benchmarks on young entrants from low participation neighbourhoods and low socio-economic groups (see appendix 1). It can be noted that there has been progress made over 4 years to 2015-16 in the LPN undergraduate population which has risen from zero to 7.8%.

Young entrants from state schools are below national benchmarks. In contrast, AECC University College exceeds UK national averages on mature (+21 years) student entrants; in 2014/15 AECC University College had 40.4% mature full-time first degree entrants compared to a national average of c. 20.5%.

Success

The University College recognises that widening access in itself does not guarantee that students from under-represented and disadvantaged groups succeed on their course and progress into employment or further education.

The University College has an excellent record of retention significantly above sector norms, in particular for those on the undergraduate chiropractic course (~ 5% total attrition rate). As a small institution, there is a collegiate culture and a strong supportive interface between tutors and administrative staff, and students.

Whilst the data is limited and the numbers are low, there is no evidence to date that students from underrepresented groups perform less well. For instance, in 2016/17 all but one student from an LPN background were awarded their degree (the numbers are too small to publish due to the possibility of identifying individuals).

Progression

The professional orientation of the University College's chiropractic course ensures high rates of employability. Almost all chiropractic graduates enter private practice, normally as an 'associate' under the mentorship of an experienced chiropractor. Data from the DLHE survey demonstrate high employability rates with 100% of chiropractic graduates in 2015 in work or studying six months later.

At this time it is not possible to assess if there are any differences between the employment outcomes of students from underrepresented groups compared to those who are not. This will be a priority when relevant data becomes available, especially for the new courses which will have greater variety of career outcomes than the chiropractic degree. At this stage it is not possible to determine how this will impact on our target groups, activities and interventions. Given what other institutions are discovering when looking at intersectionality of disadvantage, we are expecting to see differences when we are able to look at a more granular level. We are therefore fully prepared and committed to change direction, in consultation with the Office for Students, if our evidence demonstrates the need to do so.

Ambition and strategy

Access

In focussing on the chiropractic course, the key issues in regards to access and how we expect to address these are:

- the high academic standards required to gain entry to the chiropractic course
 - We undertake to investigate the use of contextual data in admissions and if this is appropriate for the University College
 - We undertake to investigate if the interview process adversely affects students from LPN or low income backgrounds, and if so, implement measures to overcome this negative impact
 - We undertake to continually review our entry requirements to ensure they are fair, equitable and sufficient to admit those with the potential to succeed
 - We undertake, through our outreach programme, to trial activities focussed on raising attainment, and to use effective monitoring to ensure success in this area
 - We undertake to investigate ways to develop our relationship with schools and colleges to raise attainment

Many of these actions will also apply to the new courses. Whilst we expect applicants to these courses (a group of 4 sports, exercise and rehabilitation courses and a group of 4 psychology specialisms) will be almost entirely from Home/EU students, accessibility for students from non-traditional backgrounds is the forefront of our minds in planning our outreach measures.

- the extended length of the chiropractic course
 - We will support at least 5 students from low incomes with a bursary for up to 5 years of study (all courses)
 - We will support all students from a low income background on the chiropractic degree with a diagnostic kit bursary, ensuring no differences in access to essential equipment for all students
 - We will monitor and evaluate the financial support package to ensure it is delivering the support we intend using the tools developed by OFFA's research team
 - We will consider the financial support package needs for students studying the new courses which are of a standard length
- that chiropractic is a relatively small profession in the UK (just over 3000 registered practitioners) with almost all chiropractors working in private practice. As such, chiropractic remains relatively unknown to a high proportion of the population, in particular to those from lower socio-economic backgrounds
 - We will use our outreach programme to raise awareness of chiropractic and other health professions
 - We will investigate how our extensive alumni network may support this work
- In addition we will work collaboratively with neighbouring universities on outreach activities through with Southern Universities Network (SUN).

Success

Initiatives in outreach and widening participation must be matched by support measures to ensure that each and every student achieves their academic potential. The key issues in regards to success and how we expect to address them are:

- the academic rigour of the course and extensive academic and practical skills needed to successfully complete the course
 - At the start of the course, new entrants participate in an Induction Event to familiarise themselves with the University College and with the course. Students are introduced to tutors and to their personal tutors, and each student is paired with a Year 2 student under the 'buddy system'. There is a robust academic structure consisting of the Course Leader, year tutors and unit tutors, which underpins a framework of strong academic support for each student. Student progress meetings are held regularly, and any student identified as making less than satisfactory progress is given individual feedback in face to face meetings with tutors, and in some cases a structured individualised remedial plan to follow. The University College's attrition rate is, in the main, made up of students failing to achieve the required academic standards rather than deciding that a career in chiropractic is not for them after all. It follows therefore that the low attrition rate reflects, at least in part, the robust academic support structures in place for all

students. We will maintain these support systems as part of our work on student retention.

- Student support services are available such as additional learning needs support, counselling, chaplaincy and language support. Students receive support 1-2-1 or in group workshop type settings.

Many of these actions will also apply to the new courses. Whilst the new courses are standard three-year Honours degrees, students from non-traditional backgrounds face challenges that the above measures will address. We will monitor these new cohorts over the coming years carefully to determine if their needs are different to inform our future planning.

Progression

To help graduates find a suitable practice, the University College arranges meetings between chiropractors and students in their final year. As a small profession, an active AECC University College alumni and the University College being one of only three chiropractic institutions in the UK, the network between chiropractors and chiropractic teaching faculty is pivotal and effective in introducing senior students to employment opportunities. As with student support, facilitation of students into employment is relevant to all students and not only those from under-represented and disadvantaged groups, and is included in our expenditure on student success.

As our strategic plans to diversify into other areas of the health sciences comes to fruition, we are ready to support these new students into their careers. For example, the opportunity for development of employability skills has been built into the curriculum of the new courses, including CV writing and the emphasis on presentation skills. As our first cohort of students in these new fields will graduate in November 2021 at the earliest, this a long term ambition.

A key part of our strategy going forward is evaluation and monitoring. As previously stated, our numbers of students from underrepresented groups are low and with our previous partner relationship, historic data lies with BU. We are committed to continuous improvement in this area which will be under the remit of the new Access and Participation Manager and overseen by the Access & Participation Steering Group. To date we have:

- Readied the student record system to be able to store data required for monitoring access and participation not already captured
- Created a number of 'on-demand' reports from the SRS for the key underrepresented groups, to show 5-year trends
- At the start of new outreach activities we have a focus on evaluation
- Prepared to evaluate the financial support package.

The University College has committed to implement an outcomes framework to routinely collect relevant data and evaluate the effectiveness and impact of our activities; the beginning of which commenced during 2017/18 and will be enhanced over time. In line with our targets, our focus will be on evaluating progress on the proportions of students from state schools, lower socio-economic groups and low participation neighbourhoods as well as mature entrants. Student success will be evaluated by student retention and progress into employment.

AECC University College has a bespoke student record system and will use this to mine student information and provide evidence on the retention, attainment and progression of students from all backgrounds. To do this in a systematic fashion, the University College has the information required in terms of independent (causal) and dependent (outcome) variables, and will adopt a counterfactual approach in comparing different groups of students. We will monitor, in time as the relevant data becomes available, outcomes in terms of degree attainment and progression to employment for different groups of students while adjusting for variables such as gender and entry qualifications. This will not only enable us to understand 'what works' in terms of access and student success, but perhaps more importantly how we can improve our performance in the future in terms of our own provision and student population as we diversify.

We understand that systematic evaluation is a priority area. While cognisant that our data may be problematic because of small sample sizes, we will produce an annual report for internal monitoring based on the evidence that emerges from this data evaluation exercise.

It must be noted that the cost of subscribing to the Higher Education Access Tracker is prohibitive at this time, and may limit our ability to monitor outcomes for outreach activities.

Implementation

AECC University College is developing an inclusive approach to access and participation work with a newly formed Steering Group with a diverse membership including student representatives. The steering group is Chaired by the Vice Principal and reports to the Senior Management Group. In 2018/19, an Access and Participation Manager will be employed with lead responsibility for implementing this plan.

Registry staff will monitor student population statistics against HESA benchmarks. Annual monitoring reports on widening access will also be made available to the Student Staff Liaison Sub-Committee and through this, to the University College's Academic Board chaired by the Principal and to the Board of Governors. The University College's Bursary Policy is approved by Academic Board. Payments from bursaries are reported to the University College's governors through the Finance and General Purposes Committee.

The University College has focussed on equality and diversity matters in recent years and the increased focus on access and participation at the University College through the Steering Group, will further benefit this work. As examples of our commitment to this area, we have a Dignity, Diversity and Equality Policy, and have achieved Two Ticks employer status, has been recognised as a Disability Confident Employer and most recently, a Mindful Employer. These important benchmarks indirectly impact students, evidencing the cultural importance equality and diversity matters have at the University College. Equality considerations are embedded in our decision making processes and equality is considered when developing key University College policies and making key decision in support of our public sector equality duty. A formal equality and diversity strategy is currently being considered with discussions at the University College's Senior Management Group in July 2018. It is anticipated that a strategy will be formalised during the 2019/20 academic year.

Consultation with Students

Our students are active partners in University College developments. They are represented on all of the University College's academic committees including Academic Board. A student representative is also a full member of the AECC University College Board of Governors. All student fees, and any annual increases in line with government policy, are approved by the Board of Governors. The University College has an established Student Union, and a full-time manager employed by the University College. Student Union Officers act on behalf of the student body, and student representatives act in the student interests. Our students are strong supporters of the University College and act as excellent ambassadors in promoting the chiropractic course in outreach activities and in the wider community.

In drawing up the financial support package, students were consulted and have been instrumental in shaping the financial support provided by the University College. As an integral part of access and student retention and progress, it is critical that students play a meaningful role in the University College's widening participation agenda and as a result consider themselves equal stakeholders in its success.

In addition, the Student Union executive (elected students) were asked for feedback during the drafting of this agreement and were supportive of its aims.

Access, student success and progression measures

Access

We are aware that co-ordinated outreach activities may be more effective and sustainable in the longer term in widening participation compared to direct financial support. Accordingly, we will implement a number of new initiatives in outreach activity, and target resources on increasing the number of entrants from under-represented and disadvantaged groups. Meanwhile, we will continue with current outreach activity including, for example, discounted fees for treatment in the University College's outpatient training clinic for low income and disadvantaged groups as a means to widen access to the profession's benefits; in turn this inspires a new generation of chiropractic students as many student cite personal experience as important in their decision to become a chiropractor.

The challenges we face in widening participation are similar to those of, for example, medical schools where narrow social groups still dominate the student population. Work that medical schools are doing with primary and secondary schools provides a helpful exemplar although this must be proportionate to the size and financial means of AECC University College. Nevertheless, targeting young people who live in areas of low progression to higher education or who come from families that have low incomes or lack higher education experience is a common goal, as well as the type of activities that might be undertaken to engage and attract these groups to think about and aspire to a career in the health arena, be it in chiropractic, sports, exercise rehabilitation or psychology.

We will implement a targeted and sustained programme of outreach work to raise the aspirations and attainment of younger age groups, as well as among students at Key Stage 5. We will work with local state schools and more broadly through collaboration with the Southern Universities Network (SUN). To specifically address raising attainment and the challenge faced to widen participation in the context of high entry requirements, our plans are to investigate opportunities to work with link state schools/colleges to raise attainment in science, specifically biology and other health sciences courses, either directly or collaboratively with other organisations already operating in this area. For example in the summer of 2018, we plan to pilot a summer school focused on sciences (biology in particular) to enhance attainment for students in year 10.

We engage with local state schools by establishing a number of link schools and colleges, and wherever possible those with a high proportion of under-represented groups as indicated by POLAR 3/4 data. In addition to investigating how to raise attainment in these link schools, we will offer activities targeted to Key Stage 2 and 3 pupils including on-campus activities to include fun practical demonstrations, hands-on activities, opportunity to learn about health, basic first aid and active lifestyle advice. This includes the programme 'Fit Friends' a fitness club for primary and secondary school children. We will continue to deliver targeted events during 'British Science and Engineering week' on campus, which has the additional benefit of introducing school children to a HE campus.

For older students at Key Stages 4 and 5, we will focus on those schools with high proportions of students from widening participation backgrounds providing school visits and on-campus activities, but in this case directed to information, advice and guidance on higher education in broad terms and specifically on chiropractic as a subject to study. Our established outreach programme includes taster days and shadowing of current students both in the University College and in the chiropractic outpatient training clinic, and the support to prepare and advise students during the application period. These opportunities for prospective students will grow as our course portfolio expands, for example through the Sports Performance Centre and our partnerships with the likes of AFC Bournemouth, Pavilion Dance South West, Dorset Cricket and so forth. We will continue to refine our summer school offering to support increased attainment in science.

In many ways, engaging with mature learners is even more of a challenge in that this is a group often hard to reach. Our Access to HE course does provide mature learners with an on-campus experience which leads to enrolments. We will target this underrepresented group through invitations to our targeted Back Pain talks and inviting participants to experience student life by shadowing current students in the University College and in the outpatient training clinic.

Success

- We undertake to interrogate our data to determine if one particular group is less successful than others, and if we discover this to be an issue, develop a plan to counteract this. Data are monitored annually through Academic Board, and any issues will be addressed (none

so far, noting the small number of some minority or underrepresented groups within the student body).

The University College is committed to supporting students from underrepresented and disadvantaged groups through our Financial Support package. Our view is that financial support should be in place throughout the period of study. All bursaries will be awarded on a year by year basis throughout the student's course. As outlined above, the extended length of the chiropractic course may be a deterrent to some groups, therefore this ongoing financial support is essential.

As such, the AECC University College will offer at least 5 students a bursary. Students with a household income \leq £16,000 will receive a bursary of £2,000 for each year of study. Students with a household income between £16,001 and £25,000 will receive a bursary of £1,800 for each year of study. This applies to UK students studying full-time on any undergraduate course and will be given as a cash bursary.

We will monitor and evaluate the financial support package from the outset using the tools developed by OFFA's research team.

Progression

- We undertake to interrogate available data to ensure that no one particular group is less successful than others in progressing into work or further study, and if we discover this to be an issue, develop a plan to counteract.

Investment

In 2019/20 the University College is committing 30.5% of additional fee income to support access, success, progression and financial support as follows:

2019/20	Fee Income above the basic fee	Access and outreach	Financial support	Student success	Progression
Proposed spend	£1,838,660	£220,639	£128,700	£202,253	£9,193

Provision of information to students

The University College provides clear and accessible information to prospective students (and parents) at regular open days, student recruitment events, online and through our admissions service. Our Access and Participation Plan will be published in full on our website. The University College interacts with different audiences in a range of ways including prospectuses, website, social media and presentations. We also provide timely information to UCAS and SLC. Unistats data on our courses is published on our website.

Specific information, advice and guidance for prospective students will include:

- Provision of financial information including fees, planning advice on how to finance their period of study, extra costs, for example purchase of diagnostic kits, and bursaries and other forms of financial assistance for eligible students in each year of their study.
- The admissions process ('how to apply') and entry requirements.
- Course information, academic support services, and Student Union facilities.
- Unistats and current student feedback data (NSS).

As well as published information, the University College offers advice and guidance on a one to one basis with prospective students, including financial and academic information. Moreover, the Student Union is always willing to put a prospective student in contact with a current student for advice and guidance.

All public information for prospective students is regularly monitored and is the responsibility of the Senior Management Group and there are clear lines of responsibility for approving the accuracy of the information, and for making it available in the public domain

APPENDIX 1 - Review of AECC University College performance across the student lifecycle (Historic data from [ex] validating body, Bournemouth University)

Academic Year of Entry	HESA Performance Indicators				
	2011-12	2012-13	2013-14	2014-15	2015-16
Access- Young full-time UG Entrants from State Schools and Colleges (HESA Table 1a)					
AECC (%)	85.7	90.0	84.6	75.0	84.7
Benchmark (%)	92.5	93.1	93.6	94.0	94.0
Location Adjusted Benchmark (%)	90.8	91.4	91.8	92.2	92.4
UK (%)	88.9	89.3	89.7	89.8	89.9
Access- Young full-time UG Entrants from Low participation Neighbourhoods (POLAR 3 data) (HESA Table 1a)					
AECC (%)	23.8	0.0	6.5	6.5	7.8
Benchmark (%)	11.0	12.0	12.1	12.8	12.9
Location Adjusted Benchmark (%)	10.0	10.9	10.8	11.5	11.8
UK (%)	10.2	10.9	10.9	11.4	11.3
Access- Young full-time UG Entrants from NS-SEC classes 4-7 (HESA Table 1a)					
AECC (%)	27.8	22.6	20.0	20.8	N/A
Benchmark (%)	33.7	36.4	36.8	37.7	N/A
Location Adjusted Benchmark (%)	31.2	33.6	33.9	34.5	N/A
UK (%)	30.7	32.3	32.6	33.0	N/A
Access- Mature full-time first degree entrants from Low Participation Neighbourhoods (POLAR 3 data) (HESA Table 2a)					
AECC (%)	0.0	10.0	9.1	0.0	7.7
Benchmark (%)	9.6	11.7	10.9	12.3	14.3
Location Adjusted Benchmark (%)	10.2	13.0	11.1	13.3	15.0
UK (%)	10.9	11.6	11.9	12.8	12.3
Retention- Continuation* following year of entry-all full time first degree entrants (HESA Table 3a)					
AECC (%)	93.3	90.6	92.9	91.1	91.0
Benchmark (%)	-	-	-	-	-
Location Adjusted Benchmark (%)	-	-	-	-	-
UK (%)	91.4	90.9	90.6	90.3	DNA
Retention- Continuation* following year of entry-young entrants (HESA Table 3a)					
AECC (%)	90.5	93.8	90.3	93.5	92.8
Benchmark (%)	-	-	-	-	-
Location Adjusted Benchmark (%)	-	-	-	-	-
UK (%)	92.3	92.1	91.7	91.4	DNA
Retention- Continuation* following year of entry-Mature entrants (HESA Table 3a)					
AECC (%)	100.0	85.7	100	85.7	85.7
Benchmark (%)	-	-	-	-	-
Location Adjusted Benchmark (%)	-	-	-	-	-
UK (%)	88.0	86.3	86.4	86.5	DNA
†Data in italics represents local data modelled on HESA's Performance Indicators					
*Data on transfers to other HEIs is not available, so the proportion of continuing students (at same HEP) has been considered instead of non-continuation rate.					
Academic Year of Graduation	2011-12	2012-13	2013-14	2014-15	2015-16
Employment data (DLHE)					
AECC (%)	DNA	96.3	93.0	98.1	100
Benchmark (%)	DNA	92.0	93.1	93.8	u/k
Location Adjusted Benchmark (%)					
UK (%)	DNA	92.1	93.2	93.9	u/k

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

AECC University College does not intend to increase its fees by inflation for any undergraduate full-time UK and EU students who enter in 2019-20.

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

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	That the proportion of our first degree entrants coming from state schools increases year on year	No	2014-15	75%	81%	82%	82%	82%		We wish to see increases in this target over the period aligned to the specialist nature of chiropractic education
T16a_02	Access	Low income background	Other statistic - Socio-economic (please give details in the next column)	That an increasing proportion of our first degree entrants come from low income backgrounds	No	2014-15	20.8%	22%	23%	25%	25%		Increases shown later in cycle reflecting the run-in period until increases are fed through. We have set targets mindful of the specialist nature of chiropractic education and strategic goals to diversify during the cycle
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	That we increase the proportion of our first degree entrants coming from low participation neighbourhoods	No	2014-15	6.5%	7%	7.5%	8%	8%		Similarly, increases not shown until later in cycle reflecting run in period and progress on diversification of undergraduate courses.
T16a_04	Access	Mature	HESA T2a - (Mature, full-time, all undergraduate entrants)	That we exceed national averages year on year	No	2014-15	>UK average	>UK average	>UK average	>UK average	>UK average		The vocational nature of the chiropractic degree is attractive to mature learners
T16a_05	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	That we maintain our retention rates in line with location-adjusted benchmarks	No	2013-14	7%	7%	7%	7%	7%		Maintain rates at the same time as diversification of undergraduate courses
T16a_06	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	That we improve on retention rates for young entrants	No	2013-14	9.7%	8.5%	8%	8%	8%		Diversification will challenge our intention to improve on retention rates in the early years
T16a_07	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	That we surpass our location-adjusted benchmarks in retention	No	2013-14	0%	5%	5%	5%	5%		Non-continuation rates, particularly in early years, more likely to be lower in mature entrants and consistently below benchmarks
T16a_08	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Employment data taken from DLHE	No	2013-14	93%	95%	95%	95%	95%		Targets will be challenged by intended diversification possibly into non-vocational courses.

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Using British Science Week as a vehicle to deliver to Primary School an on campus event with Key Stage 2 (Year 5 & 6 pupils). Activity theme based around nutrition, health and exercise.	No	2016-17	1 school, 64 participants	2 schools, 80 participants	3 schools, 100 participants	3 schools, 100 participants	3 schools, 100 participants		An annual event at AECC. We will work to invite more primary schools from cold spots in addition to existing attendees. Target amended to better reflect resourcing.
T16b_02	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Fit Friends- after school fitness club for primary and secondary school children. Introduce school children to a HE campus	No	2016-17	0	1 primary & 1 secondary school, 10 participants	2 primary & 2 secondary schools, 15 participants	2 primary & 2 secondary schools, 15 participants	2 primary & 2 secondary schools, 15 participants		Outside of the school day and optional attendance may limit number of participants. Schools in local cold spots will be targeted. Target amended to better reflect resourcing.
T16b_03	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Prospectus for 11 year olds. As part of SUN network, AECC will feature in a prospectus distributed through SUN member WP activities and websites	Yes	2016-17	Approx. target of 1000	Approx. target of 1000	Approx. target of 1000	Approx. target of 1000	Approx. target of 1000		Produced once and perhaps won't be produced again due to changes in collaboration set up (NCOP etc)
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Talks and information stands in secondary schools in LPNs aimed at key stages 4 & 5.	No	2016-17	3 events attended by 150 pupils	4 events, attended by 200 pupils	4 events, attended by 200 pupils	5 events, 250 pupils	5 events, 250 pupils		Target appropriate post-code schools in our usual school work. Target amended to better reflect resourcing.
T16b_05	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Taster opportunities- on campus through shadowing clinic interns	No	2016-17	15 throughout the year	15 throughout the year	15 throughout the year	15 throughout the year	15 throughout the year		10 directly through the clinic, 5 work experience - as we're looking to broaden our course offering, new taster sessions may be available across different courses, but this just relates to our chiropractic programme of which there are no plans to dramatically increase intake of, therefore the opportunities are fairly static. Target amended to better reflect resourcing.
T16b_06	Access	Attainment raising	Outreach / WP activity (summer schools)	Summer schools- week long summer school for key stages 4 & 5 from cold spot areas. Baseline year 2017-18	No	2017-18	5 pupils taking part	7 pupils taking part	10 pupils taking part	12 pupils taking part	12 pupils taking part		To be organised at the start of AECC entering Access Agreement in 2018. Target amended to better reflect resourcing.
T16b_07	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Filming with SUN. Targeting disadvantaged groups to consider careers in health and social care.	Yes	2016-17	Approx. target of 1000	Approx. target of 1000	Approx. target of 1000	Approx. target of 1000	Approx. target of 1000		Difficult to quantify the reach for this initiative. Produced once and perhaps won't be produced again due to changes in collaboration set up (NCOP etc)
T16b_08	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Back pain talks. To provide information to mature students on HE through back pain management in the AECC outpatient clinic	No	2016-17	1 talks with 15 attendees	2 talks with 15 attendees at each	2 talks with 15 attendees at each	3 talks with 15 attendees	3 talks with 15 attendees		Target amended to better reflect resourcing.
T16b_09	Student success	Socio-economic	Student support services	Induction of personal tutors with students in receipt of bursaries. Baseline 2017-18	No	Other (please give details in Description column)	All personal tutors inducted	All personal tutors inducted	All personal tutors inducted	All personal tutors inducted	All personal tutors inducted		Subject to disclosure by student
T16b_10	Progression	Multiple	Student support services	Formal meetings between chiropractors and final year students	No	2016-17	1 day of meetings	1 day of meetings	1 day of meetings	1 day of meetings	1 day of meetings		Maintain high levels of progression into employment
T16b_11	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Vouchers for discounted chiropractic treatment in our onsite clinic, giving exposure to a typically private chiropractic practice	No	2017-18	15 referrals	20 referrals	20 referrals	25 referrals	25 referrals		This will need to be monitored from 2017-18 and will target mature students also.