Access and Participation Plan
2020-21 to 2024-25

Introduction

This Plan has been prepared after consideration by relevant committees and student representatives of the Collegiate University (hereafter 'the University' or 'Cambridge'). All Colleges which admit undergraduate students acknowledge their shared responsibility for meeting the targets identified in this Plan.

The University is committed to widening participation, and to achieving an intake that is reflective of UK society and providing equality of educational opportunity for all those who study at Cambridge. Our ultimate objectives are to admit a student body in which no identified priority group is under-represented, and to eliminate gaps between such groups in continuation, attainment and progression. There are many social, economic and educational factors which mean that the population from which the higher education sector draws is already unequal and which have limited and will continue to limit this ambition, and there are significant uncertainties ahead in terms of funding for both higher education institutions and for students which will inevitably affect progress. Nonetheless we will make all reasonable endeavours to deliver on these objectives and by 2035 we expect that one third of our intake will be drawn from the most under-represented and disadvantaged groups (defined at this point by the bottom two quintiles of the POLAR and IMD measures, but this definition may change if and when data underpinning more sophisticated measures becomes available to universities at the point of application, such as free school meals data), and to have eliminated gaps in relation to all of the priority groups identified in this Plan in terms of both participation and success. We will achieve this within demographic context and whilst maintaining the high quality of our intake, and using the measures recognised to be the most relevant. We will at the same time remain committed to maintaining retention and success at the current extremely high levels. This Plan shows what progress we intend to make by 2024/25 in support of those wider objectives. The University recognises that it along with the higher education sector as a whole must play a leading role in supporting the Office for Student's (OfS) commitment to social mobility, and trusts that our reasonable endeavours to this end will be in active partnership with an education sector adequately resourced to narrow the gaps which manifest during primary and secondary schooling.

The key features of this Plan are:
- A detailed and honest self-assessment of our current performance on access, student success and progression.
- Ambitious and challenging targets on admissions which will further diversify the University's intake by school type, POLAR4 and IMD quintile and which will make a significant contribution to progress against the Key Performance Measures (KPMs) set by the OfS.
- A commitment to conduct further research into gaps and set targets in relation to student success and progression, to build further upon strong outcomes, and in anticipation of a more diverse intake.
- To focus outreach work and innovate admissions practice to deliver upon access targets.
- To conduct a full strategic review of admissions and outreach to ensure that we continue to make progress on access throughout the lifetime of this Plan and beyond.

The University comprises 29 autonomous Colleges which undertake undergraduate admissions. The University and the Colleges collaborate closely in developing and implementing admissions policy in partnership. The principal aim of the admissions policy of the University is to admit, via processes that are transparent and fair, students of the highest academic calibre and potential to succeed in their chosen course, irrespective of financial or other non-academic considerations.

The University is highly selective with a typical A-level offer of either A*A*A or A*AA, depending on the course applied for.[1] For 2017 entry, 69.0% of the 10,771 A-level students who applied to the University went on to secure at least A*AA. Of these, 2,519 places were confirmed, with 84.1% exceeding A*AA. Candidates with other educational backgrounds performed equally highly. We have in place a rigorous and contextualised selection process during which each applicant's attainment and potential are assessed individually and in relation to the gathered field. We consider academic record, performance in national tests such as BMAT and in our own written assessments and interviews, but also the personal, educational and geodemographic factors which may affect these.

---

[1] Our entrance requirements are set at an equivalent level for those studying within other qualification systems.

We use our process to identify those applicants who have the greatest ability and potential to succeed academically on our courses (which comprise lectures, seminars and practical sessions alongside small-group supervisions)[2] and our evidence shows that there is a strong relationship between the number of A*s achieved and such success at Cambridge.[3] We are nonetheless deeply committed to widening participation and to encouraging and admitting a greater proportion of applicants from groups that are disadvantaged and/or currently under-represented at Cambridge; it is in this respect that we consider potential given the context of each applicant. We have made significant progress towards this across a range of measures but acknowledge that we have more to do. We are transparent about our record and have published relevant admissions statistics since 2004.[4] We recognise, however, the challenge set by the OfS in its guidance to the sector, and the important part that Cambridge should play in making further progress.

1.   Assessment of performance

Unless otherwise stated, the figures reported here are derived from the Access and Participation data resources provided by the OfS for full time, first degree undergraduate students.[5] We have used both the aggregate and individual level datasets provided. Our tables and graphs show some differences in presentation due to data suppression as a result of small numbers. We have found this data valuable in critically assessing our performance but would like to note that it has some limitations. There is, for example, a level of reliance on POLAR, which has been shown to be a less effective measure of under-representation in some geographical areas, particularly in London,[6] which forms a significant applicant base for the University. We do not offer the undergraduate degree apprenticeships included in the aggregated data, which skews comparison with the sector. We do not class overall undergraduate degrees so the OfS data and our analysis is based on results in the final year of study; as a number of our students are taking integrated Masters courses for which students' final year examinations are not classed, these students are not included in the calculation of metrics and gaps. We will consider these issues further. Nevertheless we are pleased to have had the opportunity to assess and reflect upon our current performance and consider ways we can improve.

1.1   Higher education participation, household income, or socioeconomic status

1.1.1   Participation of Local Areas, POLAR4[7]

Access

Table 1 reports our current position regarding entrants from each POLAR4 quintile from 2013/14 to the most recent academic year, 2017/18, compared to the sector. Entrants in Q5 are over-represented at Cambridge when compared to the UK 18 year old population, whilst those in Q1, Q2 and Q3 are under-represented. This is also the case in the sector as a whole, but to a lesser extent. Two contributing factors to this are prior attainment (our research shows that 50.7% of the UK A-level taking population that attain A*AA or higher are from Q5, whilst only 4.6% are from Q1 and 9.0% from Q2)[8] and the extent to which the University has drawn its intake from London, which contains very few Q1 areas.

Over the last five years the proportion of Cambridge entrants from Q1 and Q2 has increased, whilst the proportion of entrants from Q3 and Q5 has decreased. Table 1 shows that Cambridge has made faster progress than the sector in terms of increasing the proportion of students from Q1 and Q2; Table 2 shows that the ratio of Q5:Q1 entrants has reduced considerably over the last five years from 22:1 in 2013/14 to 14:1 in 2017/18. The Q5:Q2 ratio has also decreased.

*Table 1: The proportion of full-time young (under 21 years) UK undergraduate entrants to Cambridge from each POLAR4 quintile compared to the proportion of full-time young undergraduate and apprenticeship entrants from each quintile in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the POLAR4 quintile composition of both the UK population as a whole, and the population attaining A*AA+ at A-level.[9]*

Proportion of entrants from each POLAR4 quintile		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of UK 18 year old population	Composition of UK A*AA+ attaining population
Q1	Cambridge	2.8%	3.2%	2.7%	3.1%	4.0%	1.43	18.1%	4.6%
	Sector	11.1%	11.6%	11.7%	11.8%	12.0%	1.08		

[2] https://www.undergraduate.study.cam.ac.uk/courses/how-will-i-be-taught
[3] www.cao.cam.ac.uk/anova-level-and-tripos-performance
[4] https://www.undergraduate.study.cam.ac.uk/apply/statistics
[5] https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/ Both "first degree" and "undergraduate with post-graduates components" level courses were included, but not "other undergraduate" courses.
[6] https://webarchive.nationalarchives.gov.uk/20180322111559/http://www.hefce.ac.uk/pubs/year/2017/201729/ and https://www.londonhigher.ac.uk/ceo-blog/the-polar-problem-hiding-londons-disadvantaged-students-from-view/
[7] https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas/
[8] 2018 UCAS end of cycle applicant data used to generate these percentages (calculated for those who attained 3+ A levels).
[9] 2018 UCAS end of cycle applicant data used to generate these percentages (calculated for those who attained 3+ A levels).

|										
Q2	Cambridge	6.4%	7.1%	5.9%	6.3%	7.0%	1.09		18.8%	9.0%
	Sector	15.5%	15.7%	15.7%	15.7%	15.7%	1.01			
Q3	Cambridge	11.6%	11.7%	11.7%	12.0%	11.3%	0.97		19.7%	13.8%
	Sector	19.1%	19.1%	19.1%	19.1%	19.0%	0.99			
Q4	Cambridge	20.4%	19.7%	20.6%	20.0%	20.4%	1.00		20.0%	21.9%
	Sector	23.2%	23.2%	23.1%	23.0%	23.0%	0.99			
Q5	Cambridge	58.9%	58.4%	59.1%	58.6%	57.1%	0.97		23.3%	50.7%
	Sector	31.0%	30.5%	30.4%	30.4%	30.3%	0.98			
Total no. entrants	Cambridge	2600	2590	2560	2520	2500				
	Sector	281930	294140	305410	308060	308650				

Table 2: The ratio of full-time young (under 21 years) UK undergraduate entrants to Cambridge from Q5 compared to each of the other quintiles (Q5 divided by the quintile specified), for the last five academic years.

POLAR4 quintile ratios	2013/14	2014/15	2015/16	2016/17	2017/18
Q5:Q1	21.9 : 1	18.9 : 1	21.6 : 1	18.5 : 1	14.3 : 1
Q5:Q2	9.0 : 1	8.4 : 1	10.1 : 1	9.3 : 1	7.9 : 1
Q5:Q3	5.1 : 1	5.0 : 1	5.0 : 1	4.9 : 1	5.1 : 1
Q5:Q4	2.9 : 1	3.0 : 1	2.8 : 1	3.0 : 1	2.8 : 1

We are making progress on the second OfS KPM to improve our Q5:Q1 ratio,[10] but recognise the need to continue to do so. We propose to have targets relating to admission from Q1 and Q2, but also internal checks in relation to Q3 and Q4 to ensure that any progress made on other quintiles is not at their expense.

Success: Non-continuation

The graphs below show the continuation rates for entrants from each POLAR4 quintile from 2012/13 to 2016/17. The number and proportion of Cambridge first year, first degree students who do not continue is very low and remains consistently so each year. Further breakdown by quintile shows that continuation has improved for Q1 to Q3, but the highest and lowest non-continuation rates fluctuate between groups. Whilst there are some gaps, these are much smaller than for the sector. Therefore, our assessment is that we are performing well against the third OfS KPM[11] although we note the issues associated with small sample sizes.
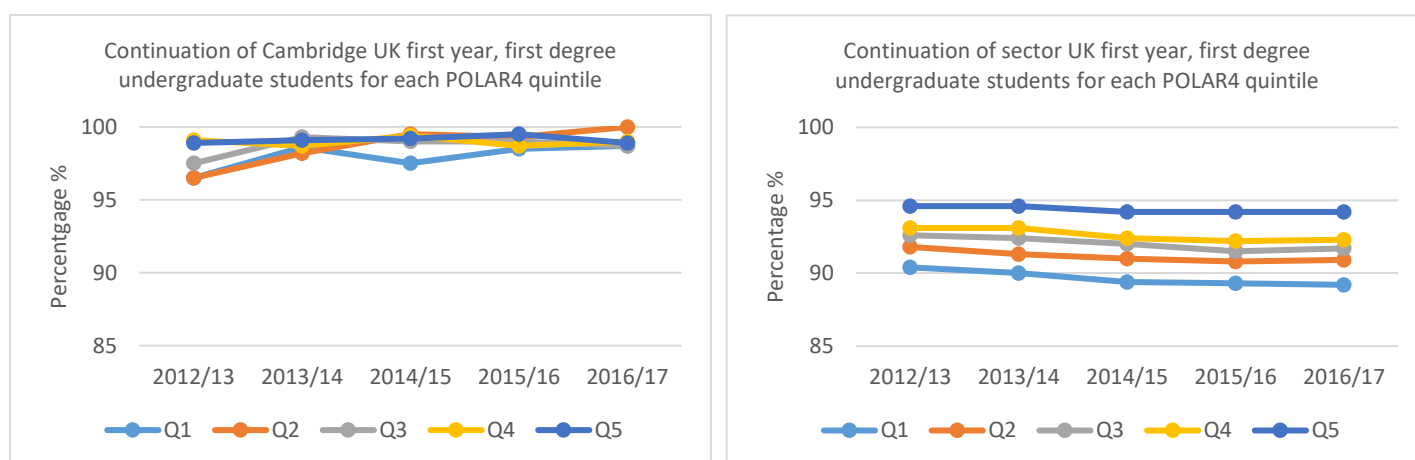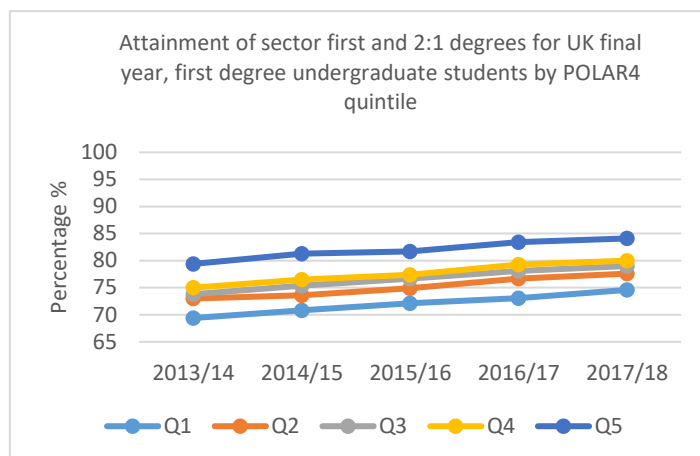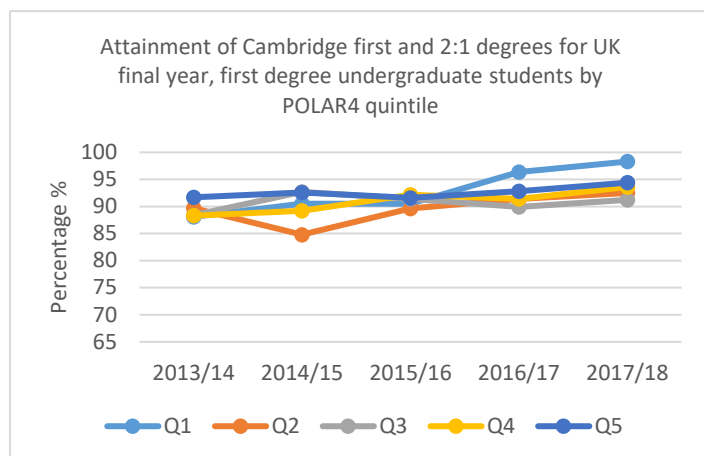

Success: Attainment[12]

The graphs below show the attainment rates of students from each POLAR4 quintile from 2013/14 to 2017/18. Cambridge data shows no consistent pattern, as the quintiles with the highest and lowest attainment rate fluctuate yearly. In 2013/14 Q1 had the lowest percentage of first and 2:1 degrees achieved (88.1%), with a gap of 3.6 percent points to the highest scoring Q5 (91.7%). However by 2017/18 Q1 was the highest scoring group, with the biggest gap of 7.1 percent points being between Q3 (91.2%) and Q1 (98.3%). Populations within the groups, however, are unbalanced as Q1 has a much smaller number of students. In contrast, sector data demonstrates that the position of each group remains stable over the years, with a consistent gap of around 10.0 percent points between Q1 and Q5. Therefore, we regard this as an area in which we are performing well although we note the issues associated with small sample sizes.

[10] https://www.officeforstudents.org.uk/publications/a-new-approach-to-regulating-access-and-participation-in-english-higher-education-consultation-outcomes/ p.12.
[11] https://www.officeforstudents.org.uk/publications/a-new-approach-to-regulating-access-and-participation-in-english-higher-education-consultation-outcomes/ p.12.
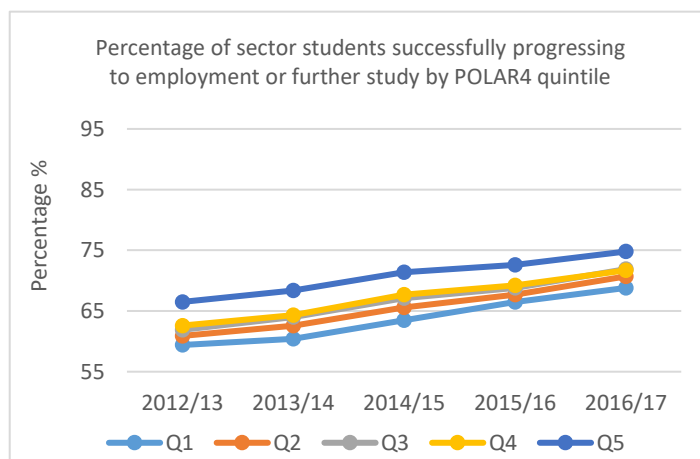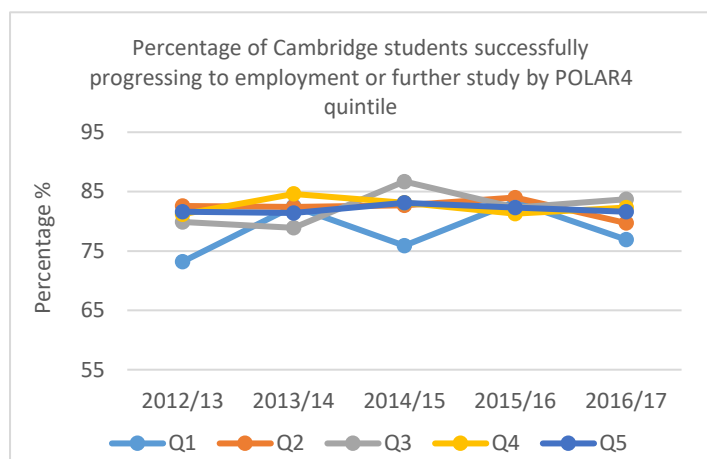[12] Attainment refers to the percentage of students achieving a first or 2:1. Classifications used are as reported to HESA, as Cambridge does not award a final degree classifications, as explained in section 1.

Attainment of Cambridge first and 2:1 degrees for UK final year, first degree undergraduate students by POLAR4 quintile

Attainment of sector first and 2:1 degrees for UK final year, first degree undergraduate students by POLAR4 quintile

Progression to employment or further study[13]

The graphs below show the progression rates for students from each POLAR4 quintile, from 2012/13 to 2016/17. Progression rates at Cambridge are consistently higher than for the sector, though sector data shows continuous improvement whereas the Cambridge figures fluctuate. During the last five years the proportion of Cambridge students progressing to employment or further study has ranged from 73.2% (Q1 2012/13) to 86.7% (Q3 2014/15). This compares favourably with the sector, which has ranged between 59.4% (Q1 2012/13) and 74.8% (Q5 2016/17). In both 2013/14 and 2015/16 Q1 has a higher progression rate than Q5 at Cambridge. Gaps between Q5 and Q1 for the sector range from 6.0 percent points (2016/17) to 8.0 percent points (2014/15), whereas those for Cambridge range from -1.1 percent points (2013/14), when Q1 has a higher rate than Q5, to 8.4 percent points (2012/13). The University will continue to monitor progression of students across all quintiles and consider action if no improvement is made.

Percentage of Cambridge students successfully progressing to employment or further study by POLAR4 quintile

Percentage of sector students successfully progressing to employment or further study by POLAR4 quintile

1.1.2 Socioeconomic status (Index of Multiple Deprivation, IMD)

Access

Table 3 reports our current position regarding entrants from each IMD quintile from 2013/14 to 2017/18. Whilst the proportion of students of all ages by IMD quintile is reasonably evenly distributed at sector level, entrants from Q1 and Q2 are under-represented at Cambridge when compared to the English 18 year old population, whilst those from Q4 and Q5 are over-represented. Over the last five years the proportion of Cambridge entrants from Q1 and Q3 has increased to a greater extent than for the sector as a whole, whilst the proportion of entrants from Q4 and Q5 has decreased.

Table 3: The proportion of full-time English undergraduate entrants to Cambridge from each IMD quintile compared to the proportion of full-time English undergraduate and apprenticeship entrants from each quintile in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the IMD quintile composition of both the English population as a whole, and the population attaining A*AA+ at A-level. [14]

---

[13] All data refers to highly skilled employment and further study.
[14] HESA Student Record 2016/17 data used to generate these percentages (calculated for those who attained 3+ A Levels). Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.

Proportion of entrants from each IMD quintile		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of English 18 year old population	Composition of English A*AA+ attaining population
Q1	Cambridge	3.8%	4.4%	4.2%	4.2%	5.7%	1.50	22.1%	5.5%
	Sector	19.0%	20.4%	20.9%	21.2%	21.6%	1.14		
Q2	Cambridge	10.6%	9.8%	9.3%	9.4%	10.6%	1.00	20.3%	10.2%
	Sector	18.8%	19.6%	19.7%	19.9%	20.0%	1.06		
Q3	Cambridge	17.4%	17.2%	17.1%	17.4%	19.7%	1.13	18.8%	17.9%
	Sector	18.7%	18.6%	18.6%	18.4%	18.5%	0.99		
Q4	Cambridge	27.3%	26.8%	28.4%	27.3%	25.8%	0.95	18.9%	26.2%
	Sector	20.1%	19.5%	19.2%	19.0%	18.9%	0.94		
Q5	Cambridge	41.0%	41.8%	41.0%	41.7%	38.1%	0.93	19.9%	40.2%
	Sector	23.3%	22.0%	21.7%	21.5%	21.0%	0.90		
Total no. entrants	Cambridge	2560	2510	2520	2490	2440			
	Sector	359620	386620	403720	410720	414400			

Table 4: The ratio of full-time English undergraduate entrants to Cambridge from Q5 compared to each of the other quintiles (Q5 divided by the quintile specified), for the last five academic years.

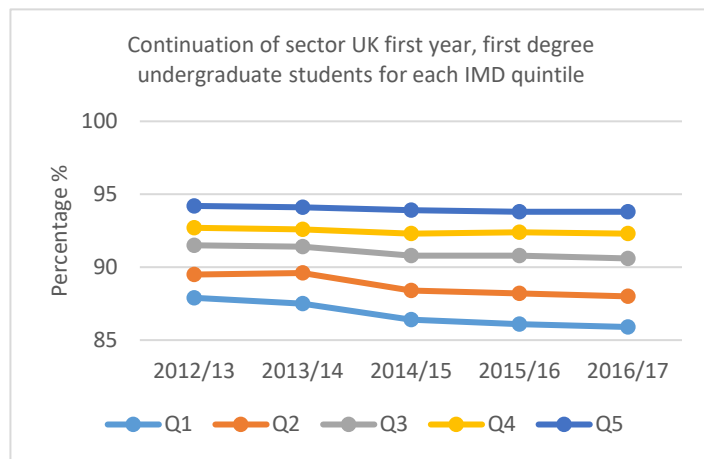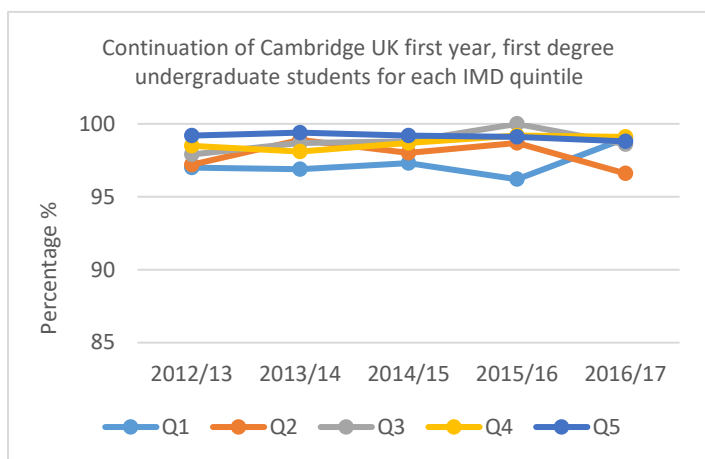| IMD quintile ratios	2013/14	2014/15	2015/16	2016/17	2017/18
Q5:Q1	10.5 : 1	9.5 : 1	9.4 : 1	10.4 : 1	6.6 : 1
Q5:Q2	3.9 : 1	4.2 : 1	4.5 : 1	4.5 : 1	3.6 : 1
Q5:Q3	2.3 : 1	2.4 : 1	2.4 : 1	2.4 : 1	1.9 : 1
Q5:Q4	1.5 : 1	1.6 : 1	1.4 : 1	1.5 : 1	1.5 : 1

Our internal self-assessment and research[15] has identified that, whilst lower application rates from lower quintiles contribute to these gaps, there is also a lower entry rate for applicants from Q1 to Q4 compared to Q5. Much of this difference is explained by prior academic attainment – nationally a much lower proportion of A-level taking individuals who attain A*AA or higher are from Q1 (5.5%) than are from Q5 (40.2%).[16] However, our research shows that even when accounting for prior attainment, a currently unexplained entry rate gap remains for Cambridge applicants from Q1. We therefore regard this as an area where we are doing well in relation to patterns of national attainment, but where more progress should be made and a target will be set.

Success: Non-continuation

The level of non-continuation at Cambridge is low and variances between groups are small. The graphs below show the continuation rates for entrants from each IMD quintile from 2012/13 to 2016/17. In 2012/13, there was a 2.2 percent point gap in continuation rates between the lowest and highest scoring IMD quintiles (Q1 and Q5). This has fluctuated slightly each year. In 2016/17 the lowest and highest scoring quintiles were Q2 and Q4, and the gap stood at 2.5 percent points. There are slightly higher fluctuations between non-continuation rates for Cambridge students from Q1, Q2 and Q3, but this is affected by the relatively small number of these students. Overall the gaps between different quintiles remain small. This is in contrast to the sector, which demonstrates a growing gap between Q1 and Q5 from 2012/13 to 2016/17. We therefore regard this as an area where we are performing well although we note the issues associated with small sample sizes.

---

[15] https://www.undergraduate.study.cam.ac.uk/apply/statistics and further research published on our website www.cao.cam.ac.uk/admissions-research
[16] HESA Student Record 2016/17 data used to generate these percentages (calculated for those who attained 3+ A Levels). Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.

Continuation of Cambridge UK first year, first degree undergraduate students for each IMD quintile

Continuation of sector UK first year, first degree undergraduate students for each IMD quintile

Success: Attainment

The graphs below report the attainment rates regarding entrants from each IMD quintile from 2013/14 to 2017/18. In 2013/14 Q1 had the lowest percentage of first and 2:1 degrees achieved (79.8%), with a gap of 10.7 percent points to the highest scoring Q4 (90.5%). By 2017/18 Q2 was the highest scoring group, with the biggest gap of 4.5 percent points being between Q1 (91.3%) and Q2 (95.8%). Cambridge data shows more variation in the re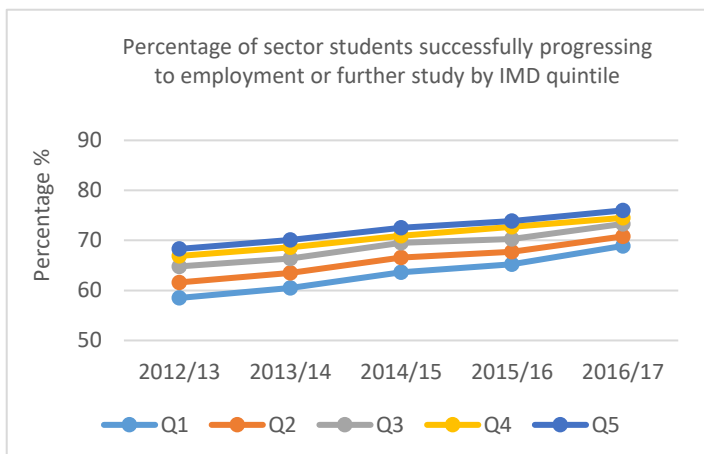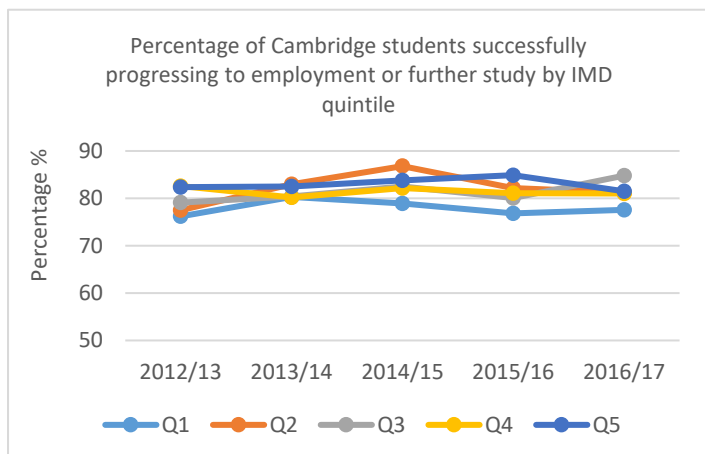lative positions of each quintile than the sector, where a large consistent gap of around 18.0 percent points exists between Q1 and Q5. Therefore, we regard this as an area in which we are doing well.
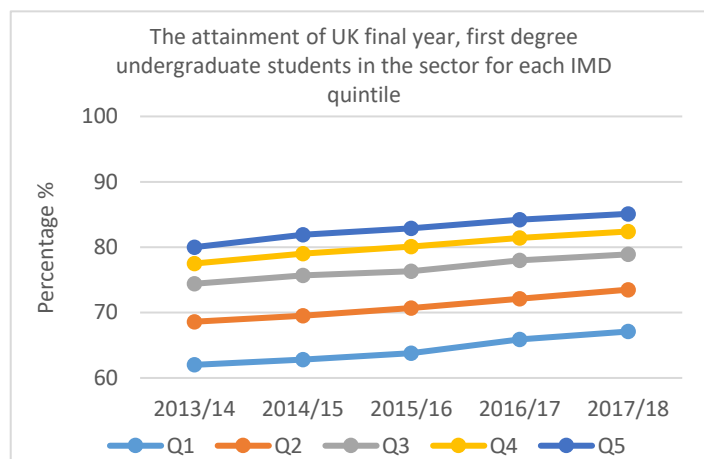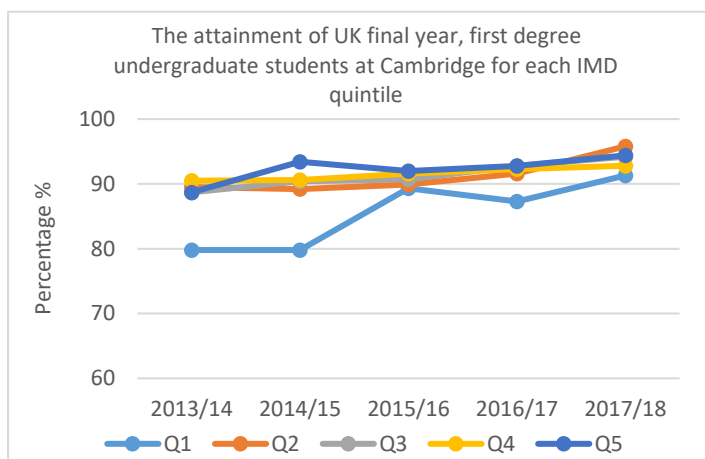
The attainment of UK final year, first degree undergraduate students at Cambridge for each IMD quintile

The attainment of UK final year, first degree undergraduate students in the sector for each IMD quintile

Progression to employment or further study

The graphs below report the progression rates regarding students from each IMD quintile, from 2012/13 to 2016/17. Progression rates at Cambridge are consistently higher than for the sector.

The lowest level of progression for Cambridge, seen in 2012/13 was 76.2% (Q1); 17.7 percent points higher than the equivalent sector figure. In 2016/17, Q1 progression increased to 77.6%, though the levels fluctuated throughout the five year period. Whilst there is a gap in progression rates between Q5 and Q1 for Cambridge students, this is less consistent than across the sector as a whole. Over the last five years the Cambridge Q5 to Q1 gap narrows by 2.4 percent points, and in 2016/17 is 3.2 percent points less than the sector gap. The University will undertake further analysis of the Q5 to Q1 gap

Percentage of Cambridge students successfully progressing to employment or further study by IMD quintile

Percentage of sector students successfully progressing to employment or further study by IMD quintile

to determine driving factors and to investigate whether there are larger gaps in progression between subjects, ethnicity or disability and, if so, work to close them.

1.2   Black, Asian and Minority Ethnic (BAME) students

Access

Table 5 reports our current position regarding entrants from each ethnicity group from 2013/14 to 2017/18. Over the last five years the proportion of our entrants who identify as White has decreased, whilst the proportion of entrants who identify as Black, Asian and Minority Ethnic (BAME) has increased – both overall and for the Black, Asian and Mixed ethnicity cohorts individually. We admit a lower proportion of students who identify as BAME than the sector as a whole, but higher than the UK 18 year old population. Over the last five years we have seen a greater increase in the proportion of entrants who identify as Asian, Black and Mixed ethnicity than the sector as a whole.

Table 5: The proportion of full-time UK undergraduate entrants to Cambridge from each ethnicity group compared to the proportion of full-time UK undergraduate and apprenticeship entrants from each group in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the ethnicity composition of both the UK population as a whole, and the population attaining A*AA+ at A-level. [17]

Proportion of entrants from each ethnicity group		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of UK 18 year old population	Composition of UK A*AA+ attaining population
Asian	Cambridge	8.9%	11.3%	12.0%	12.4%	11.8%	1.33	8.2%	13.6%
	Sector	11.9%	12.5%	12.9%	13.3%	13.7%	1.15		
Black	Cambridge	1.0%	1.4%	1.6%	1.5%	2.2%	2.20	3.6%	1.9%
	Sector	8.6%	9.8%	10.2%	10.4%	10.5%	1.22		
Mixed	Cambridge	5.2%	5.5%	5.4%	6.1%	6.3%	1.21	3.2%	5.1%
	Sector	4.1%	4.4%	4.6%	4.7%	4.8%	1.17		
Other	Cambridge	0.9%	0.9%	1.6%	1.5%	0.9%	1.00	1.1%	1.3%
	Sector	1.5%	1.7%	1.8%	1.9%	2.2%	1.47		
White	Cambridge	84.0%	80.8%	79.5%	78.6%	78.8%	0.94	84.0%	78.1%
	Sector	73.8%	71.6%	70.5%	69.6%	68.9%	0.93		
Total no. entrants	*Cambridge*	*2670*	*2640*	*2610*	*2590*	*2550*			
	Sector	*367800*	*394360*	*412380*	*419950*	*423510*			

Whilst there are considerable differences in the proportion of our entrants from different ethnic groups, this reflects differences in the relative size of these groups in the UK population. Nonetheless, gaps indicating under-representation do exist between our entrants and the UK population, i.e. those who identify as Black, White and, when the Asian group is disaggregated, Bangladeshi and Pakistani.[18] Our internal self-assessment and research[19] has identified that, whilst much of the under-representation of White students reflects differences in application rates, for Asian and Black students there is also a significant entry rate gap; fewer applicants are admitted than would be expected from application numbers. For applicants who identify as Black, much of this gap is explained by prior academic attainment. Our research examining the national attainment context shows that only 1.9% of A-level taking students who attain A*AA or higher are Black, compared to 3.6% of the UK 18 year old population.[20] The gap for students who identify as Asian is currently less well understood. It was identified in the initial submission of this APP that further work was needed to investigate this gap. This has now been completed (see https://www.cao.cam.ac.uk/files/ethnicity_admissions.pdf). We will continue to monitor this data and use this to inform our access activities for the duration of our plan.
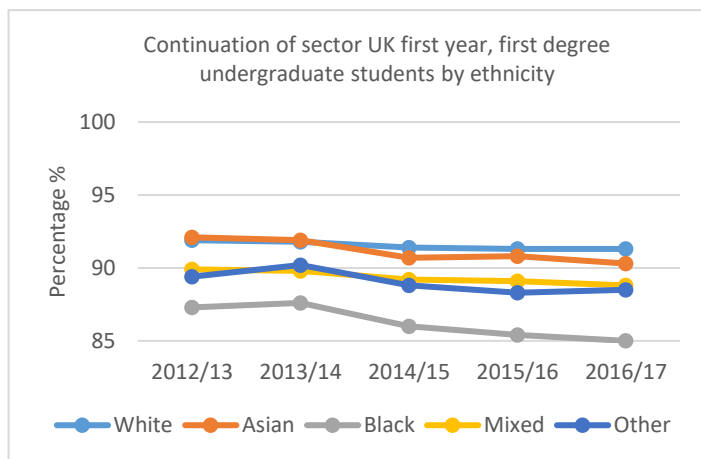
Success: Non-continuation

The graphs below report the continuation rates regarding entrants from different ethnicities from 2012/13 to 2016/17. In 2012/13 the biggest gap was between those identifying as Mixed ethnicity (96.8%) and those identifying as Black or Other (both 100%). In 2016/17, the biggest gap was between Other (94.9%) and Black and Mixed ethnicities (both 100%). As a result of the small number of non-continuers, Cambridge data shows large annual variations for ethnicity groups with small populations. Cambridge non-continuation rates are lower in each year for each ethnicity than for the sector. We therefore regard this as an area where we are performing well although we note the issues associated with small sample sizes.

---

[17] 2018 UCAS end of cycle applicant data used to generate these percentages (calculated for those who attained 3+ A levels).
[18] Based on a comparison of the last five years of our data (provided by the OfS dataset) with 2011 Census data – disaggregated ethnicity comparisons not reported in this Plan.
[19] https://www.undergraduate.study.cam.ac.uk/apply/statistics and further research published on our website www.cao.cam.ac.uk/admissions-research
[20] 2018 UCAS end of cycle applicant data used to generate these percentages (calculated for those who attained 3+ A levels).

Continuation of Cambridge UK first year, first degree undergraduate students by ethnicity

Continuation of sector UK first year, first degree undergraduate students by ethnicity

Success: Attainment

The graphs below report the attainment rates regarding entrants from different ethnicity groups from 2013/14 to 2017/18. In 2013/14 students who identified as Black were the lowest attaining group (59.3%), with a gap of 36.2 percent points to the highest scoring group, which were those who identified as Other (95.5%). However, by 2017/18 students who identified as White were the highest attaining group (94.8%). The lowest attaining group remained Black students (80.6%), but the gap has reduced to 14.2 percent points. It is important to note that Cambridge data shows some large yearly fluctuations for groups with very small populations. Although the 2017/18 gap between Black and White students for Cambridge is lower than the sector gap of 23.1 percent points, this remains the biggest gap for the under-represented groups in attainment. It was identified in the initial submission of this APP that further work was needed to investigate this gap. This has now been completed (see *https://www.cao.cam.ac.uk/files/attainment_outcomes.pdf*) and is included in our strategic aims (see p.20). We will continue to monitor this data and use this to inform our activities for the duration of our plan.
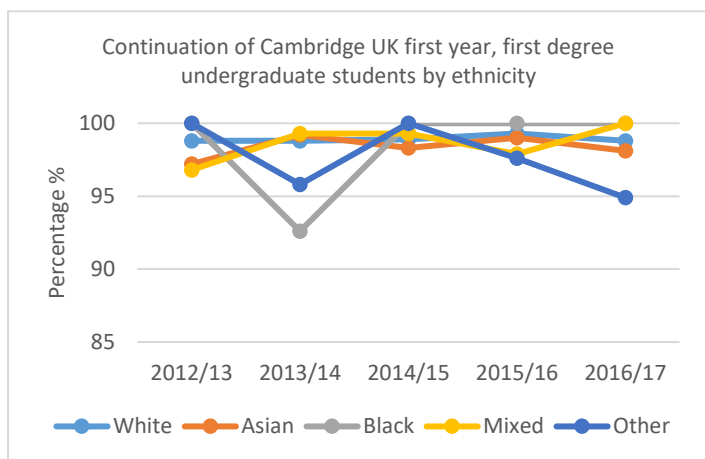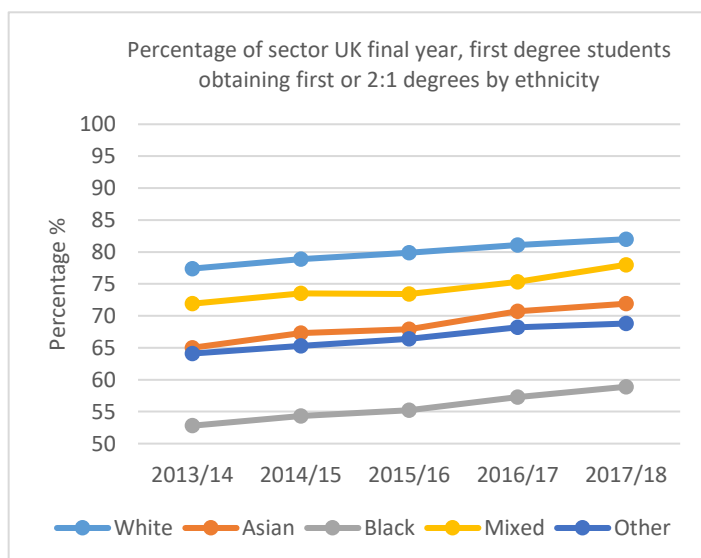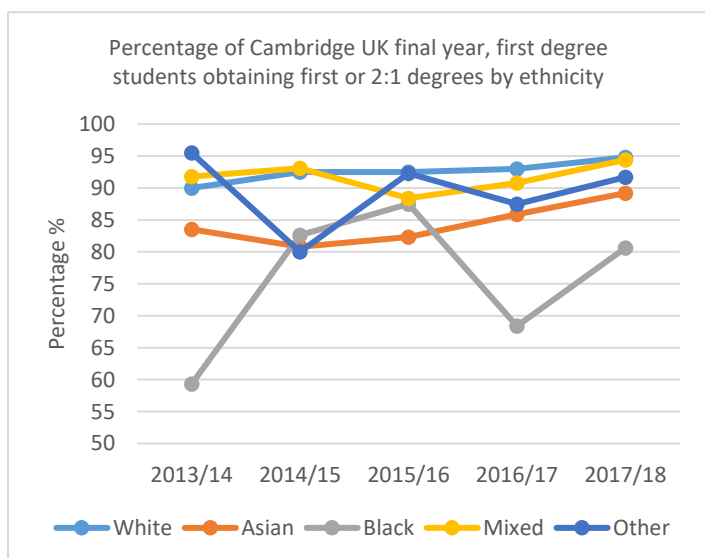

Percentage of Cambridge UK final year, first degree students obtaining first or 2:1 degrees by ethnicity

Percentage of sector UK final year, first degree students obtaining first or 2:1 degrees by ethnicity

Progression to employment or further study

The graphs below report the progression rates regarding students from different ethnicities from 2012/13 to 2016/17. Cambridge data shows fluctuations over the five year period for all groups other than those who identify as White, particularly where very small numbers are involved. This is particularly true for those who identify as Black, where progression rates range between 47.1% (2015/16) and 90.9% (2014/15). This is in contrast to the sector as a whole where there is a consistently improving trend across all ethnic groups.

Sector data shows White students consistently outperforming all other ethnicities. This is not true of Cambridge where students identifying as Asian outperformed students who identify as White in four of the five years. It was identified in the initial submission of this APP that further work was needed to investigate this gap. This has now been completed (see https://www.cao.cam.ac.uk/files/progression_outcomes.pdf). We will continue to monitor this data and use it to inform our careers planning.
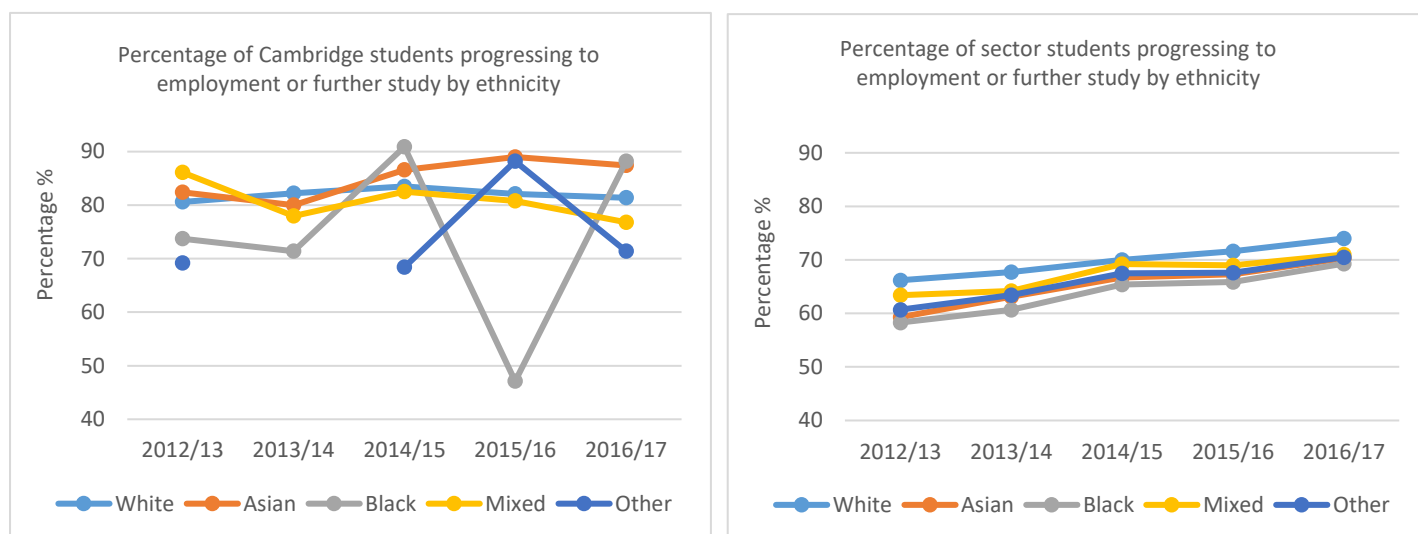
1.3 Mature students

Access

Table 6 reports our current position regarding young and mature entrants from 2013/14 to 2017/18. There is a large and quite consistent difference in our proportions of young and mature entrants, with only 3.8% of our entrants being mature in 2017/18. Over the last five years the proportion of our mature entrants has decreased. By contrast, the sector as a whole has a much greater proportion of mature entrants than Cambridge, at 27.8% in 2017/18. This proportion has increased over the last five years.

Table 6: *The proportion of full-time UK undergraduate entrants to Cambridge from each age category compared to the proportion of full-time UK undergraduate and apprenticeship entrants from each group in the sector as a whole, and the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion). Mature is defined as age 21 and over on 31 August in the student's year of entry to HE.*

Proportion of entrants from each age category		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years
Young	Cambridge	95.6%	96.3%	95.9%	95.7%	96.2%	1.01
	Sector	75.3%	73.6%	73.1%	72.6%	72.2%	0.96
Mature	Cambridge	4.4%	3.7%	4.1%	4.3%	3.8%	0.86
	Sector	24.7%	26.4%	26.9%	27.4%	27.8%	1.13
Total no. entrants	*Cambridge*	*2730*	*2700*	*2670*	*2630*	*2610*	
	Sector	*377130*	*400330*	*418480*	*425310*	*428750*	

Our assessment is that much of the gap at Cambridge is explained by the full-time, residential nature of our undergraduate education, and the fact that we do not offer courses that attract high numbers of adult learners, which are primarily a limited selection of vocational subjects such as Nursing. Furthermore, research shows that mature learners are more likely to apply to lower tariff institutions.[21] There is also a lower entry rate for applicants from this group than for young applicants,[22] which is likely to relate to prior academic attainment. We are introducing a transition year which is intended to improve access for groups such as this. It was identified in the initial submission of this APP that further work was needed to investigate the reasons why the proportion of our mature entrants has decreased over the last five years, especially when the proportion of mature entrants across the sector has increased. This has now been completed (see

---

[21] https://www.ucas.com/corporate/news-and-key-documents/news/mature-students-local-focused-and-female
[22] Research published on our website www.cao.cam.ac.uk

). We will continue to monitor this data and use it to inform our access and outreach activities for the duration of the plan.

Success: Non-continuation

The graphs below report the continuation rates regarding mature and young entrants from 2012/13 to 2016/17. In 2012/13 the gap at Cambridge between continuation rates for mature students (97.3%) and young students (98.6%) was 1.3 percent points. In 2016/17, this gap stood at 6.1 percent points. The gap has existed across all five years but while continuation rates for young students remained stable over the period, the rates for mature students showed a higher rate of annual variation due to the low numbers of students. In contrast, the rates for both groups in the sector data exhibited little variation though decreased slightly over the period. The sector gap also grew, from 6.7 percent points to 7.4 percent points between 2012/13 and 2016/17. We will continue to monitor the gap and consider action if no improvement is made.
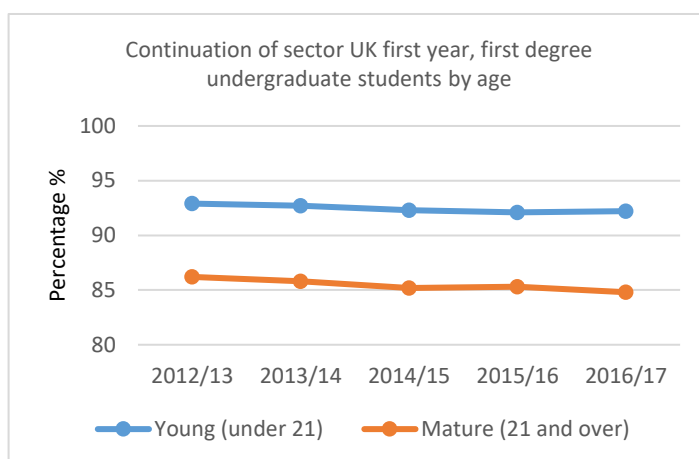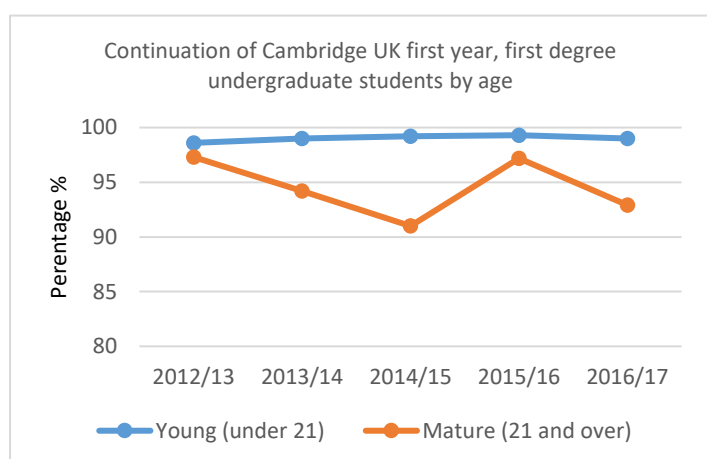
Success: Attainment

The graphs below report the attainment rates regarding young and mature entrants from 2013/14 to 2017/18. In 2013/14 the gap between young and mature students was 41.2 percent points but by 2017/18 it had reduced to 0.7 percent points. A significant factor, which primarily occurred between 2013/14 and 2014/15, was a change in degree classification for BTh degrees,[23] which has a high number of mature students. The 2017/18 gap at Cambridge compares favourably with sector data, which shows a gap of 10.2 percent points. This is an area where we are outperforming the sector.
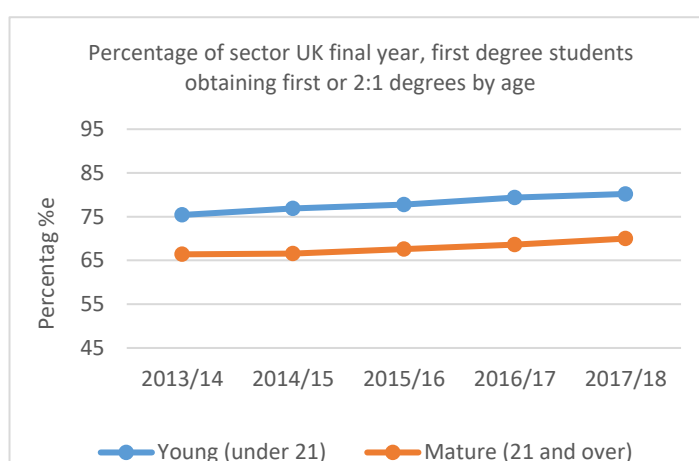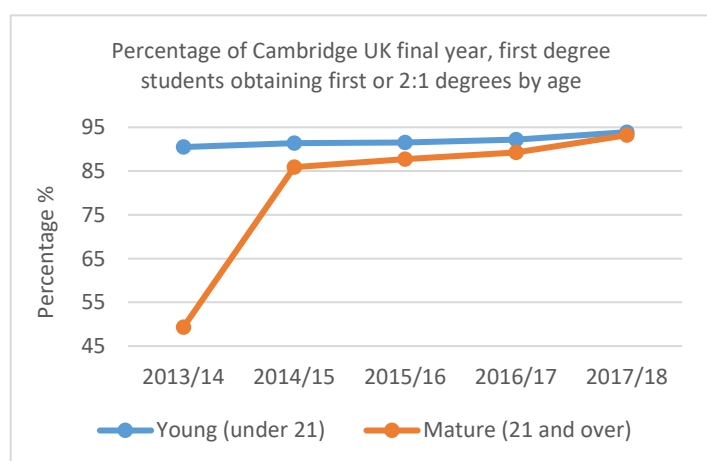
Progression to employment or further study

The graphs below report the progression rates regarding mature students, from 2012/13 to 2016/17. Cambridge data shows considerable fluctuation between levels of progression for mature students, though this will be partly due to small numbers. Sector data shows mature students consistently outperforming young students, however, progression for the sector is consistently lower than for Cambridge students in both categories. Further work will be undertaken to understand Cambridge's position in comparison to the rest of the sector, including the influence of subject and occupation choice.

---

[23] Up to and including 2013/14 the second class results for this degree was undivided. In 2014/15 the second class for BTh degree was divided into 2.1 and 2.2 classes bringing it in line with other undergraduate qualifications.

Percentage of Cambridge students successfully progressing to employment or further study by age

Percentage %

95 90 85 80 75 70 65 60

2012/13 2013/14 2014/15 2015/16 2016/17

—●— Young (under 21) —●— Mature (21 and over)

Percentage of sector students successfully progressing to employment or further study by age

Percentage %

95 90 85 80 75 70 65 60

2012/13 2013/14 2014/15 2015/16 2016/17

—●— Young (under 21) —●— Mature (21 and over)

1.4 Disabled students

Access

Table 7 reports our current position regarding entrants from each disability group from 2013/14 to 2017/18. Compared with the sector, the University admits proportionately fewer students with a recorded disability; however the proportion admitted has nonetheless been rising annually (at a greater rate than for the sector). Furthermore, our intake is similar to the level expected when national attainment is factored in. There are current gaps between Cambridge and the sector for three of the five sub-types of disability included in the OfS dataset; we have been making progress on all three of these in recent years.

Table 7: The proportion of full-time UK undergraduate entrants to Cambridge from each disability group compared to the proportion of full-time UK undergraduate and apprenticeship entrants from each group in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the composition of the UK population attaining A*AA+ at A-level.[24] The "Any Disability (1-5 combined)" figures are from the OfS "Disability" aggregate data, whilst the figures for each individual disability group (1-5) are from the OfS "Disability Type" aggregate data.

Proportion of entrants from each disability group		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of UK A*AA+ attaining population
No Known Disability	Cambridge	92.7%	91.6%	91.8%	89.9%	89.6%	0.97	89.3%
	Sector	88.2%	87.7%	87.1%	86.3%	85.4%	0.97	
Any Disability (1-5 combined)	Cambridge	7.3%	8.4%	8.2%	10.1%	10.4%	1.42	10.7%
	Sector	11.8%	12.3%	12.9%	13.7%	14.6%	1.24	
1: Cognitive & Learning	Cambridge	2.7%	3.5%	3.3%	3.0%	3.5%	1.30	
	Sector	6.2%	6.0%	5.9%	5.7%	5.5%	0.89	
2: Mental Health	Cambridge	1.0%	1.3%	1.5%	2.6%	2.3%	2.30	
	Sector	1.4%	1.8%	2.3%	2.9%	3.5%	2.50	
3: Multiple Impairments	Cambridge	1.5%	1.1%	1.4%	1.8%	2.3%	1.53	
	Sector	1.8%	2.0%	1.9%	2.1%	2.3%	1.28	
4: Sensory Medical & Physical	Cambridge	1.2%	1.5%	1.5%	1.6%	1.6%	1.33	
	Sector	1.9%	2.0%	2.1%	2.2%	2.3%	1.21	
5: Social & Communication	Cambridge	0.8%	0.9%	0.5%	1.1%	0.7%	0.88	
	Sector	0.4%	0.5%	0.7%	0.7%	0.8%	2.00	
Total no. entrants	*Cambridge*	*2730*	*2700*	*2670*	*2630*	*2610*		
	Sector	*377130*	*400330*	*418480*	*425310*	*428750*		

Since our gaps are small and reducing we do not propose to set a target in this area; however we will monitor the data carefully each year to ensure continued progress. It was identified in the initial submission of this APP that further work was needed to investigate the existing gaps to better understand them. This has now been completed (see *https://www.cao.cam.ac.uk/files/disability_admissions.pdf).* Our continued monitoring of this data will be used to inform our access activities for the duration of this plan.

---

[24] HESA Student Record 2016/17 data used to generate these percentages (calculated for those who attained 3+ A Levels). Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.

Success: Non-continuation

The graphs below report the non-continuation rates regarding entrants who self-identify as having a disability from 2012/13 to 2016/17. In 2012/13 the Cambridge gap in continuation between students who had a disability (94.9%), compared to those who did not (98.8%), was 3.9 percent points. By 2016/17 this had decreased to 2.3 percen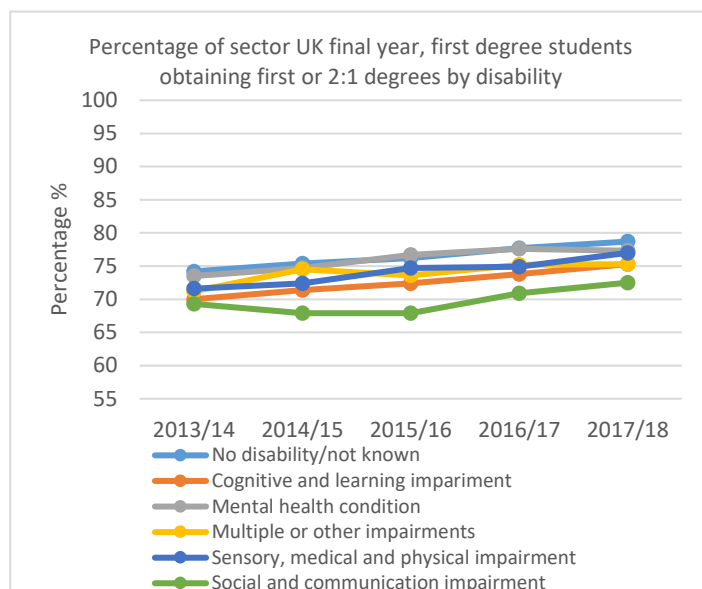t points, but remains considerably larger than the sector gap of 0.9 percent points. Further analysis by disability type indicates the gap tends to be largest for the Mental Health category. In recent years the continuation trend for the Sensory, Medical and Physical category is also decreasing. This is an area where we are performing less well than the sector and has therefore been included in our strategic aims. Research exploring the reasons for this gap has been completed since the initial submission of this APP and can be viewed at *https://www.cao.cam.ac.uk/files/attainment_outcomes.pdf* and is included in our strategic aims (see p.21).

Continuation of Cambridge UK first year, first degree undergraduate students by disability

- No disability/not known
- Cognitive and learning impariment
- Mental health condition
- Multiple or other impairments
- Sensory, medical and physical impairment
- Social and communication impairment

Continuation of sector UK first year, first degree undergraduate students by disability

- No disability/not known
- Cognitive and learning impariment
- Mental health condition
- Multiple or other impairments
- Sensory, medical and physical impairment
- Social and communication impairment

Success: Attainment

The graphs below report the attainment rates regarding entrants from students with a disability from 2013/14 to 2017/18. In 2013/14 the gap in attainment between students who self-identified as having a disability (87.0%) and those who did not (89.4%) was 2.4 percent points. In 2017/18 the gap was 2.9 percent points. There was an unexplained increase in the gap in 2015/16, but otherwise the gap remained fairly stable at around 3.0 percent points. This is similar to the overall sector data. Further breakdown of disability types show that for Cambridge those in the Mental Health category tends to have a lower attainment rate in comparison to other groups. This contrasts with sector data, which sees this group having amongst the highest scores. It was identified in the initial submission of this APP that further work was needed to investigate this gap. This has now been completed (see *https://www.cao.cam.ac.uk/files/attainment_outcomes.pdf*) and is included in our strategic aims (see p.21). We will continue to monitor this data and use this to inform our work on inclusive teaching and learning and assessment practices.

Percentage of Cambridge UK final year, first degree students obtaining first or 2:1 degrees by disability

Legend:
- No disability/not known
- Cognitive and learning impariment
- Mental health condition
- Multiple or other impairments
- Sensory, medical and physical impairment
- Social and communication impairment

Percentage of sector UK final year, first degree students obtaining first or 2:1 degrees by disability

Legend:
- No disability/not known
- Cognitive and learning impariment
- Mental health condition
- Multiple or other impairments
- Sensory, medical and physical impairment
- Social and communication impairment

Progression to employment or further study

The graphs below report the progression rates regarding students with a disability, from 2012/13 to 2016/17. For Cambridge students the gaps between those with no known disability, and those with a disability, show no consistent trend. However, when the data is broken down further, students with a Sensory, Medical and Physical disability tend to outperform other groups, and students in the Mental Health category tend to have lower rates of progression. There is less variation for the sector as a whole, which also has lower overall rates of progression. It was identified in the initial submission of this APP that further work was needed to investigate the factors driving progression gaps. This has now been completed (see *https://www.cao.cam.ac.uk/files/progression_outcomes.pdf*). We will continue to monitor this data and use it to inform our progression and success activities for the duration of this plan.

Percentage of Cambridge students successfully progressing to employment or further study by disability

Legend:
- No disability/not known
- Cognitive and learning impariment
- Mental health condition
- Multiple or other impairments
- Sensory, medical and physical impairment
- Social and communication impairment

Percentage of sector students successfully progressing to employment or further study by disability

Legend:
- No disability/not known
- Cognitive and learning impariment
- Mental health condition
- Multiple or other impairments
- Sensory, medical and physical impairment
- Social and communication impairment

1.5   Care leavers

We have conducted our own analysis with internal data regarding care leavers. This shows that eight students (0.3% of full-time UK-domiciled undergraduate entrants to Cambridge) declared themselves to be care leavers in 2017/18.[25] Over the course of the last five years the proportion has fluctuated between 0.2% and 0.4%. We have also conducted an internal analysis of the entry rates of care leavers, and of their success and progression; because of the very small numbers involved we see a high degree of annual variability and so our confidence in any findings or interpretation is limited.

Nonetheless, we are aware that this group experiences barriers in HE.[26] Young people who have been in care are prioritised

---

[25] www.cao.cam.ac.uk/admissions-research
[26] https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/care-leavers-and-looked-after-children/ and https://www.gov.uk/government/publications/principles-to-guide-he-providers-on-improving-care-leavers-access-and-participation-in-he/principles-to-guide-higher-education-providers-on-improving-care-leavers-access-and-participation-in-he

for entry to our outreach programmes and are flagged for additional consideration in our admissions process. They are able to access an enhanced award through the Cambridge Bursary Scheme, and are offered other support which includes a designated member of staff and 365 day a year accommodation should they need it. Additionally, the University was in the first wave of HE institutions which signed up to the Care Leaver Covenant when this initiative was launched in October 2018, demonstrating our clear commitment to these students.

Because they do not have family support, estranged students can access similar support to care leavers. In December 2018 the University also committed to the Stand Alone Pledge[27] in support of estranged students.

The University has also started a dialogue with current students to better understand the challenges that care leavers face when coming to study at Cambridge. This dialogue will inform the University on how it can work to enhance the experience that care leavers have at Cambridge, and enable these students to meet their full potential.

1.6   Intersections of disadvantage

Access

Tables 8 and 9 report our current position on the intersection between sex[28] and POLAR4 (table 8), and sex and IMD (table 9), from 2013/14 to 2017/18. Over the last five years there has been an increase at Cambridge and in the sector in the proportion of both male and female entrants from both 'low' (Q1/Q2) POLAR4 and 'low' (Q1/Q2) IMD quintiles, with greater growth amongst females. Cambridge at least matches the sector rate of change.

Table 8: The proportion of full-time young (under 21) UK undergraduate entrants to Cambridge from each POLAR4 quintile/sex intersection group compared to the proportion of full-time young UK undergraduate and apprenticeship entrants from each group in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the composition of the UK population attaining A*AA+ at A-level. [29]

Proportion of entrants from each POLAR4/sex intersection group		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of UK A*AA+ attaining population
Male from 'low' quintiles (Q1/Q2)	Cambridge	4.6%	5.5%	4.6%	4.6%	5.3%	1.15	6.2%
	Sector	11.7%	11.9%	11.8%	11.8%	12.0%	1.03	
Female from 'low' quintiles (Q1/Q2)	Cambridge	4.5%	4.7%	4.0%	4.8%	5.7%	1.27	6.8%
	Sector	14.9%	15.3%	15.5%	15.7%	15.7%	1.05	
Male from 'high' quintiles (Q3-Q5)	Cambridge	48.8%	47.2%	46.7%	45.7%	46.0%	0.94	41.5%
	Sector	34.2%	34.1%	33.6%	33.5%	33.6%	0.98	
Female from 'high' quintile (Q3-Q5)	Cambridge	42.0%	42.5%	44.7%	44.9%	43.0%	1.02	45.5%
	Sector	39.2%	38.7%	39.0%	39.0%	38.7%	0.99	
Total no. entrants	*Cambridge*	*2600*	*2590*	*2560*	*2510*	*2500*		
	Sector	*281910*	*294100*	*305320*	*307930*	*308530*		

Table 9: The proportion of full-time English undergraduate entrants to Cambridge from each IMD quintile/sex intersection group compared to the proportion of full-time English undergraduate and apprenticeship entrants from each group in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the composition of the English population attaining A*AA+ at A-level. [30]

Proportion of entrants from each IMD/sex intersection group		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of English A*AA+ attaining population
Male from 'low' quintiles (Q1/Q2)	Cambridge	7.7%	7.5%	6.5%	6.4%	8.2%	1.06	7.6%
	Sector	16.4%	17.4%	17.4%	17.5%	17.7%	1.08	
Female from 'low' quintiles (Q1/Q2)	Cambridge	6.6%	6.7%	7.0%	7.1%	8.1%	1.23	8.1%
	Sector	21.4%	22.6%	23.1%	23.6%	23.9%	1.12	
Male from 'high' quintiles (Q3-Q5)	Cambridge	46.0%	45.4%	44.5%	44.1%	42.5%	0.92	40.6%
	Sector	28.2%	27.3%	26.7%	26.3%	26.4%	0.94	
	Cambridge	39.7%	40.4%	42.0%	42.4%	41.2%	1.04	43.8%

[27]https://www.cam.ac.uk/news/university-pledges-support-to-students-estranged-from-their-families
[28] We have used the term 'sex' as this is how the OfS data was defined. Cambridge data reflects (self-identified) gender.
[29] HESA Student Record 2016/17 data used to generate these percentages (calculated for those who attained 3+ A Levels). Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.
[30] HESA Student Record 2016/17 data used to generate these percentages (calculated for those who attained 3+ A Levels). Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.

Female from 'high' quintiles (Q3-Q5)	Sector	34.0%	32.8%	32.7%	32.6%	32.0%	0.94	
Total no. entrants	Cambridge	2560	2510	2520	2480	2440		
	Sector	359600	386560	403610	410540	414180		

Tables 10 and 11 report our current position on the intersection between ethnicity and POLAR4 (table 10), and ethnicity and IMD (table 11) from 2013/14 to 2017/18. Over the last five years the proportion of BAME Cambridge entrants from both 'low' POLAR4 and 'low' IMD quintiles has increased; the same is true of White entrants from 'low' POLAR4 quintiles. Whilst the proportion of White entrants from 'low' IMD quintiles has fallen slightly, it still exceeds the level expected when prior attainment is factored in. We plan to conduct further research into the intersections of IMD/ethnicity, and also POLAR4/ethnicity.

Table 10: The proportion of full-time young (under 21) UK undergraduate entrants to Cambridge from each POLAR4 quintile/ethnicity intersection group compared to the proportion of full-time young UK undergraduate and apprenticeship entrants from each group in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the composition of the UK population attaining A*AA+ at A-level. [31]

Proportion of entrants from each POLAR4/ethnicity intersection group		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of UK A*AA+ attaining population
White from 'low' quintiles (Q1/Q2)	Cambridge	7.6%	8.3%	7.1%	7.4%	9.0%	1.18	10.4%
	Sector	21.2%	21.5%	21.3%	21.0%	20.8%	0.98	
BAME from 'low' quintiles (Q1/Q2)	Cambridge	1.6%	2.0%	1.6%	1.9%	2.1%	1.31	2.6%
	Sector	5.4%	5.8%	6.1%	6.5%	7.0%	1.30	
White from 'high' quintiles (Q3-Q5)	Cambridge	76.2%	72.5%	72.2%	71.3%	69.7%	0.91	69.5%
	Sector	53.7%	52.4%	51.4%	50.7%	50.2%	0.93	
BAME from 'high' quintiles (Q3-Q5)	Cambridge	14.6%	17.1%	19.1%	19.3%	19.2%	1.32	17.5%
	Sector	19.7%	20.3%	21.2%	21.7%	22.1%	1.12	
Total no. entrants	Cambridge	2550	2540	2510	2480	2450		
	Sector	279690	291560	302860	305660	306240		

Table 11: The proportion of full-time English undergraduate entrants to Cambridge from each IMD quintile/ethnicity intersection group compared to the proportion of full-time English undergraduate and apprenticeship entrants from each group in the sector as a whole, the extent to which this has changed in the last five years (2017/18 proportion divided by 2013/14 proportion), and the composition of the English population attaining A*AA+ at A-level. [32]

Proportion of entrants from each IMD/ethnicity intersection group		2013/14	2014/15	2015/16	2016/17	2017/18	Change of proportion over last 5 years	Composition of English A*AA+ attaining population
White from 'low' quintiles (Q1/Q2)	Cambridge	10.4%	9.0%	8.7%	8.4%	9.9%	0.95	9.1%
	Sector	20.8%	20.9%	20.9%	20.8%	20.8%	1.00	
BAME from 'low' quintiles (Q1/Q2)	Cambridge	3.9%	5.2%	4.7%	5.0%	6.5%	1.67	6.6%
	Sector	16.8%	18.8%	19.5%	20.2%	20.7%	1.23	
White from 'high' quintiles (Q3-Q5)	Cambridge	73.0%	71.0%	70.4%	69.7%	68.4%	0.94	69.8%
	Sector	52.3%	49.9%	48.9%	48.1%	47.4%	0.91	
BAME from 'high' quintiles (Q3-Q5)	Cambridge	12.7%	14.8%	16.1%	16.8%	15.1%	1.19	14.6%
	Sector	10.0%	10.3%	10.7%	11.0%	11.2%	1.12	
Total no. entrants	Cambridge	2500	2460	2470	2450	2390		
	Sector	355450	380820	397880	405530	409310		

We are making some progress in increasing representation from under-represented intersectional groups. However, we acknowledge that our targets and our research to date have focused on examining characteristics in isolation as opposed to the intersections between them. We note that the OfS proposes to expand the range of data that institutions can use to understand intersectional issues, and so do not think it appropriate to set targets in these areas at this time. We are nonetheless committed to further research exploring the interplay between various characteristics.

---

[31] HESA Student Record 2016/17 data used to generate these percentages (calculated for those who attained 3+ A Levels). Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.

[32] HESA Student Record 2016/17 data used to generate these percentages (calculated for those who attained 3+ A Levels). Copyright Higher Education Statistics Agency Limited. Neither the Higher Education Statistics Agency Limited nor HESA Services Limited can accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by HESA Services.

Success: Non-continuation

The number of Cambridge students who do not continue their studies is very small. For most groups the analysis of intersections of disadvantage shows fairly uniform trends across the years, and fluctuating gaps in continuation are due to small numbers.
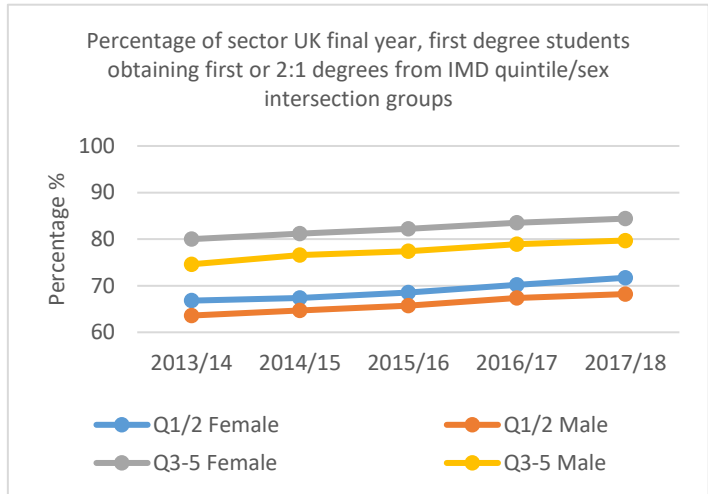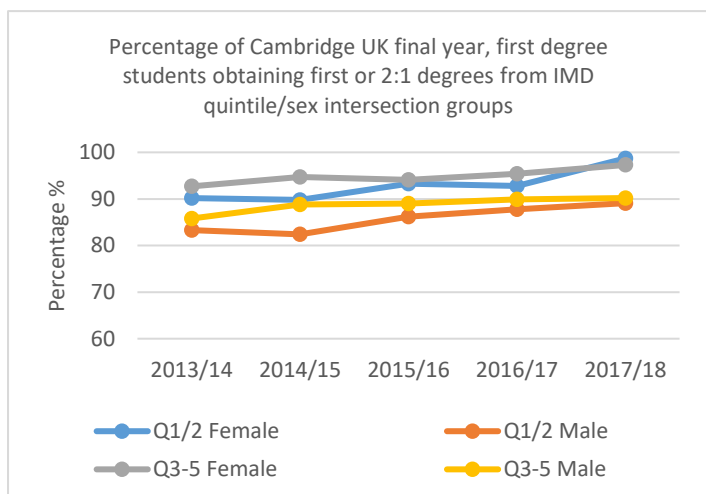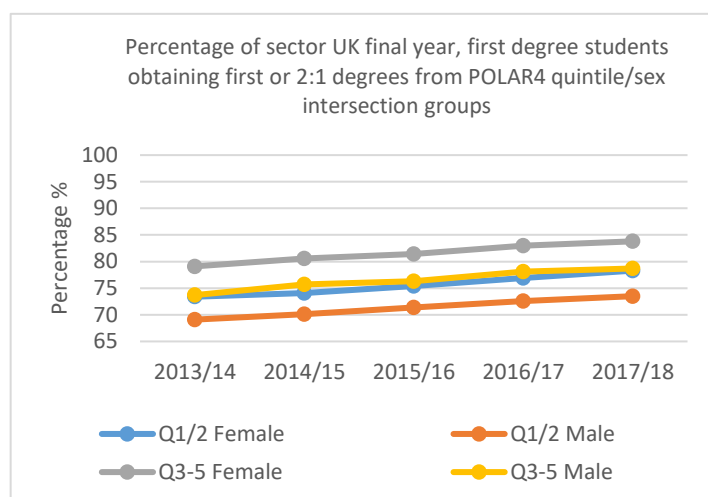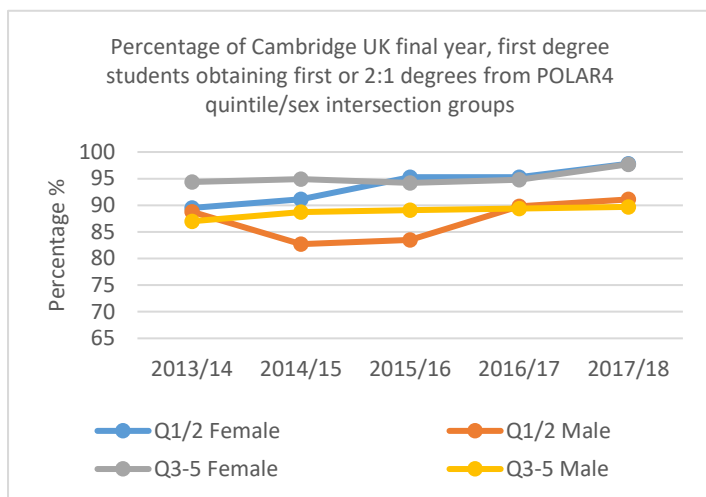
Success: Attainment

POLAR4 and Ethnicity; IMD and Ethnicity

The graphs below report the 2013/14 to 2017/18 attainment rates of students from the intersections of POLAR4 quintiles and ethnicity, and IMD quintiles and ethnicity. They show that gaps on both intersectional measures have narrowed and that outcomes for POLAR4/IMD Q1 and Q2 BAME students in particular have improved over this period. However, caution is needed in interpreting these results as the numbers involved are very small.

Percentage of Cambridge UK final year, first degree students obtaining first or 2:1 degrees from POLAR4 quintile/ethnicity intersection groups

- Q1/2 Asian, Black, Mixed and Other
- Q1/2 White
- Q3-5 Asian Black Mixed and Other
- Q3-5 White

Percentage of sector UK final year, first degree students obtaining first or 2:1 degrees from POLAR4 quintile/ethnicity intersection groups

- Q1/2 Asian, Black, Mixed and Other
- Q1/2 White
- Q3-5 Asian Black Mixed and Other
- Q3-5 White

Percentage of Cambridge UK final year, first degree students obtaining first or 2:1 degrees from IMD quintile/ethnicity intersection groups

- Q1/2 Asian, Black, Mixed and Other
- Q1/2 White
- Q3-5 Asian, Black, Mixed and Other
- Q3-5 White

Percentage of sector UK final year, first degree students obtaining first or 2:1 degrees from IMD quintile/ethnicity intersection groups

- Q1/2 Asian, Black, Mixed and Other
- Q1/2 White
- Q3-5 Asian, Black, Mixed and Other
- Q3-5 White

POLAR4 and Sex; IMD and Sex

The graphs below report the 2013/14 to 2017/18 attainment rates of entrants from the intersections of POLAR4 quintiles and sex, and IMD quintiles and sex. For Cambridge, the consistent trend is that female students have higher rate of attainment than male students. This is in contrast to the sector where the data shows that both male and female students in 'high' quintiles have a better rate of attainment than in 'low' quintiles. This is particularly true for IMD/sex.

Percentage of Cambridge UK final year, first degree students obtaining first or 2:1 degrees from POLAR4 quintile/sex intersection groups

Percentage of sector UK final year, first degree students obtaining first or 2:1 degrees from POLAR4 quintile/sex intersection groups

Percentage of Cambridge UK final year, first degree students obtaining first or 2:1 degrees from IMD quintile/sex intersection groups

Percentage of sector UK final year, first degree students obtaining first or 2:1 degrees from IMD quintile/sex intersection groups

Progression to employment or further study
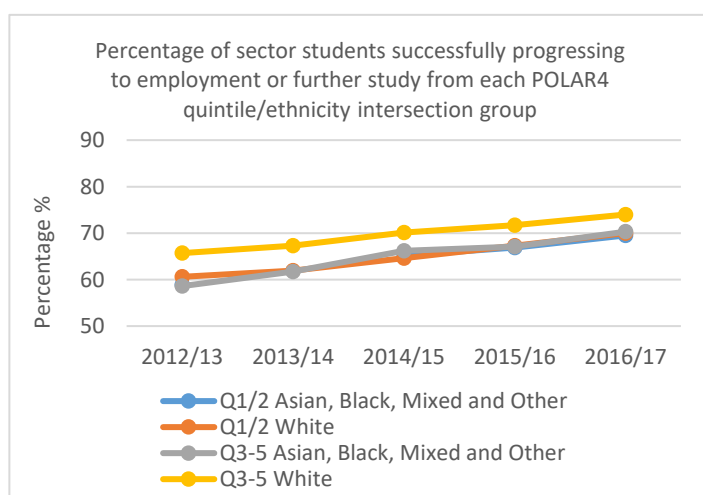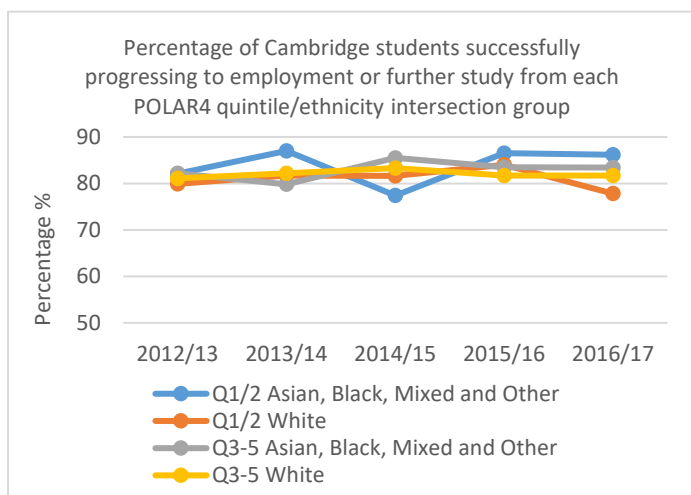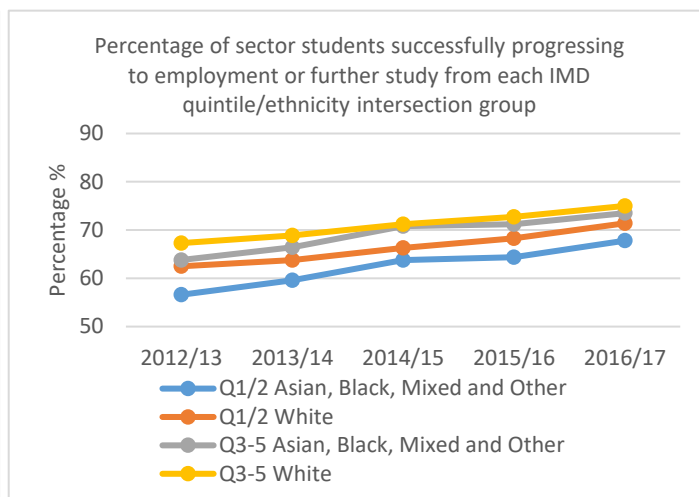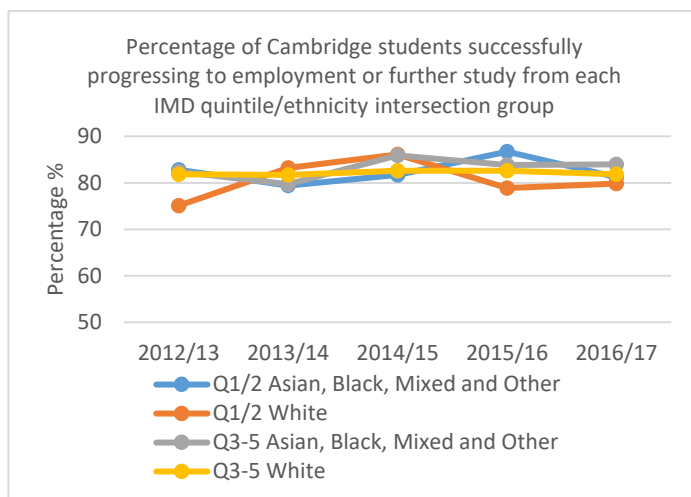
POLAR4 and Ethnicity; IMD and Ethnicity

The graphs below report the 2012/13 to 2016/17 progression rates of entrants from the intersections of POLAR4 quintiles and ethnicity, and IMD quintiles and ethnicity. Cambridge data shows that for four out of five years, POLAR4 Q1 and Q2 BAME students have higher progression rates than POLAR4 Q1 and Q2 White students. There is, however, fluctuation between groups and years. Sector data shows students identifying as White progressing at consistently higher rates than all other groups, and very little gap between White and BAME students in Q1 and Q2. With regard to the IMD/ethnicity intersection, Cambridge data also shows considerable fluctuation, whilst the sector data does not. The most consistent group from the Cambridge data for both intersections are Q3-Q5 White students, though they have neither the highest nor lowest rates of progression. Progression rates at Cambridge for all groups are consistently higher than for the sector as a whole.

Percentage of Cambridge students successfully progressing to employment or further study from each POLAR4 quintile/ethnicity intersection group

Percentage of sector students successfully progressing to employment or further study from each POLAR4 quintile/ethnicity intersection group

Percentage of Cambridge students successfully progressing to employment or further study from each IMD quintile/ethnicity intersection group

Percentage of sector students successfully progressing to employment or further study from each IMD quintile/ethnicity intersection group
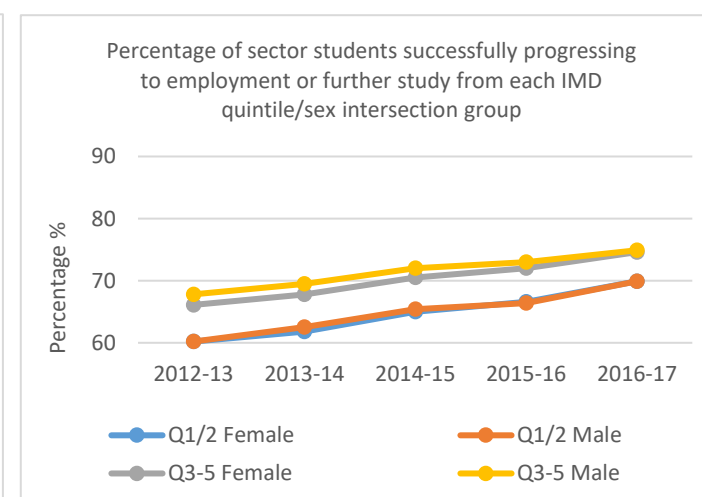
POLAR4 and Sex; IMD and Sex
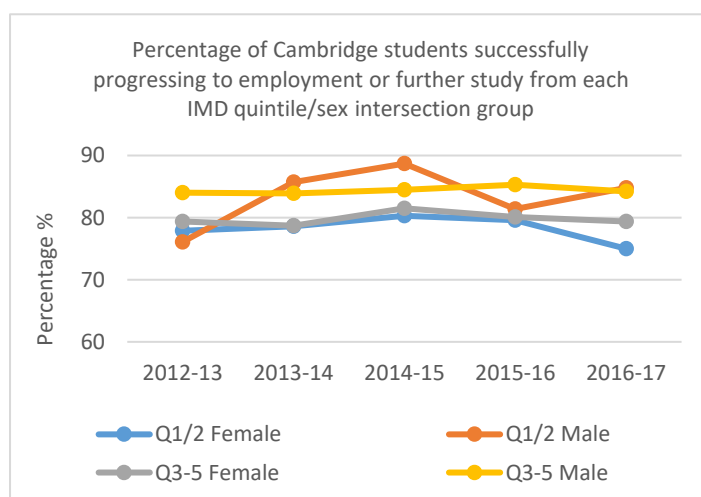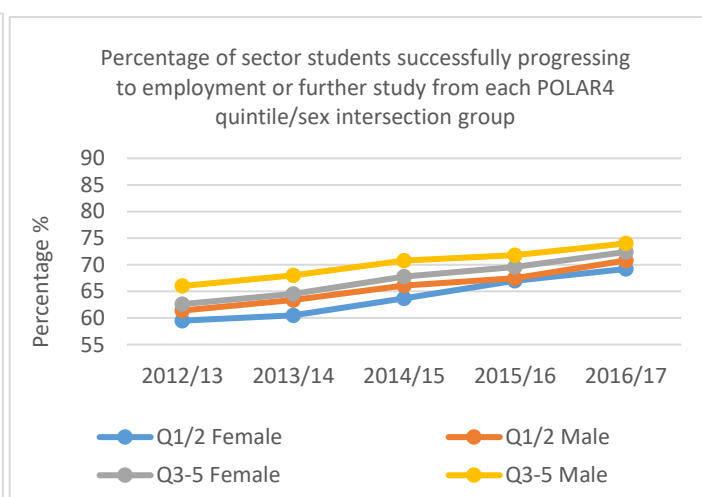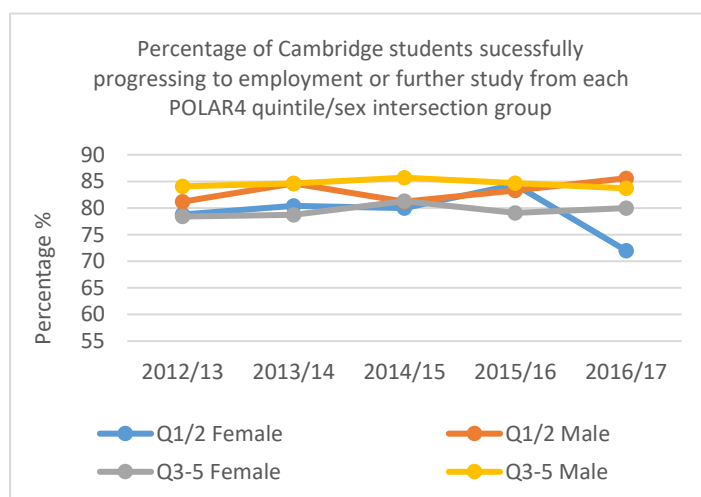
The graphs below report the 2012/13 to 2016/17 progression rates of entrants from the intersections of POLAR4 quintiles and sex, and IMD quintiles and sex. Cambridge data shows that male students tend to have higher rates of progression than female students, regardless of quintile, for both POLAR4 and IMD. This is in contrast to sector data, where Q3-Q5 students outperform Q1 and Q2 students, regardless of sex.

Percentage of Cambridge students sucessfully progressing to employment or further study from each POLAR4 quintile/sex intersection group

Percentage of sector students successfully progressing to employment or further study from each POLAR4 quintile/sex intersection group

Percentage of Cambridge students successfully progressing to employment or further study from each IMD quintile/sex intersection group

Percentage of sector students successfully progressing to employment or further study from each IMD quintile/sex intersection group

There are higher levels of fluctuation at Cambridge than for the sector, which shows consistent improvement over the five years for all groups. However, Cambridge progression rates are higher than for the sector.

1.7   Other groups who experience barriers in HE

We intend to undertake further research to understand our institutional performance in relation to all of the student groups that the OfS has identified as experiencing barriers in HE. However, data availability, and the small numbers of individuals that are involved, provide significant challenges.

We are particularly eager to undertake further research relating to Free School Meals (FSM) eligible students; FSM eligibility forms the basis for allocation of Pupil Premium funding in state maintained schools, and has been identified in recent academic literature as having particular promise as a contextual admissions indicator of disadvantage because it is "one of the most comprehensive and accurate measures of [socio-economic status] available".[33] We have been asking our applicants to self-declare this information as part of our Supplementary Application Questionnaire since the 2018 Apply Cycle, although it is often not possible for us to verify this information. The ideal would be access (at the point of application) to each state-maintained school student's full FSM eligibility record held in the National Pupil Database, as this information is verified and, in addition, it is useful to know exactly when and for how long a pupil has been FSM eligible.[34]

2.   Strategic aims and objectives

The University wishes to ensure that a representative cross section of society is represented within its student body, who can access the same opportunities and quality of experience, and can expect the same outcomes in terms of completion, attainment and progression. Our assessment is that whilst we have made considerable progress on admissions and deliver some of the best student success outcomes in the sector, we still have work to do.

We have taken a different approach in setting objectives in relation to different parts of the student life cycle. In terms of admissions we will continue to set specific targets which clearly set out our ambition to improve access and diversify our intake. Since the University exceeds national measures in relation to retention and student success, and has a strong record in relation to progression, our objective in those areas is to conduct further analysis to understand the nature of such gaps that exist and to devise measures to reduce them. This has not been a focus of our previous Plans and so we intend to start from first principles and to learn from wider practice in the sector. In this Plan we have identified those areas in which the greatest progress is required.

2.1   Target groups

Access

The approach that we have taken in setting our admissions targets has been to commission the Higher Education Statistics Agency (HESA) to produce a wider set of location-adjusted benchmarks for Cambridge than it currently publishes (for any institution), and then adjust them upwards according to the potential that we believe our plans have to deliver over a five year period. The benchmarks indicate what Cambridge intake would look like were admissions representative of the sector, having taken into account factors such as intended subject of study, prior attainment and age on entry. The benchmarks are in themselves ambitious, as they do not specifically account for attainment above AAA/AAAA from A-level or equivalent, which is considerably lower than the typical intake at Cambridge. Further information on how we calculated our targets is published on our website.[35]

- **Proportion of Intake from State Maintained Sector**
  We recognise that school type is not a characteristic used by the OfS or contained within its Access and Participation dataset; we recognise too that the state versus independent binary masks a range of educational experiences. It is however a measure published annually by HESA to allow comparison between HEIs, and is of high interest to the public, politicians and the media. Furthermore, each of the under-represented groups identified within this Plan appear in far greater numbers in state maintained schools, as do students from low income households who are not identified by any of the measures currently available to us (e.g. those eligible for Free School Meals). We will place particular focus on engagement with high performing students attending those schools which are identified as having populations drawn from target POLAR and IMD quintiles, low income households, and under-represented ethnic minority groups.

- **Proportion of Intake by POLAR4 Quintile**
  The University will set itself three targets in relation to POLAR4; to increase the proportion of students admitted from (i) Q1; (ii) Q1 and Q2, which focuses on the two most under-represented groups in the sector; and (iii) the

[33] S Gorard, V Boliver, N Siddiqui & P Banerjee (2019) *Which are the most suitable contextual indicators for use in widening participation to HE?*, Research Papers in Education, 34:1, 99-129, DOI: 10.1080/02671522.2017.1402083, p.116.

[34] Treadaway, Dr M. (2014), "Pupil Premium and the invisible group". FFT Research Paper No 5, June 2014

[35] www.cao.cam.ac.uk

ratio between Q5:Q1. These targets will be measured based on home postcode data provided to us at the point of application.

- **Proportion of Intake by IMD Quintile**
  The University had previously set objectives in relation to deciles 1-3; it will now set targets in relation to Q1 and Q2 to align with the OfS. This target will be measured based on data provided to us at the point of application.

Although some issues have been identified, we do not at this point propose to have admissions targets in relation to disabled students, ethnic minority students, or mature students. However we will carefully monitor our progress and conduct further research in relation to each and review that position as appropriate.

Success

- **Non-continuation of Disabled Students**
  The University will eliminate the gap in non-continuation rates between disabled students (specifically those with mental health disabilities) and non-disabled students.

- **Attainment of Black Students**
  The University will eliminate the gap in attainment between Black students and White students.

- **Attainment of Disabled Students**
  The University will eliminate the gap in attainment between disabled students (specifically those with mental health disabilities) and non-disabled students.

Progression

- **Graduate Outcomes**
  The University will reduce the gaps in graduate outcomes identified in our self-assessment.

2.2   Aims and objectives

Access[36]

To admit UK resident students from:

- UK state-sector schools and colleges so that they comprise 69.1% of the total intake by 2024/25.
- POLAR4 Q1 so that they comprise 7.0% of the total intake by 2024/5.
- POLAR4 Q1 and Q2 so that they comprise 16.6% of the total intake by 2024/25.
- Regional IMD Q1 and Q2 so that they comprise 21.2% of the total intake by 2024/25.

We estimate that this will result in a POLAR Q5:Q1 ratio of 6.7:1. Combined with our other targets this would mean that students from the most under-represented (using POLAR Q1 and Q2) and deprived (using IMD Q1 and Q2) areas will account for more than one quarter of the Cambridge annual intake by 2024/5.

There will be random fluctuations from year to year on the progress that we make on targets (for example changes in the relative strength and/or diversity of the field for particular subjects). We expect that this fluctuation in any one year will be no more than +/- 0.5%. Those fluctuations will not affect the overall trend and aspiration for this plan..

The University wishes to introduce an admissions target based on Free School Meals (FSM) eligibility however we are currently unable to do so due to the absence of verified data at the point of application.

Success

The University has identified three areas where there are gaps in outcomes for different groups. We commit to put in place procedures to reduce these differences, and have therefore set ourselves the following targets:

- To eliminate the unexplained gap in good degree outcomes (1 or 2:1) between White and Black students by 2024-25, with an ambition to eliminate the overall gap in line with OfS KPMs.

- To eliminate the gap in good degree outcomes (1 or 2:1) between disabled and non-disabled students by 2024-25, with specific focus on eliminating this gap for mental health disabilities.
- To eliminate the gap in continuation rates between disabled and non-disabled students by 2024-25, with specific focus on eliminating this gap for mental health disabilities.

Progression

- The University has a very strong record in progression in terms of employment and entry into highly skilled employment and further study. In the absence of up-to-date data on gaps between different student groups due to the delay in release of the Graduate Outcomes survey, we do not yet feel justified in setting specific targets. We will, however, monitor all gaps in progression and if any of the gaps are identified as being statistically significant in the Graduate Outcomes data, we will set reduction targets for those gaps.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

The commitments set out in this Plan form our strategic direction on widening participation throughout the student lifecycle. Ultimate responsibility lies with the University Council, but is delegated to high-level committees with University, College and student representation. Access and admissions matters are overseen by Admissions Forum and the Undergraduate Admissions Committee. The General Board's Education Committee has oversight of continuation, attainment and progression. All have sub-committees which consider specific aspects of policy and process. The Colleges have in parallel the Colleges' Committee and Senior Tutors' Committee which University representatives attend. Key coordination is provided jointly by the Senior PVC (Education) and Secretary of the Senior Tutors' Committee.

Alignment with other strategies

A number of high-level strategies align with the aims of our Plan. The University seeks to ensure that our students achieve their potential, through full and active participation in their education. We are committed to addressing barriers to participation, and to making the Cambridge experience richer and more diverse for everyone through our curricula, teaching, learning, assessment practices and access to services and wider opportunities. The University's developing Education Framework, overseen by the General Board and Senior Tutors' Committee, sets out how this mission will be achieved with an emphasis on a collaborative approach between the University, Colleges and students. It has at its heart core education values of collegiality, diversity, inclusivity and responsibility.

The University Equality and Diversity Strategy (which adheres to the Equality Act 2010) outlines plans for embedding expectations for adjustments to teaching and assessment as set out in the University's Code of Practice: reasonable adjustments for disabled students. The University is working in partnership with the Students' Union to consider recommendations of their recent student consultation on reasonable adjustments and developing improved systems for distribution of Student Support documents to teachers, and monitoring implementation of recommended adjustments. We will develop a detailed action plan for this by December 2019 with the aim of full implementation by July 2021. Actions will focus on improving the understanding of responsibilities and expectations of teachers in supporting students with disabilities, improved information sharing of recommended reasonable adjustments, improved monitoring of implementation of reasonable adjustments to teaching, and a more transparent system for students to seek help when adjustments have not been adequately put in place. Success will be measured through a follow up survey of students and teachers to be completed by June 2022. This work will be overseen by the General Board's Education Committee and Senior Tutors' Committee.

The University's Mental Health and Wellbeing Strategy seeks to improve the mental health and wellbeing of all students. Its implementation involves the development of preventative and whole-institution approaches, and will include an audit of existing support, to be completed by June 2020. A detailed action plan will be presented to the University Council by the end of 2019. This will include indicators and measures of success. This work builds on a successful programme of mindfulness training for students. Following the changes to Disabled Student Allowances, the University has developed its own funded scheme for providing support to disabled students which is flexible, responsive and allows the University to tailor support appropriate to the Cambridge context, and to put this support in place quickly.

The University is developing a comprehensive race equality action plan as part of our application under the Race Equality Charter, due for submission in summer 2019. Recommendations have been developed in consultation with BAME staff and students with a particular focus on improving support for, and the experience of, BAME students. This includes increasing

the visibility and profile of BAME role models and establishing a Discrimination and Harassment Contact in each College who, having received training and support through reflective practice offered by the University Counselling Service, is responsible for dissemination of information and promotion of good practice in Colleges. The scheme of Contacts in Colleges will be reviewed in 2019-20. The University is also trialling a mentoring scheme for BAME students and working with academics and students to develop more inclusive curricula.

Following the Education Committee's recent Review of Examinations and work on inclusive teaching practice by the Disability Resource Centre, we are developing plans to make our assessment, feedback, teaching and curricula more inclusive, in particular with respect to race, gender and disability.

This work will be completed by June 2021. We have a dedicated member of staff in the Cambridge Centre for Teaching and Learning (CCTL), who has developed two university-wide project plans. The Inclusive Teaching and Learning Project and the Assessment and Feedback Project both explicitly address inclusive teaching, learning and assessment practices, with a specific commitment for targeted interventions to address identified attainment gaps, particularly for black students. Whilst we have identified the attainment gaps, we are not yet certain which specific learning, teaching, assessment or curriculum enhancement interventions will have an impact on student progression and achievement. To this end, we are still at the stage of investigating the specific issues or practices that impact specific students.

A full action plan has been developed for this CCTL work between 2019 and 2025: the Assessment and Feedback Project was endorsed by the Examination and Assessment Committee in May 2019, which will have oversight of that project, and the Inclusive Teaching and Learning Project was endorsed by the Education Committee in July 2019, which will have oversight of that project. The work plans for both projects involve investigating, trialling and evaluating a range of approaches that will enhance practices to enable all of our students progressively to extend their subject knowledge and abilities to fulfil their potential. In particular, the projects will: focus on the development of core principles for inclusive assessment; the alignment of course learning outcomes and assessment methods; diversifying modes of assessment; the development of guides, case studies and resources; embedding and evaluating inclusive approaches in curriculum review or enhancement activities; and the development of a programme of events, workshops and networks to support and disseminate examples of effective practices across the collegiate University. The initial work for both the Inclusive Teaching and Learning Project and the Assessment and Feedback project has been completed, see (https://www.cao.cam.ac.uk/files/inclusive_tl_project.pdf;https://www.cao.cam.ac.uk/files/assessment_feedback_project.pdf).

Strategic measures

Access

There are two key elements to our work in this area; the first is to engage in impactful outreach work to maximise the size of the pool of prospective students from all backgrounds; and the second is to deliver an admissions process that is fair, transparent, and sufficiently sophisticated to measure ability and potential for academic success.

On a national level, Colleges engage in outreach across the UK through the area links programme,[37] which provides every state maintained school in every local authority with a dedicated Cambridge contact and enables effective, coherent and strategic relationships to be developed on a national scale. Within this programme schools are prioritised according to (a) their number of high achieving students from target POLAR and IMD locations, and the proportion in receipt of FSM, and (b) an assessment of their need given historical rates of application and success in relation to Cambridge. It is estimated that up to 100,000 student and 10,000 teacher interactions are achieved through the programme each year. In partnership with the University of Oxford we take regional student conferences to multiple venues across the UK to provide 8,000 students and over 1,000 teachers with course presentations, sample lectures and information and guidance (IAG). This national engagement will be vital in terms of compensating for the issues associated with POLAR and London.

We also deliver a series of activities, each underpinned by a Theory of Change (i.e. the evidence that a particular group is disadvantaged or under-represented, an exposition of how proposed interventions will effect change, and the method by which the impact of the intervention will be assessed), through which we work with the priority groups identified within the admissions targets we have set ourselves. Examples of these programmes include:

Programme	Year Group	Numbers Engaged	Priority Groups	Activity

---

[37] https://www.undergraduate.study.cam.ac.uk/area-links

Insight/Insight+	Y7-13	4,000+	In care, POLAR/IMD, Free School Meals (FSM) within East Anglia	Attainment raising, working alongside The Brilliant Club
Sutton Trust Summer Schools	Y12	500	In care, POLAR, IMD, FSM	Week long academic residential
HE+	Y12-13	4,000+	In care, POLAR, IMD, FSM	Regionally based IAG and subject enrichment
Target Oxbridge	Y12-13	160	Black ethnicity alongside in care, POLAR, IMD, FSM	Individual IAG programme in collaboration with the University of Oxford
Experience Cambridge	Y12	500	In care, POLAR, IMD, FSM	Summer project and subject specific masterclasses
CUSU (Cambridge University Student Union) Shadowing Scheme	Y12	300+	In care, POLAR, FSM	Residential shadowing of a current undergraduate

We evaluate and review our provision each year (see section 3.3 below). The specific role of the Cambridge Outreach Strategy Group is to assess the relevance of aims, the robustness of planned work, and the level of impact against target measures for the University and the wider sector, and to advise the University on how to best direct its resources.

The University actively collaborates with a number of other institutions and third sector organisations in its outreach work including the University of Oxford, the Russell Group, The Brilliant Club, Brightside and The Sutton Trust. Cambridge is the lead for the Network for East Anglian Collaborative Outreach, a partnership of the five HEIs and eight FECs with HE provision in East Anglia. It is (by funding allocation) the largest of the 29 OfS-funded National Collaborative Outreach Partnerships across England and the largest collaborative project ever created in the region, working with over 80 schools.

Although not included within this Plan as a target (due, in part, to data not being available at the point of application), we are committed to closing gaps in rates of entry for minority ethnicity groups. We collaborate with the University of Oxford on the Target Oxbridge programme which provides intensive application advice and support to black students, and have engaged in a number of high profile initiatives to attract greater numbers of applicants. The number of black students admitted has by consequence doubled over the last three admissions cycles. The Cambridge University Students' Union are trialling a programme which engages with students of Bangladeshi and Pakistani heritage, which we hope can have a similar impact. Recognising the importance of role models, we work in partnership with our current students, in particular the African Caribbean Society and the Islamic Society, who deliver student-led initiatives including pre-application conferences, offer-holder days and transition days. In addition we are working hard to ensure that our communications not only reflect diversity at Cambridge, but actively promote it. An example of this includes the Get In Cambridge social media campaign[38] designed to address concerns specifically identified by those from ethnic minorities.

The University is committed to attainment raising work in schools. We work intensively with schools in East Anglia (specifically Cambridge, Peterborough and West Norfolk) through the Insight programme. Insight is a new Y7-Y13 programme working at both whole-school level and with targeted individuals from under-represented backgrounds. The programme seeks to not only raise aspirations for progression to highly-selective universities, but support students in securing the grades required for entry. The programme has a focus on literacy since there is evidence to suggest that increasing attainment in literacy can boost performance across a range of subjects, as well as providing students with the skills required to support their individual learning both in and out of school. In Y7 and Y8 the whole cohort is engaged in a reading programme designed to increase comprehension skills and vocabulary, and targeted students, and their families, participate in events hosted by the University and The Brilliant Club. In Y9-Y11 targeted students continue to work with the University, outside of lesson time. For those in Y12 and Y13, the programme provides highly targeted support for A Level subjects including summer programmes and study skills sessions. The programme, which is in its pilot phase, utilises tests provided by Cambridge Assessment to help schools identify students who are underachieving relative to their potential as assessed by previous school assessment data. The long range and experimental nature of this work means that it would be premature to attach targets at the current time, but we hope that we will be able to demonstrate improved outcomes for participating students and set measurable goals accordingly in future (likely to be following GCSE results in summer 2023). In addition the University delivers a number of resources designed to support raising attainment amongst individual students through initiatives including Isaac Physics, the Millennium Maths Project and HE+.[39]

During the application process we make extensive use of contextual data including geodemographic data, school/college data and data on individual circumstances. Applications are 'flagged' in accordance with these criteria in order to provide those involved in the selection process with an understanding of the applicant's personal, social and educational

---

[38] https://www.youtube.com/watch?v=Z7--XdmOLmc
[39] https://isaacphysics.org/, https://maths.org/ and https://www.myheplus.com/

background, which includes contextualising GCSE performance against school cohort. We receive a large number of applications from students who go on to meet at least our minimum entrance requirements (often exceeding them by some distance). Therefore we do not use contextual data to make lower offers; instead we use it to consider the context within which academic achievements have occurred and identify individuals who may show greater potential than their current attainment or predictions might suggest.

To ensure that we do not miss out on talented individuals we have two further mechanisms in place. Applicants who carry multiple contextual flags but narrowly miss being made an offer may be made what is termed an 'open offer'; they are offered one of a number of places which are underwritten by Colleges collectively, with their College being allocated in August should they meet the conditions of the offer. This increases the overall number of offers that are made to flagged students in a given round. Eligible applicants with multiple flags who are not made an offer but go on to achieve the Cambridge entry requirements may be reconsidered through the UCAS Adjustment process.[40]

In addition to this, a new transition year programme is under development. This will allow those from under-represented backgrounds who do not have the level of attainment or access to qualifications required for entry to a Cambridge course, but who are believed to have the potential to succeed, the opportunity for undergraduate study at Cambridge following the successful completion of the programme. It is anticipated that, subject to agreement, the first cohort will begin in the Transition Year in 2022. Recruitment is underway for the Transition Year Course Director, with an appointment due imminently. The lead-time will allow for detailed curriculum design and agreements to be put in place ready for inclusion of the programme in the Undergraduate Prospectus for 2022 entry, which goes to print in December 2020. This can then be followed by development of appropriate course materials.

To ensure that we have effective measures in place to increase the diversity of the applicant pool from which we select, we are taking the further step of conducting a comprehensive strategic review of admissions and outreach chaired by an external member of University Council. This will ensure that what we do is effective, fit for purpose, supports our overall aim of admitting students with the greatest academic ability and potential regardless of the background from which they come, and continues to uphold the principle of fair and transparent admissions. This review will include, but not be restricted to, an assessment of our use of admissions tests, interviews and contextual data, and will explore other possible admissions mechanisms such as contextual offers. It will also reflect on the wider process and the contribution that the University can make within the sector. In addition the review will consider the delivery and evaluation of outreach programmes and how these can best align with our targets and strategic aims. We will have a report of recommendations ready by July 2020, with implementation of approved recommendations in the two years following.

Success

In respect of the attainment of black students, we are aware of substantive work undertaken by a number of student societies and will be seeking opportunities to develop collaborative relationships with these groups to assist in the formulation of a strategic plan which focuses on enhancing educational approaches to close the attainment gaps. This collaborative student-staff partnership work will be led by the CCTL during the academic year 2019-20 and will include rigorous data analysis to understand drivers and intersectionality behind the gaps, as well as the identification and systematic embedding of good practice in both University and College teaching and targeted academic and pastoral support.

Our work to close the attainment gap for black students will be managed through an Inclusive Teaching, Learning and Curriculum Advisory Group which will be constituted by the beginning of the academic year 2019-2020, with student and staff representatives from Faculties and Departments and Colleges, to support the implementation of the new Education Framework's (2020-2025) actions which focus on inclusive practices, as well as Race Equality Charter's Priority 5 actions related to inclusive teaching, learning and curricula. CCTL will work closely with this Advisory Group to further investigate specific educational issues of targeted student cohorts in collaboration with Cambridge student partners during the 2019-2020 academic year, in order to build a university-wide evidence base of the impact of race and disability on educational experiences. The findings, recommendations and examples of good practice will inform the development by CCTL of a suite of targeted resources, workshops, case studies and guides to enhance pedagogical practices, for publication by the end of 2020. The Advisory Group will also identify and support a pilot group to implement curriculum reform and enhancement work to address teaching, learning and assessment issues that impact on BAME students' experiences in different educational contexts. This work will involve systematic sharing of good practice between Colleges on specific interventions to support black student attainment, including mentoring and a concerted shared commitment to address and eliminate and deficiencies in provision.

Our work to close the non-continuation gap and attainment gap between students disclosing a mental health disability and non-disabled students is part of a wider Mental Health and Wellbeing Strategy which includes a University-wide public

---

[40] www.cam.ac.uk/adjustment

health approach to wellbeing including promoting greater understanding of the impact of poor mental health on academic performance. This work is being led by a Project Board comprising senior members of the Collegiate University and chaired by an external member of the University Council, reporting to the Council. The plan of work includes an audit of existing support for students with mental health issues by June 2020. This audit will encompass support provided by the Disability Resource Centre, the University Counselling Service and the Colleges. This main focus of the review will be accessibility, effectiveness and connectedness of current provision. Consideration and implementation of any recommendations will rest with the General Board's Education Committee and Senior Tutors' Committee. The initial work by CCTL and student representatives has now been completed. The research paper relating to this work has been published (see https://www.cao.cam.ac.uk/files/par_project.pdf).

We have taken steps to ensure that we provide the right kind of support to other disadvantaged groups. We have for example signed the Care Leavers Covenant and the Stand Alone Pledge, which commit the University to providing specialist support for care leavers and estranged students.

We are committed to the principle that no suitably qualified student should be deterred from applying to, or remaining at, Cambridge by their financial circumstances. Therefore, an extensive programme of financial support, including non-repayable Cambridge bursaries, is offered to help our students meet the cost of their education. We recently evaluated the impact of our bursary provision and found that, despite the national trend of students from low-income households achieving less-well relative to their peers, Cambridge students in receipt of a bursary had the same outcomes as those who did not. The key action arising from the research is that we need to make our financial support offering more visible and easy to understand, but we are also exploring how we might refine the criteria for eligibility and at what level support should be pitched to produce the best outcomes. However we are also testing the impact of focussing different levels of funding on specific groups, and are developing proposals for a revision of the Cambridge Bursary Scheme informed by this research and by the commitments made in this Plan. We anticipate that we will be able to report on this in September 2020, and intend to pilot the revised bursary scheme for undergraduate admitted in October 2020.. The University's fundraising campaign includes specific ambitions for fundraising £50 million to support participation in extra-curricular activities including music and sport, and for additional support for mental health and wellbeing and for disabled students.

Progression

As we increase access to the University for a broader range of students from different educational and cultural backgrounds, we need to make the academic expectations more explicit. To this end, it will be vital for us to provide academic and life skills support across the student lifecycle, transitioning into, through and out of the university. At this stage we offer a variety of skills development opportunities, but are not certain of their impact on attainment gaps. In order to provide targeted support for specific student groups, more nuanced investigation is needed across Cambridge's devolved and diverse educational landscape.

A review of skills provision will be initiated by CCTL working in collaboration with the Careers Service under the oversight of the Education Committee and Senior Tutors' Committee, in partnership with key providers including the Disability Resource Centre, University Libraries and Colleges. Initial work will focus on scoping current provision across multiple student-facing services before engaging with students, internal stakeholders, employers and alumni to identify skills gaps and consider how these can be addressed. The result will be a new strategy for academic, employability and life skills, including targeted interventions designed to address identified progression gaps. This review will be completed by October 2020; the new strategy will be subject to approval and implementation by the General Board's Education Committee and Senior Tutors' Committee. To support the skills strategy, CCTL will develop support and encourage the integration of skills development into teaching and assessment practices, curricular and review processes; and will disseminate tools and resources through workshops, events and networks for Cambridge educators. A key focus for CCTL will be to improve the communication, collaboration and sharing of good practice across Cambridge, including through training of teachers and those providing education support. The initial work has been completed (see https://www.cao.cam.ac.uk/files/student_skills_project.pdf).

To support our students progressing to further study, we are actively exploring ways in which we can diversify our own postgraduate student intake and support students as they transition from undergraduate to postgraduate study. This includes a fundraising campaign for need-based postgraduate studentships and application fee waivers for low-income students. A dedicated project officer will be appointed imminently to undertake an assessment of postgraduate access and develop a WP strategy for postgraduate study. This work will be completed by June 2020.

3.2   Student consultation

The University takes the views of its students seriously, and engages regularly with the student body throughout the academic year. We benefit from, and value, student union representation on a number of key committees and groups which encompass a significant proportion of the student life cycle, from access through to admissions and success.

Students have been engaged with all stages of the development of this Plan, with the Students' Union's Access Officer an active member of the Access and Participation Plan Steering Group. Student representatives from across the University have had the opportunity to feed back on the Plan's development, with a particular focus on engagement from those groups which are currently under-represented at Cambridge.

Many students fed back that targets within the draft Plan should have been more ambitious; the targets included in this final submission reflect this feedback and demonstrate increased ambition. The inclusion of regional targets was recommended, and this will be considered as part of the strategic review of admissions and outreach. Students also expressed a desire for further work to be undertaken with regards to student success and progression, which has been committed to within the Plan. Further disaggregation of data (in particular for Asian students) was requested, as was the inclusion of those who develop or declare a disability during their time at Cambridge within the disabled student data: these will be considered as part of our further research.

To secure wider student engagement, the University will assemble a panel of current students from a range of different backgrounds to provide constructive feedback on the Plan's ongoing implementation and monitoring. This panel will meet termly throughout the Plan's duration, to continue to ensure that the student voice is heard and used to inform strategic direction. Participants will be offered Equality and Diversity training, and relevant training in statistical analysis, to enable to them to be full and equal partners in the delivery of the Plan. Feedback will be actively sought which will, in turn, shape future delivery.

Current students will also play a central role in the implementation of the access and participation elements of this Plan. Each undergraduate College has elected student Access Officers, who undertake a range of College specific outreach activities. Additionally, the University has a team of student ambassadors from a range of diverse backgrounds, with a number from groups currently under-represented. All have undergone extensive training. They enable the University's outreach initiatives to be delivered and consequently play a hugely important role in the University's ability to meet the access targets we have set.

3.3   Evaluation strategy

Strategic Context

The University is committed to delivering outreach interventions and an admission process which have impact and deliver against its strategic objectives. In order to create a research base which enables us to understand the progress we are making, we have a research unit which conducts projects relevant to access and participation work, alongside support for individual programmes by designing evaluation strategies and participant surveys. It also manages the University's rollout of the Higher Education Access Tracker (HEAT) and delivers biannual evaluation training for practitioners.

Working with educators across the University and Colleges, CCTL is developing the expertise to interrogate national and international research on teaching and learning and to evaluate implementation of initiatives designed to enhance practice at Cambridge.

Programme Design

The flagship programmes delivered by the central Cambridge Admissions Office team employ a Theory of Change methodology to ensure their design is outcome-focussed and evidence-based. Through our VLE we collate resources and academic papers, as well as providing practical guidance on evaluation. Our aim is to integrate findings from, as well as contribute to, the new Evidence and Impact Exchange (TASO-HE). Throughout the Plan period we will share and embed this good practice beyond the central team and produce an evidence-based Theory of Change for all major outreach programmes across the University.

Where programmes are working with younger cohorts to raise attainment, we have begun focussing on psychological concepts associated with increased attainment such as metacognition and resilience. Practitioners working with pre-16 learners recognise that simply raising aspiration is not sufficient to raise attainment, but that these concepts can complement efforts in schools and are realistic goals within the interventions we deliver.

Initiatives under CCTL employ an active research cycle methodology to reach, pilot and evaluate activities designed to enhance teaching practices. Student input will be taken through the student representative system at course level as well

as through student surveys including the NSS, Student Barometer and Big Cambridge Survey run by CUSU, and CCTL has developed a framework for student-staff partnership projects that will underpin a range of research and project-based initiatives.

Designing Evaluation

The University has already begun incorporating the recommendations from the new impact of outreach guidance. Using the evaluation standards framework originally published by OFFA,[41] we have matched the appropriate type of evaluation for a given programme depending on its intensity and have put in place mechanisms to allow the findings to feed into subsequent programme design.

Currently all centrally delivered programmes have a firm Type 1 (Narrative) impact evaluation in place as the teams have produced a coherent Theory of Change underpinned by academic evidence. Type 2 (Empirical) impact evaluation is emerging for most programmes. All programmes are collecting data on their participants, both qualitative through surveys and quantitative via tracking, but efforts are now being focussed around providing benchmarks against which we can see if our progress is above what would have been expected to happen without the programmes.

For programmes targeting post-16 learners, the focus is primarily on tracking student outcomes into higher education (both through internal Cambridge tracking and eventually HESA tracking via HEAT). UCAS STROBE analysis has also been conducted on some programmes which produced very encouraging results. Pre-16 programmes focus on working with a smaller number of schools in deprived areas to support the whole school's attainment, with a particular focus on those identified as high potential students from disadvantaged backgrounds. Work is underway to access attainment data from the National Pupil Database for the purpose of evaluating the impact of these programmes on schools and students.

Evaluation Implementation

Centrally delivered programmes have improved surveys to better align with their specific intended outcomes and, where possible, these are conducted pre-event and post-event to measure attitudinal shift. Cambridge application tracking is now happening on a larger scale, facilitated by HEAT. Our aim is to integrate admissions tracking with student success and graduate outcomes to better understand a student's subsequent journey after completing an outreach programme with us and have this information readily available for programme directors to better understand their programmes.

We are also working closely with our Faculty of Education on outreach evaluation, taking advantage of its expertise in analysing attainment data for Pre-16 programmes. Designing more detailed evaluation strategies is an ambition for the Plan period, exploring where we might achieve a Type 3 (Causality) impact evaluation within our programmes.

We have evaluated the impact of our financial support using adapted versions of all three components of the OfS toolkit (survey, interview, statistical). We submitted a report on the findings of this research to the OfS at the end of February 2019. The research conducted thus far fits within a broader ongoing research effort in the University to evaluate the impact of our financial support.

HEAT

The central outreach delivery team has been using HEAT to record its major programmes for a number of years and the database is now being used increasingly across the wider University. Where individual participant data is being collected our ambition is to utilise HEAT to have this recorded and shared across the University. This will allow us to better understand our events and attendees. We are looking to improve understanding and skills in this area so more colleagues can see the value of HEAT and its benefits to practitioners. As the focus on evaluation widens to incorporate success and progression interventions we will explore where HEAT can be useful to record this work. HEAT is already allowing us to better understand our outreach provision, so that future programmes can be targeted more effectively.

Learning

A key aim over the Plan period is to incorporate more opportunity for reflection in light of evaluation data. All centrally delivered programmes have now undergone a self-assessment of their programme's evaluation using the OfS toolkit. Programme directors have then produced action plans to move themselves towards stronger evaluation practice which are to be reviewed on an annual basis. A reflection template has been produced that is now being used in regular practitioner meetings using the Gibbs Reflective Cycle.[42] Over the Plan period we aim to expand the use of the self-assessment toolkit to other parts of the University.

---

[41] Crawford, C., Dytham, S. Naylor, R. (2017) The Evaluation of the Impact of Outreach Proposed Standards of Evaluation Practice and Associated Guidance, Office for Fair Access.
[42] From "Learning by Doing" by Graham Gibbs. Published by Oxford Polytechnic, 1988.

In self-assessment responses, teams reported wishing to share evaluation findings more extensively with stakeholders, having increased ownership of their evaluation outputs. As part of this they will look to increase the emphasis on impact in their evaluation reporting. Training and fora exist for new staff and we are looking to increase the evaluation elements and expand opportunities for more experienced staff to further develop their evaluation skills. Outreach practitioners and research unit staff regularly attend conferences on evaluation, and are part of the Russell Group WP Evaluation Forum. An aim for this Plan period will be to introduce regular fora explicitly for sharing evaluation findings and relevant research across the University.

With an increased shift in focus to the whole student lifecycle we are beginning to formalise evaluation of the work already happening with current students and recent alumni. It is hoped that sharing expertise and outreach evaluation challenges will lead to important learning for interventions relating to all parts of the student lifecycle.

3.4   Monitoring progress against delivery of the plan

The University's adherence to the access elements of this Plan, and its progress in reaching the objectives indicated, will be monitored through the University's Undergraduate Admissions Committee (UAC) which reports to the principal University and Collegiate bodies. The Committee annually reviews application, offer and admission trends, particularly in respect of currently under-represented groups. It will keep under review (and advise as necessary on the amendment of) admissions and recruitment processes that have a bearing on securing a wide and diverse pool of well-qualified applicants. Progress towards identification of targets and plans to close gaps in student success and outcomes will be monitored through the General Board's Education Committee.

Scrutiny of outreach activities will be undertaken by the Cambridge Outreach Strategy Group which receives reports on those activities and reviews their effectiveness. The success of outreach activities (aside from those which are web-based or of a general aspiration-raising nature) will be monitored annually using a mixture of qualitative and quantitative evaluation methods, and any adjustments required to ensure that targets are met will be implemented following this evaluation.

Post-entry reviews will be undertaken by continued analyses of retention rates and examination performances of relevant groups in comparison with those of the overall cohorts.

Overall oversight of and adherence to the Plan lies with Council, the University's governing body, on which there are three student representatives and representatives of the Colleges. Council will receive an annual progress report against each aspect of the Plan, including reports from other relevant University and College committees on each of which there is student representation. In the event that progress against the Plan is not on target to meet our commitments, Council will consider what measures need to be put in place to rectify the situation.

4.   Provision of information to students

The University will ensure that full details of its access measures, including information on fees and financial support arrangements, are published in future editions of our Undergraduate Prospectus and on our website.[43] Advice and information will continue to be given to students during school and college visits and at Higher Education fairs, conferences and open days. Students engaged in our outreach programmes are more likely to come from low-income households, therefore information regarding fees, funding and bursary provision is included in such activities. This begins with more general information for those in KS3 and KS4, followed by much more detailed information during Y12 and Y13.

College specific information is provided on College websites, and admissions staff situated across the University respond to individual enquiries from students. A University committee will oversee the production and publication of statistics which comply with the OfS transparency requirements and ensure that data relating to admissions, success and progression is easily accessible.

The University's principal financial support is via the Cambridge Bursary Scheme which provides over £6m per year to Home fee status students from low income households. In 2020/21 those with household incomes of £25,000 or below will be entitled to £3,500 per year; those with household incomes up to £42,620 will be eligible for a partial award. Additional support up to £5,600 is provided to eligible mature students, care leavers and independent students. There is no limit to the number of awards available. In 2017/18, 22% of Home students received an award. Efforts to diversify our intake could result in more eligible students. The Scheme is currently under review in order to ensure funding is directed to those most in need. Updated information will be available online.[44]

---

[43] www.cam.ac.uk/admissions/undergraduate/finance and www.admin.cam.ac.uk/univ/cambridgebursary
[44] https://www.cambridgestudents.cam.ac.uk/cambridgebursary

<u>University of Cambridge proposed variation to Access and Participation Plan, academic year 2023-24</u>

Priority A: *Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand*

1.1   The accessible plan summary, which has been submitted separately, was shared with a selection of eight students from one of our post-16 WP programmes (HE+) who were then invited to provide feedback via telephone calls. That feedback has been used to ensure the summary is accessible for a key target audience.

1.2   In addition to the accessible plan summary, we plan to develop a new website to present information about our Access and Participation Plan in an engaging and dynamic way. This website will show our targets and strategic commitments with interactive data visualisations and infographics, highlight our current and ongoing work with case studies and present future published evaluation work.

1.3   The website will be aimed at prospective and current students, parents, teachers and schools and provide them with an overview of what the University is doing and how they might get in touch. We plan to begin work on this during the 2022/23 academic year.

Priority B: *Develop, enhance and expand…partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.*

<u>The Insight Programme</u>

2.1   With educational attainment being a key factor in determining progression to Higher Education, our progressive Insight programme supports hundreds of pre-16 students to narrow the attainment gap between less advantaged students and their advantaged counterparts. Spanning Peterborough, Cambridgeshire and West Norfolk, Insight consists of three projects: Insight Discover[1] (Years 7-8), Insight Explore[2] (Years 9-11) and Insight +[3] (Years 12-13).

2.2   The Education Endowment Fund (EEF) links poor literacy upon entry into secondary school with poor attainment at GCSE[4] and poor literacy rates have also been shown to have an impact on wider school performance (i.e. beyond performance in English). Therefore, as part of Insight Discover, we fund a choice of reading programmes in the schools, Accelerated Reader or Bedrock Learning, to be rolled out across entire year groups in KS3 in order to support attainment.

2.3   Within Insight, we have identified key skills and attributes which are shown to have a significant impact on attainment: metacognition, self-efficacy and possible selves. All

---

[1] https://www.undergraduate.study.cam.ac.uk/find-out-more/widening-participation/insight-discover
[2] https://www.undergraduate.study.cam.ac.uk/find-out-more/widening-participation/insight-explore
[3] https://www.undergraduate.study.cam.ac.uk/find-out-more/widening-participation/insight-plus
[4] Steve Higgins, Maria Katsipataki, and Robbie Coleman, 'EEF_Reading at the Transition, Interim Evidence Brief' https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/reading-at-the-transition

activities and interventions on Insight are designed to develop these skills according to our progressive framework, which outlines how each skill can be developed at each Key Stage. For example, schools are offered the opportunity to take part in the The Brilliant Club's Scholars Programme at KS3. UCAS evaluation shows that graduates of that programme are significantly more likely to progress to a competitive university than a control group with matched prior attainment (44 per cent compared with 28 per cent)[5].

2.4   As well as the development of key academic skills, participants on Insight are offered academic tutoring. The EEF recognises one to one tuition as an effective way to increase attainment, delivering approximately 5 months of additional progress on average[6]. As part of Insight Explore, we offer participants 1-1 online tutoring (through MyTutor) throughout Year 11, a crucial point in the students' educational journey.

Target Oxbridge Year 10

2.5   Target Oxbridge Year 10 was launched in 2021, in partnership with Rare Recruitment, to provide over 500 Black Year 10 students with access to a four-part webinar series demystifying Oxbridge and providing tips and advice on how to prepare for an Oxbridge application.

2.6   There is a significant Black awarding gap at both GCSE and A level; in 2019/20, only 12% of Black students achieved three or more A grades at A level compared to 22.5% of the population and 20.4% of White students[7].

2.7   During the programme, as well as providing detailed information about applying to and studying at Oxbridge to increase motivation, participants are provided with an awareness of the academic standard required at highly selective universities.

Subject specific attainment raising work in schools

2.8   A number of academic departments and Colleges within the University are engaged in strategic attainment raising work with local schools, and this is an area we will be looking to expand further.

2.9   We are currently exploring a programme to support fluency and problem solving, as part of Insight Discover, through partnership with the Faculty of Mathematics' NRICH project[8].

---

[5] OfS, Schools, attainment and the role of higher education, https://www.officeforstudents.org.uk/media/24ac9501-234f-4f34-bf44-edb13e5282c5/insight-brief-13-schools-attainment-and-the-role-of-higher-education.pdf

[6] https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition

[7] UK Government (2021c) Students Getting 3 A Grades or Better at A Level. [Online] Available at https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training/a-levels-apprenticeships-further-education/students-aged-16-to-18-achieving-3-a-grades-or-better-at-a-level/latest (accessed: 27 May 2021).

[8] https://nrich.maths.org/

Problem solving is at the heart of mastering mathematics[9] and we are looking at a programme that supports attainment within the AO2 and AO3 strands of the new GCSE Mathematics specification - problem solving and reasoning. Although Insight Discover is a project focussed on East Anglia, we will explore whether this approach has the potential to be rolled out more widely.

2.10   We are also exploring ways of working collaboratively with the newly formed Cambridge Maths School[10] which will provide students and teachers across East Anglia with the tools, confidence and opportunities to maximise their academic potential. The school will have its first intake in September 2023 and is committed to nurturing mathematical and scientific potential in young people across the region. The school has developed an outreach plan which covers three key themes – activities that stretch and challenge students, activities that support teachers to deliver high outcomes from across the region and support for activities delivered by other providers.

2.11   A further example of a growing focus on this strategic direction are plans to develop a best-practice model, in collaboration with the University of Oxford, for KS3 Modern Foreign Languages (MFL) outreach, that can make a sustainable and lasting difference. The project will include a carefully evaluated pilot phase in 2022/23 for Year 8 that combines demonstratable effective approaches to raising attainment in MFL while we fundraise for national rollout in subsequent years.

2.12   This MFL project aims to considerably expand on Queen's College Oxford's Anthea Bell Prize, which now has over 1,000 teachers registered. This year it had over 14,000 pupils participating in the competition in schools and our Year 8 project can effectively build on this momentum. Locally, our languages undergraduates have begun working in schools to support Year 11s with preparation for the speaking element of their MFL GCSEs.

2.13   We are also exploring building on existing engagement from the University of Cambridge's Department of Physics, Department of Engineering, NRICH and others alongside Form the Future, a local organisation that help young people to discover and prepare for opportunities in the high-growth sectors on their doorstep, through the Cambridge Launchpad[11]. Through this partnership, we aim to show young people that Science, Technology, Engineering and Maths (STEM) is for all.

The HE+ Programme[12]

2.14   The University's HE+ programme, which has been running for over a decade, works with over 300 schools and colleges across the UK, grouped into regional consortia with a 'hub' school acting as the central contact and lead.

2.15   To date our work has focused on super-curricular activity with post-16 students, but in consultation with our hub schools we will now be considering piloting pre-16 attainment

---

[9] Department for Education, National curriculum in England: mathematics programmes of study, https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

[10] https://cms.tela.org.uk/

[11] https://cambridge-launchpad.com/

[12] https://www.undergraduate.study.cam.ac.uk/find-out-more/widening-participation/he-plus

raising activities. Possible initiatives to explore include expanding our research competition for younger age groups to develop key academic skills; work with our academic departments to develop curriculum-focused initiatives to boost attainment; and support teacher training and development in partnership with our Faculty of Education.

Uni Connect / NEACO

2.16   Cambridge has been the lead for the East Anglia Uni Connect partnership ("NEACO") since the programme's inception in 2016. The NEACO partnership draws together 5 universities and 8 FE colleges from across East Anglia, working collaboratively to deliver progressive programmes of outreach activity to target students.

2.17   On 1 April 2022 the OfS wrote to providers with information on a 'Future approach to the Uni Connect programme', which included new expectations for partnerships to "support increased strategic school engagement by universities and other higher education providers to raise attainment."

2.18   Our core approach to the Uni Connect programme involves 'Higher Education Champions' (HECs) based in schools and colleges, providing support and delivering progressive programmes of outreach. This model has enabled us to build strong relationships with schools in the region and understand individual needs. We will use this expertise developed through NEACO to support identification of target schools for pre-16 work.

2.19   We will work closely with HECs, partners and other stakeholders during 2022/23 to explore how to best support the development of attainment raising initiatives for target students at key stage 3 and 4.

2.20   We will also explore closer collaboration between APP teams and NEACO-funded teams to ensure operational attainment raising work is targeted, needs-based, complementary and evaluated. The NEACO Central Team will become more closely integrated with the WP team at Cambridge, with increased collaboration and sharing of good practice, especially in terms of evaluation methodology and training.

Parent Power

2.21   The Education Endowment Foundation estimates that parental engagement can help children and young people make an average of 4 months' additional progress in education, with higher impact for students with lower prior attainment and younger students[13].

2.22   The recently launched Parent Power Fenland, led by the University of Cambridge, aims to tackle educational inequality in the local area. Parent Power treats parental engagement as a social justice issue and supports crucial interactions between parents and pre-16 children. The parents themselves decide what activities will benefit their communities, such as tailored visits to universities for young people, visits from university alumni, or training on tutoring, student finance and university access.

---

[13] https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement

2.23   Through support to develop skills in community organising and advice and guidance on accessing higher education, parents are empowered to make changes to support their children's future and ensure their children have a fair chance in education and their future careers.

2.24   An interesting side effect of Parent Power in South London has been that 10% of the original cohort of parents involved applied to university themselves due to their involvement in Parent Power. We will be monitoring to see whether we have similar outcomes in Fenland.

Priority C: *Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.*

Offer holder and transition programmes

3.1   New programmes such as STEM SMART[14] and our offer-holder academic tutoring scheme work with offer holders from underrepresented backgrounds to develop a strong foundation of academic skills. These courses enable students to be more prepared for on-course study and successfully transition from school to university, and are models that could have wider application if shown to be effective in supporting transition.

3.2   STEM START is a five-week online course that prepares new Natural Sciences and Engineering students with the transition to University once they have arrived. The course includes Maths, Science and Engineering problems hosted on the "isaac" platform, as well as study skills. Each section of the course contains videos with advice from current students and Directors of Studies[15], who share their experiences of Cambridge.

3.3   The University Careers Service is piloting 'Career Journeys' as part of College bridging/induction weeks. The journeys tools guide those who may have little to no experience of Careers support through a number of activities and actions to enable them to start preparing for the future and to maximise the opportunities available to them during their studies.

Awarding gaps

3.4   From a commitment made in our 2020-2025 APP, a five-year participatory action research (PAR) project, coordinated by the Cambridge Centre for Teaching and Learning, is continuing to investigating the reasons for awarding gaps experienced by identified priority groups since 2019/20.

3.5   The APP PAR Project involves annual cycles with twenty students working as research assistants, recruited from the two groups identified in our APP as having the biggest unexplained awarding gaps (students with declared Mental Health conditions and Black British students).

---

[14] https://www.undergraduate.study.cam.ac.uk/stem-smart
[15] At Cambridge each student is allocated a Director of Studies (DoS) who is responsible for their academic work and progress.

3.6   As research assistants, these students co-design projects, consult with their peers, and make recommendations for action to address the co-identified obstacles for academic success and awarding gaps. Over the last three years, the student-led recommendations have prompted a wide range of significant initiatives, from the enhancement of College-based education, the diversification of assessment practices, and the establishment of a Black Advisory Hub.

3.7   Each year, the students' research findings are disseminated to relevant stakeholders through events, working groups and committees.

3.8   In parallel to the student-led projects, Departmental and College staff are provided with resources, seminars and access to a consultation team to develop their own initiatives to address the awarding gaps in their local disciplinary contexts, with projects either targeting specific underrepresented groups or more broadly inclusive approaches to teaching, learning and curriculum development.

3.9   These overlapping strands of work ensure that focused work on awarding gaps continues to be responsive to current student needs and is integrated into our courses and educational practices.

Support for specific groups of underrepresented students

3.10   The Black Advisory Hub[16] has been established to help build a diverse and inclusive community for all students and staff members at the University of Cambridge as part of the institutional action to improve Black students' outcomes at Cambridge.

3.11   The first phase of the Hub provides signposting to various support services and student groups, plus information about anti-racism work and inclusion including an anti-racism glossary. The second phase will provide induction support for new students at the start of the academic year, as well as staff development opportunities and the establishment of an advisory group made up of student and staff stakeholders.

3.12   We are also currently exploring the creation of an advisory panel for care experienced and estranged students, to ensure an inclusive environment. The idea is to bring together a group of students to share their experiences and offer their opinions and ideas to help the University better support students both pre-entry and once enrolled.

3.13   By sharing their lived experiences of care and estrangement, the students will actively help inform policy and practice. They will also provide us with a steer on how new initiatives might impact them and in ensuring consistency across the collegiate University, with the goal of ensuring we meet the 'To support transition' and 'To support ongoing study and beyond' recommendations from UCAS' good practice briefing.[17]

Mental Health and Wellbeing support

3.14   During 2021 the University and Colleges undertook a whole-institution strategic review of student mental health and wellbeing provision. The final report of the review in November

[16] https://www.blackadvisory.hub.cam.ac.uk/
[17] https://www.ucas.com/providers/good-practice/emerging-cohorts/care-experienced-students

2021 made a significant number of recommendations setting out an emerging vision for the future of student support at Cambridge.

3.15   The University has since agreed to fund a transformation programme to implement these recommendations, investing around £4.8m over three-years. Changes include:

• Building a consistent baseline of support and provision across all Colleges.

• Creating a 'stepped care' model for mental health and wellbeing provision across the institution, clarifying what support students require at increasing levels of need/complexity/risk, allowing us to provide the most appropriate support at the right time.

• Creating Wellbeing Advisors in Colleges and academic departments to allow better assessment and triage of student need so intervention is determined and delivered consistently and targeted to where it is likely to have the greatest impact.

• Exploring how best to deliver counselling to our students to better meet demand and reduce waiting times.

3.16   We will also be increasing capacity to support students experiencing moderate to severe mental health difficulties and in crisis situations, including employing more University Mental Health Advisers and building a more strategic partnership with local NHS services. For students with mental health conditions, our first priority will always be their welfare.

Priority D: *Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships*

The Cambridge Foundation Year

4.1   The Cambridge Foundation Year[18] welcomes its first 50 students in September 2022. The course is intended as a stepping stone to Cambridge for students who have been prevented from realising their potential due to educational disadvantage or disruption.

4.2   The Foundation Year is a free and fully-funded programme offering study in the Arts, Humanities and Social Sciences. It is a full-time, one-year residential programme for UK students who meet widening participation criteria.

4.3   In order to be eligible to apply to the Foundation Year, applicants must have or be projected to receive 120 UCAS academic tariff points. Qualifications accepted include A Levels, BTECs, some T-level routes and Access to HE Diplomas.

4.4   To be considered, applicants must meet requirements relating to educational or social disadvantage and disruption and be ordinarily resident in the UK.

Apprenticeships

---

[18] https://www.foundationyear.cam.ac.uk/

4.5   Over the last two years, the University has been supporting its staff through apprenticeship schemes (many of whom have no previous qualifications at that level). Our Apprenticeships team serve as a conduit between departments and training providers, supporting the current 133 staff apprentices (of which 35 are L4 and 19 are L5).

4.6   The University works with over a dozen training providers, including local providers such as Anglia Ruskin University, Cambridge Regional College and West Suffolk College. Courses include apprenticeships in Project Management, Engineering, Accounting and Leadership.

4.7   The team have implemented a new quality assurance process which has resulted in a steady decrease in withdrawals. There has also been an increase in departments recruiting apprentices to fill University roles. The ambition is to grow to 200 apprentices over the coming years, whilst maintaining a high level of training quality and ensuring withdrawal rates remain low.

Institute of Continuing Education (ICE)

4.8   The University of Cambridge Institute of Continuing Education has maintained an open-entry - predominantly non-selective and part-time - life-wide learning provision for adults since it was established 150-years ago.

4.9   The courses are delivered by a diverse team of Cambridge academics and tutors drawn from industry, healthcare, the third sector and other academic settings. The support provision is designed for mature learners and tuition fees are set at affordable levels (e.g. 120-credits at level 4 being available from £5,000 - £4,250 less than some comparable providers) in order to attract a wide group of participating students

4.10   In 2021-22 there were over 7,500 enrolments across all course types (award-bearing, short courses and summer programmes). Furthermore, since September 2020, through a partnership with the online platform edX, there have been over 50,000 fully online short course registrations via that platform.

4.11   ICE offers over 200 non-award bearing short courses each year, across a wide subject offer in vocational and non-vocational fields, intended to provide accessible ways for any adult to engage with higher education level study. The courses have a range of delivery modalities - including fully online, in-person day schools and residential in-person.

4.12   ICE also offers an extensive portfolio of open-entry level 4 (Certificate – 60 credits / HE Certificate 120 credits) and level 5 (Diploma – 60 credits) courses, which result in a University of Cambridge qualification. The subject areas span the arts, humanities, social sciences, natural sciences and vocational fields.

4.13   In 2022-23 ICE will commence the inaugural delivery of an HE Certificate in Pre-Medical Studies (level 4, 120 credits, full-time). This is a specialist programme for adults aged 21 and over who lack the required level 3 science-based qualifications. The Certificate is a partnership between the medical schools of the University of Cambridge, Anglia Ruskin University and the University of East Anglia. Its primary objective is to attract mature students drawn from diverse communities across the East of England.

4.14   Since 2019, ICE has led the delivery of levy-funded apprenticeships at Cambridge. Initially, the offer focused on postgraduate level in order to support greater access to the professions

for students in fields such as architecture. With similar ambitions, ICE will expand into fields including museum curatorship in 2023.

4.15   ICE also plan to offer level 4 and level 5 apprenticeships in 2023 / 2024 in fields relevant to the local knowledge economy in order to create a wider range of access pathways to the technology-led economies of Cambridge.

4.16   ICE plans to engage with the Higher Technical Qualification agenda during its current strategic period, which runs to July 2025.

Upscaling Evaluation

5.1   Over the last few years, our evaluation work has developed across the collegiate University through the creation of an evaluation-focused Community of Practice.

5.2   As part of this, we have developed a 'Six Step Evaluation Process Flow', which systematically guides practitioners through the key considerations in developing their evaluation plans. This robust and consistent approach has provided a framework to continue embedding evaluation more fully across the collegiate University.

5.3   Our next steps will be to increase internal resource for dedicated evaluation of student participation and success initiatives; explore ways we can involve external evaluators and publish our output; and work more closely with the wider sector, including the centre for Transforming Access and Sector Outcomes (TASO), to share good practice.

Provider fee information 2021-22

Provider name: University of Cambridge
Provider UKPRN: 10007788

Summary of 2021-22 course fees

*course type not listed by the provider as available to new entrants in 2021-22. This means that any such course delivered to new entrants in 2021-22 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2021-22 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree		Fee applies to continuing students only	£9,000
First degree		Fee applies to entrants/all students	£9,250
Foundation degree	*		*
Foundation year/Year 0	*		*
HNC/HND	*		*
CertHE/DipHE	*		*
Postgraduate ITT		Fee applies to entrants/all students	£9,250
Accelerated degree	*		*
Sandwich year	*		*
Erasmus and overseas study years		Fee applies to entrants/all students	£1,385
Other	*		*

Table 1b - Sub-contractual full-time course fee levels for 2021-22 students

Sub-contractual full-time course type:	Additional information:	Cohort:	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 1c - Part-time course fee levels for 2021-22 students

Part-time course type:	Additional information:	Cohort:	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 1d - Sub-contractual part-time course fee levels for 2021-22 students

Sub-contractual part-time course type:	Additional information:	Cohort:	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	*		*

Access and participation plan
Fee information 2020-21

Provider name: University of Cambridge

Provider UKPRN: 10007788

Summary of 2020-21 entrant course fees

*Course type not listed by the provider as available to new entrants in 2020-21. This means that any such course delivered to new entrants in 2020-21 would be subject to fees capped at the basic fee amount.

Inflationary statement:

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

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

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT		£9,250
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years		£1,385
Other	*	*

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

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

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

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

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

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Cambridge

Provider UKPRN: 10007788

Investment summary

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

Note about the data:
The figures in Table 4a relate to all expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education. The figures in Table 4b only relate to the expenditure on activities and measures that support the ambitions set out in an access and participation plan, where they relate to access to higher education which is funded by higher fee income. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£3,650,000.00	£3,675,000.00	£3,700,000.00	£3,700,000.00	£3,700,000.00
Access (pre-16)	£1,273,850.00	£1,282,575.00	£1,291,300.00	£1,291,300.00	£1,291,300.00
Access (post-16)	£2,193,650.00	£2,208,675.00	£2,223,700.00	£2,223,700.00	£2,223,700.00
Access (adults and the community)	£182,500.00	£183,750.00	£185,000.00	£185,000.00	£185,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£6,484,276.00	£6,484,276.00	£6,484,276.00	£6,484,276.00	£6,484,276.00
Research and evaluation (£)	£250,000.00	£255,000.00	£260,100.00	£265,302.00	£270,608.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£32,451,480.00	£32,570,255.00	£32,649,005.00	£32,649,005.00	£32,649,005.00
Access investment	11.2%	11.3%	11.3%	11.3%	11.3%
Financial support	20.0%	19.9%	19.9%	19.9%	19.9%
Research and evaluation	0.8%	0.8%	0.8%	0.8%	0.8%
Total investment (as %HFI)	32.0%	32.0%	32.0%	32.0%	32.0%

Targets and investment plan
2020-21 to 2024-25

Provider name: University of Cambridge

Provider UKPRN: 10007788

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To increase the proportion of students from UK state-sector schools and colleges	PTA_1	Other	Proportion of students from UK state-sector schools and colleges	No	HESA T1a - State School (Young, full-time, first degree entrants)	2017-18	63.4%	64.2	64.6	66.1%	67.6%	69.1%	
To increase the proportion of students from POLAR4 Q1	PTA_2	Low Participation Neighbourhood (LPN)	Proportion of students from POLAR 4 Q1	No	Other data source	2017-18	4.1%	4.8%	5.2%	5.7%	6.5%	7.0%	This target will be measured using home postcode data provided to the University at point of application
To increase the proportion of students from POLAR4 Q1 and Q2	PTA_3	Low Participation Neighbourhood (LPN)	Proportion of students from POLAR 4 Q1 and Q2	No	Other data source	2017-18	11.1%	12.7	13.3%	14.2%	15.7%	16.6%	This target will be measured using home postcode data provided to the University at point of application
To reduce the ratio between students in POLAR4 Q5:Q1	PTA_4	Low Participation Neighbourhood (LPN)	Ratio of students in POLAR4 Q5:Q1	No	Other data source	2017-18	14.1:1	11.2:1	10.2:1	9.0:1	7.5:1	6.7:1	This target will be measured using home postcode data provided to the University at point of application
To increase the proportion of students from regional IMD Q1 and Q2	PTA_5	Socio-economic	Proportion of students from regional IMD Q1 and Q2	No	Other data source	2017-18	15.5%	17.2%	17.7%	18.4%	20.5%	21.2%	This target will be measured using home postcode data provided to the University at point of application
	PTA_6												
	PTA_7												
	PTA_8												
	PTA_9												
	PTA_10												
	PTA_11												
	PTA_12												
	PTA_13												
	PTA_14												
	PTA_15												
	PTA_16												
	PTA_17												
	PTA_18												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To eliminate the unexplained attainment gap between white and black students	PTS_1	Ethnicity	Eliminate the unexplained gap	No	Other data source	2019-20	17.4		6.8	5.3	3.9	2.5	
To eliminate the unexplained attainment gap between students with a declared mental health disability and those without a declared disability	PTS_2	Disabled	Eliminate the unexplained gap	No	Other data source	2019-20	3.8		2.3	1.5	0.8	0.0	
To eliminate the unexplained non-continuation gap between students with a declared mental health disability and those without a declared disability	PTS_3	Disabled	Eliminate the unexplained gap	No	Other data source	2019-20	1.0		0.5	0.5	0.0	0.0	
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												
	PTS_9												
	PTS_10												
	PTS_11												
	PTS_12												
	PTS_13												
	PTS_14												
	PTS_15												
	PTS_16												
	PTS_17												
	PTS_18												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
	PTP_1												
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												
	PTP_9												
	PTP_10												
	PTP_11												
	PTP_12												
	PTP_13												
	PTP_14												
	PTP_15												
	PTP_16												
	PTP_17												
	PTP_18												