

Keele University Access and participation plan: 2020-2021 to 2024-25

Introduction

This Access and Participation Plan (APP) articulates our ongoing commitment to improving equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. We welcome the move by the Office for Students (OfS) towards a five-year planning process, which has enabled us to take a more strategic overview of our performance and priorities. We also welcome the OfS publication of the Access and Participation Dataset, which has provided a key source of institutional data and sector benchmarking to enable a thorough assessment of our performance. We have sought to make maximal use of the dataset in the time available from its publication to the deadline for APP submission, and we will make further use of it as a part of our wider approach to research, analysis and evaluation over the five years of our APP. We have developed our plan on the basis of the detailed guidance provided by the OfS, including regulatory notices and advice, events and webinars, and telephone surgeries. Our plan incorporates contributions from colleagues across our university community. This has included review and feedback from our institutional governing body; engagement throughout the process from our Students' Unions and student representatives; extensive input from the University leadership team, and discussions at all levels of our educational governance structure.

The structure of our plan, adhering to the OfS template, is as follows:

1. **Assessment of our performance** – drawing on OfS and internal data on student access, success and progression for target student groups, and identifying trends and key issues we need to address.
2. **Strategic aims and objectives** – our aims, objectives and targets relating to student access and participation, including key areas for focus based on our assessment of performance.
3. **Strategic measures** – our intended strategy and key interventions for achieving our stated aims and objectives, including our approach to student consultation and engagement, and our approach to evaluation. Supporting information on targets and investment is provided in the appendix.
4. **Provision of information to students** - the ways in which we will ensure that applicants and students have the right information, advice and guidance to inform their decision making.

1. Assessment of performance

Our assessment of performance is based on analysis of the OfS Access & Participation dataset, alongside continuing analysis of other key internal and external data sources available to us, including qualitative feedback from our students. We have identified many areas where further investigation would be merited, and we will undertake further data collection and analysis as one of our five-year APP priorities, described in further detail in later sections of this plan.

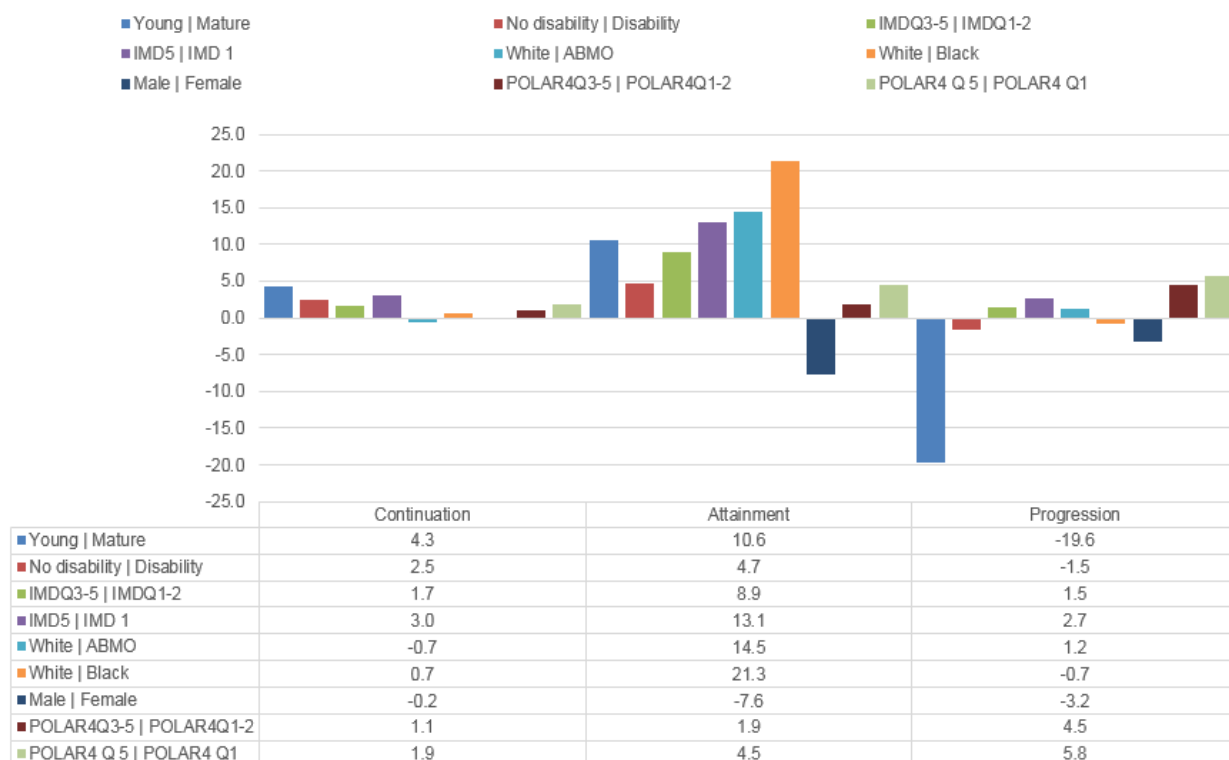
In developing our APP, we considered the most recent 5 years of data available in each case (described as Year 1 – Year 5 in the tables, with year 5 being the most recent year). We looked at average (mean) performance, trends over time and our performance in the most recent year. For each aspect of access, success and progression, the most recent year of data reviewed when developing the APP was 2017-18, but each obviously relates to different cohorts of students, as follows:

- Access – new entrants beginning their courses in 2017-18
- Non-continuation – 2016-17 entrants and their continuation into 2017-18)
- Attainment – students graduating in 2017-18
- Progression – students graduating in 2016-17, who completed the Destination of Leavers (DLHE) survey in 2017-18.

Figure 1a below summarises our overall performance in terms of 'gaps' in continuation, attainment and progression for key student groups. The chart is based on all full time, UK-domiciled undergraduates, and shows the average gaps over five years leading up to 2017-18. Overall, **the most significant gaps for Keele to address relate to student 'good degree' attainment** (i.e., the achievement of 1st and 2:1 degrees), and this is therefore the primary focus of our five-year Access and Participation Plan. IMD (Index of Multiple Deprivation) data is presented in figure 1a as we considered this in our analysis. However, we consider POLAR4 data to be valid and useful in the Keele context and therefore we rely primarily on POLAR4 data in our subsequent analysis, rather than IMD data.

Figure 1a: Summary of Keele ‘Gaps’ – continuation, attainment and progression up to 2017-18

Keele Gaps (Continuation, Attainment, Progression)

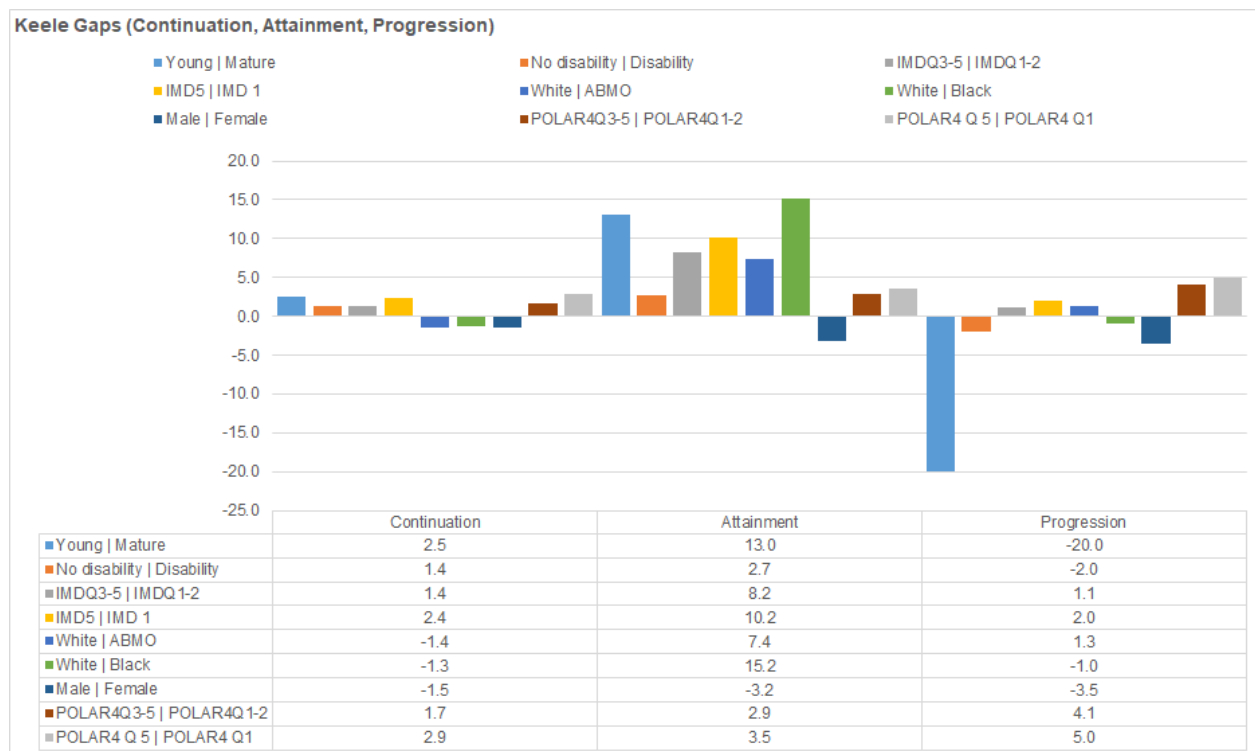


When developing variations to our 2023-24 APP, we reflected on our Access and Participation performance, informed by data published by the OfS (most recently in March 2022) and analysis of our own internal data. We have used the detailed data provided to institutions via the OfS portal to review performance at subject level. In addition, we have reviewed more recent internal student enrolment and retention data which is not yet included in the published Access and Participation data. We have also reviewed internal data for students not captured by the published data (care leavers, estranged students).

From this we have concluded that our existing priorities for action and targets remain broadly appropriate. However, we have identified a small number of specific areas where focused work will be undertaken to address specific priority areas within those targets. These include activities that aim to address the black/white attainment gap (noting that whilst the BAME awarding gap has reduced, the remaining gap relates almost entirely to black students) and activities that support progression for students with a mental health condition. Our approach to addressing these targets is outlined in this document.

Figure 1b provides an updated summary of performance informing submission of variations to the 2023-24 APP

Figure 1b: Summary of Keele ‘Gaps’ – continuation, attainment and progression up to 2021-22



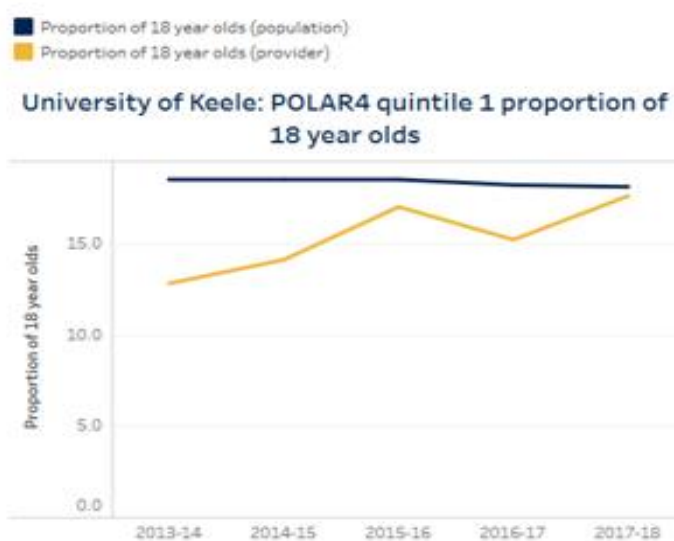
The remainder of this section provides detailed data underpinning submission of the original APP.

1.1 Higher education participation, household income, or socioeconomic status

1.1.1 Access

We are proud of our progress in relation to access to Keele for students from lower participation backgrounds. **Over the five years leading up to 2017-18, the proportion of 18-year-old entrants at Keele from POLAR 1 Q1 increased from 12.9% to 17.7%.** Our proportion of Q1 entrants shows little difference with the proportion in the wider 18-year-old population, as indicated in the graph below.

Figure 2: OfS APP dataset, Keele POLAR4 quintile 1 proportion of 18-year-olds



The table below provides further detail of the proportion of 18-year-old entrants to Keele by POLAR4 quintile, compared with the proportion from the wider UK population. This shows broad alignment but with a small difference for Q5 (26.4% Keele, 23.2% UK population).

Figure 3: OfS APP dataset, 18-year-old entrants by POLAR4 quintile, Keele vs population

POLAR4 quintile	Proportion of 18-year-olds with this characteristic (%)				
	Year 1	Year 2	Year 3	Year 4	Year 5
POLAR4 Q1 - Keele	12.9	14.3	17.4	15.1	17.7
POLAR4 Q2 – Population	18.5	18.5	18.5	18.2	18.1
POLAR4 Q2 - Keele	15	16.1	18.4	18.1	17.3
POLAR4 Q2 - Population	19.2	19.1	19.1	19	18.8
POLAR4 Q3 – Keele	21.8	18.4	17.7	20.6	20.1
POLAR4 Q3 – Population	19.7	19.7	19.7	19.7	19.7
POLAR4 Q4 – Keele	23.3	23.9	21.8	19.8	19
POLAR4 Q4 – Population	20	19.9	19.8	19.9	20
POLAR4 Q5 – Keele	27	27.3	24.7	26.4	26
POLAR4 Q5 – Population	22.7	22.8	22.8	23.2	23.3

31% of our home undergraduate student body are now in receipt of financial support due to low household income (below £25k). According to OfS data, this 31% figure places us 27th out of 122 English HE providers in terms of our proportion of students from low-income households.¹

The OfS Key Performance Measure 1 (KPM1) indicates a significant gap in participation between the most and least represented groups. Whilst this gap is not currently an issue for Keele, we are determined to sustain the progress already made. **We will therefore continue to prioritise access for students from lower participation and lower income backgrounds.**

1.1.2 Success: Non-continuation

The OfS Key Performance Measure 3 (KPM3) indicates a current gap at national level of 4.4% between the most and least represented groups (POLAR4 Q5 vs Q1). For Keele, the gap is not statistically significant, at 1.9% (POLAR4 Q5 vs Q1), and 1.1%) when looking at Q3-5 vs Q1-2. However, given subsequent gaps emerging around student attainment for this group, we will still monitor our data closely. We will also monitor whether students from lower participation backgrounds are more likely to continue without progressing to the next year of study (i.e., due to taking a leave of absence or repeating a year).

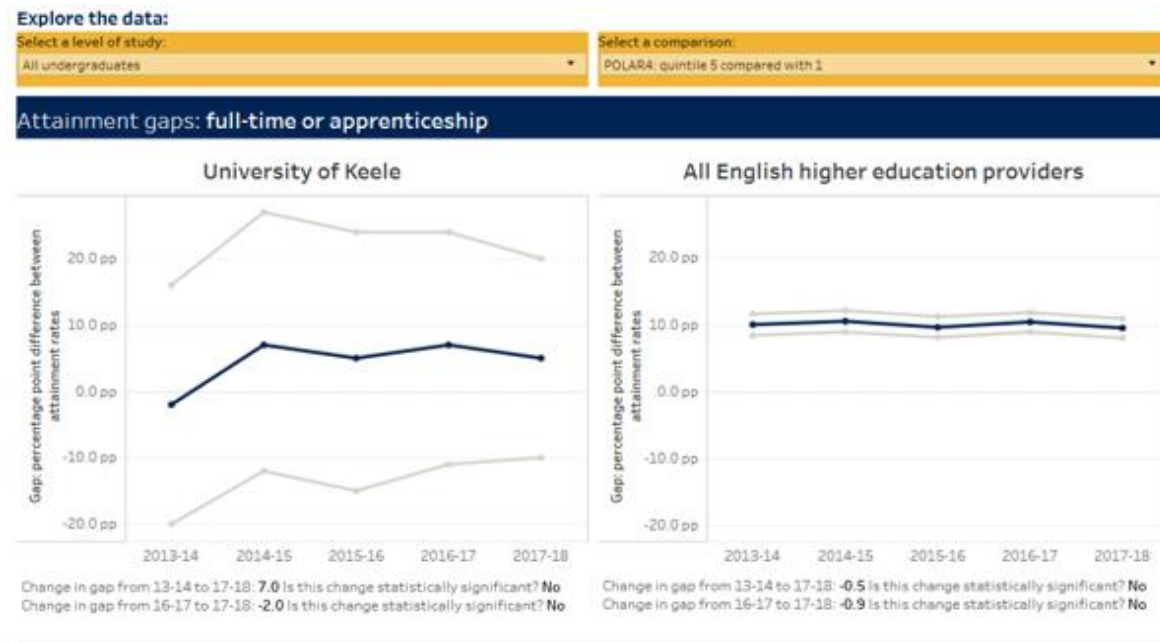
1.1.3 Success: Attainment

The gap at Keele between the most and least represented groups (POLAR4 Q5 vs Q1) has averaged 4.5% over 5 years. When looking at the gap between Q3-5 vs Q1-2, it is significantly lower at 1.9%. The Q5 vs Q1 data is not statistically significant in a single year, but has been 5% or more for the last 4 years, as indicated in the graph below.

Subject-level analysis indicates that an attainment gap for this student group exists in the majority of our academic schools. Our analysis of IMD data also reinforces a significant attainment gap, standing at 8.9% for IMDQ3-5 vs IMD1-2, and even higher at 13.1% for IMD Q5 vs Q1. **The attainment gap for students from lower participation and lower income backgrounds is therefore seen as a priority for Keele to address.**

¹ OFFA/HEFCE Access Agreement monitoring 2016-17, summary data tables at <https://www.officeforstudents.org.uk/publications/monitoring-outcomes-offa-access-agreements-and-hefce-funding-for-widening-access-for-students-from-disadvantaged-backgrounds-improving-retention-and-improving-provision-for-disabled-students-for-2016-17/>

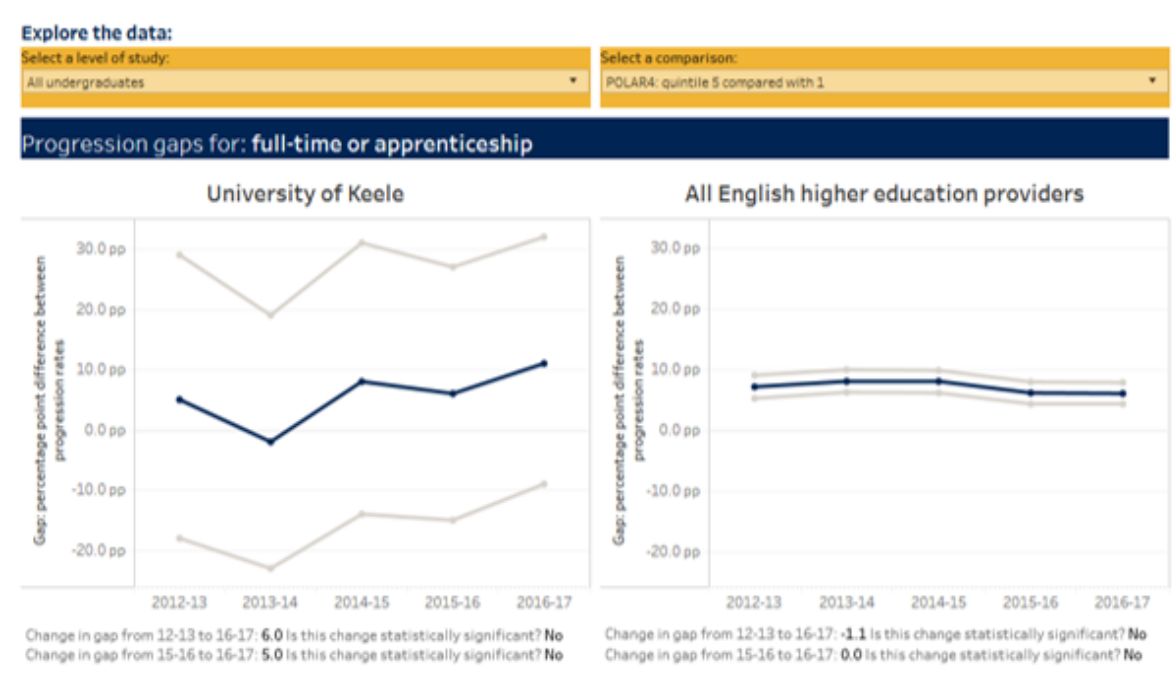
Figure 4: OfS APP dataset, POLAR4 Q5 vs Q1 attainment gap, Keele compared to sector



1.1.4 Progression to employment or further study

Our analysis of progression data indicates an average gap of 5.8% over five years between students from the most and least represented groups (POLAR4 Q5 vs Q1). The gap between POLAR4 Q3-5 and Q1-2 is 4.5%. The OfS graph below indicates the nature of the trend, showing an increasing gap over the last three years and a gap of 11% in the most recent year (2016-17), significantly above that for the sector. **The progression gap for students from lower participation and lower income backgrounds is therefore seen as a priority for Keele to address.**

Figure 5: OfS APP dashboard, POLAR4 Q5 vs Q1 progression gap, Keele compared to sector



1.2 Black, Asian and minority ethnic students

1.2.1 Access

Recent recruitment of BAME (ABMO) students at Keele has been strong. We need to sustain our progress but there are no current access gaps we need to address. The table below shows that in the most recent year, for each minority ethnic group, the proportion at Keele is larger than the UK population (18-year-olds).

Figure 6: 18-year-old entrants by ethnic group, Keele vs population

Ethnic group	Proportion of 18-year-olds with this characteristic (%)				
	Year 1	Year 2	Year 3	Year 4	Year 5
Asian – Keele	10.4	11.4	13	19.1	18.4
Asian – Population	8.2	8.2	8.2	8.2	8.2
Black – Keele	4.3	4.6	5.9	7.4	6.3
Black – Population	3.6	3.6	3.6	3.6	3.6
Mixed - Keele	2.8	2.5	3.5	4.5	4.2
Mixed – Population	3.2	3.2	3.2	3.2	3.2
Other – Keele	0.6	0.7	0.7	0.9	1.1
Other – Population	1.1	1.1	1.1	1.1	1.1
White – Keele	81.8	80.8	76.9	68	70
White – Population	84	84	84	84	84

1.2.2 Success: Non-continuation

Our data for BAME non-continuation shows a positive average gap of less than 1% over five years. However, internal data regarding students who continue without progressing to their next level of study (i.e., due to taking a leave of absence or repeating a year) shows that, over the last five years, BAME students are 4-5 percentage points more likely to continue without progressing to the next level of study. We will therefore monitor our data carefully, given the subsequent gap in BAME attainment.

1.2.3 Success: Attainment

The BAME attainment gap is the most significant priority for Keele to address. The attainment gap for BAME students at Keele has averaged 14.5% over five years, making this the largest negative gap for a target student group across all our APP indicators. The size of the gap varies considerably by subject. The trend data shown in the graph below indicates the institutional gap has closed significantly in the most recent year, and currently stands below the total gap for the sector.

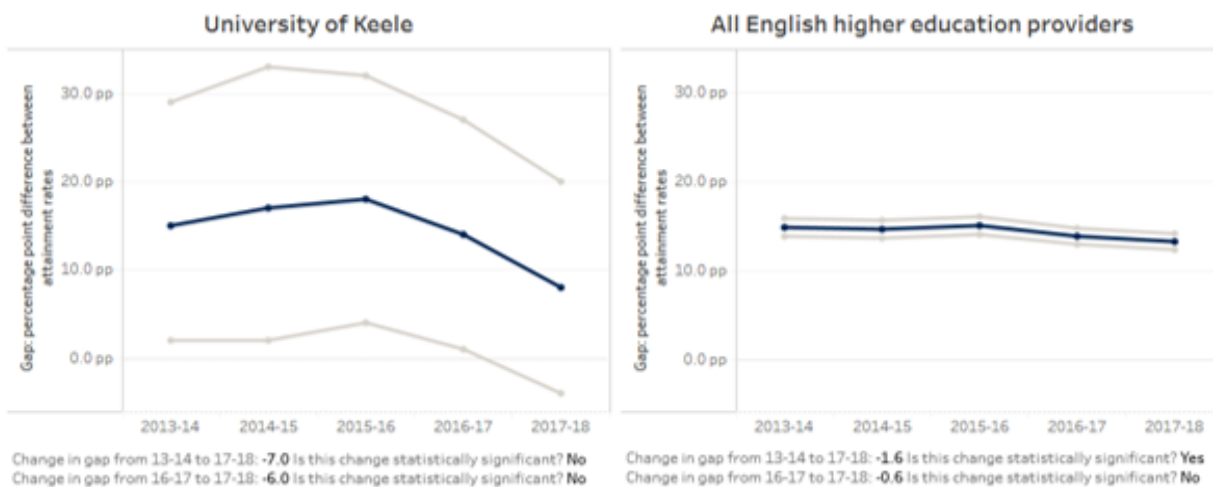
The OfS Key Performance Measure 4 (strategic priority) shows that at national level there is a gap between White and Black students of 23.1%. At Keele it is 14.3% in the most recent year and does show a downward trend, although it has been as high as 28% three years ago and has averaged 21.3% over five years.

Figure 7: OfS APP dashboard, BAME attainment gap, Keele compared to sector

Explore the data:

Select a level of study: All undergraduates
 Select a comparison: Ethnicity: white compared with all ethnicities except white

Attainment gaps: full-time or apprenticeship



1.2.4 Progression to employment or further study

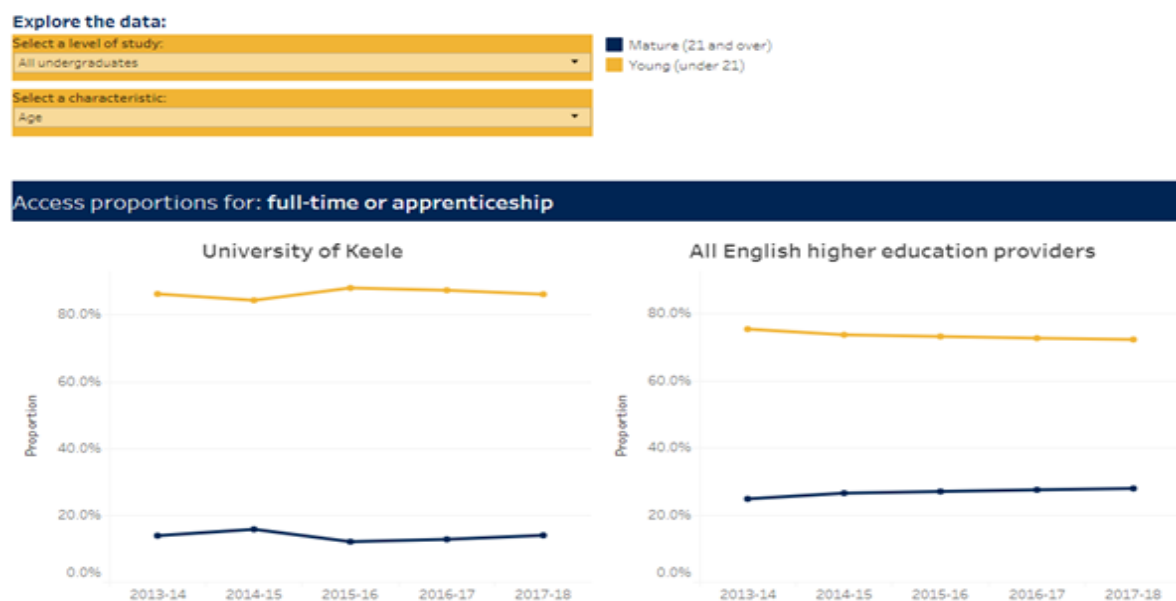
The progression gap between White and BAME students is small at Keele, averaging only 1.2% over five years. However, we recognise from subject level analysis that the institutional gap is reduced due to high graduate-level employment in the Faculty of Medicine and Health Sciences, where approximately 30% of our BAME students are based. In other parts of the University there is a larger gap. This is not seen as a priority issue for Keele to address, but we will monitor both institutional and subject-level data closely.

1.2.31.3 Mature students

1.3.1 Access

As indicated in the graph below from the OfS APP data set, the number of full-time mature students at Keele shows an overall increasing trend over the last 5 years, with 320 students in total in 2017-18. This constitutes 13.9% of our total UK full-time undergraduate student body.

Figure 8: OfS APP dashboard, Access proportions by age, Keele compared to sector



The OfS APP data set shows a sector proportion of 28% mature entrants. The latest HESA Performance Indicators dataset, which features a smaller number of HE providers more akin to Keele, shows a sector proportion of 23% mature entrants, and a median level of 20%. Within the peer group of twelve comparable

universities used for internal benchmarking purposes at Keele, the mean percentage of mature entrants is 12%, and thus at 13.9% Keele currently falls above this level. Our subject level analysis indicates that mature student numbers are unevenly distributed across the University, being concentrated in a relatively small number of primarily vocational subjects. We are cautious about our ability to increase mature student recruitment in some subject areas, but nonetheless we are ambitious further to diversify our student intake. **Mature student recruitment is therefore a priority for Keele to address.**

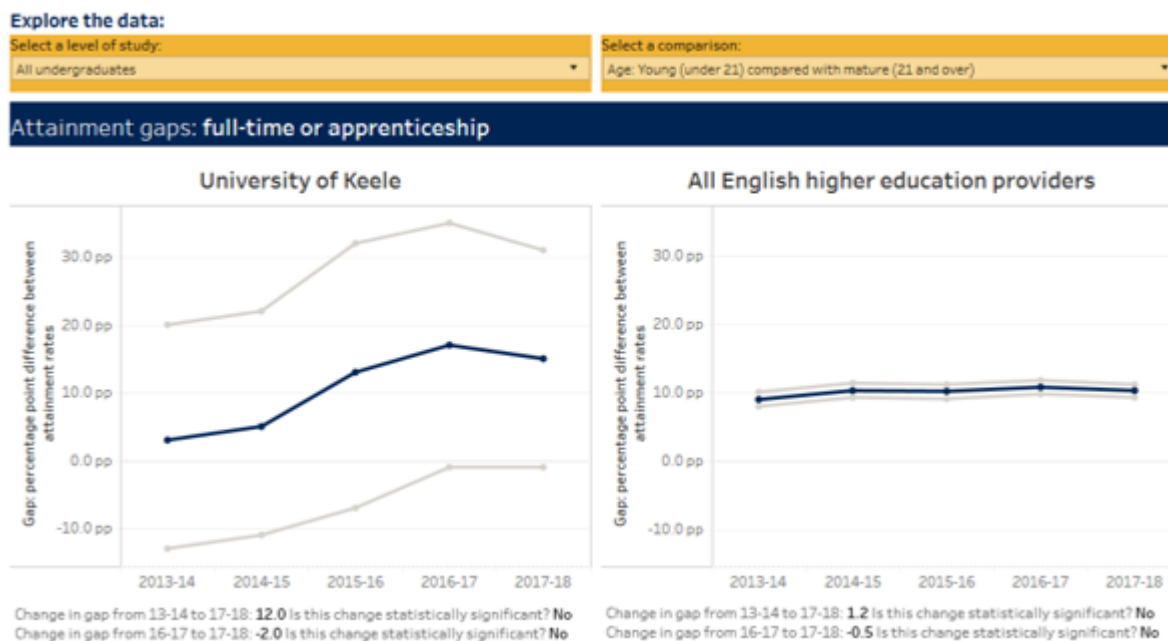
1.3.2 Success: Non-continuation

Non-continuation rates by age represent the largest gap for any of our target groups. The non-continuation gap for mature students (compared to young students) averages 4.3% over the past five years. The OfS APP data set indicates that Keele is trending at or slightly below the overall gap for the sector. Subject level analysis indicates significant variations in non-continuation for mature students by subject, with no gaps at all in subject areas with a large cohort of mature students (for example, in nursing, midwifery, medicine and social work). **The institutional non-continuation gap for mature students is therefore a priority for Keele to address,** with particular attention needed in specific subject areas.

1.3.3 Success: Attainment

Our attainment gap for mature students has averaged 10.6% over the last five years. As shown in the graph below, this gap is increasing over time and currently higher than the sector average.

Figure 9: OfS APP dashboard, Mature student attainment gap, Keele compared to sector



Again, as with the continuation data split by age, our subject level analysis indicates that in areas where there is a substantial community of mature students, such as nursing and midwifery, there is no attainment gap. **The institutional attainment gap for mature students is a priority for Keele to address,** with particular attention needed in specific subject areas.

1.3.4 Progression to employment or further study

Our analysis indicates that mature students have significantly better outcomes than young students, with a positive gap averaging 19.6% over five years. The predominance of mature students in vocational subjects where graduate level employment rates are very high, such as in medicine and nursing, is the substantive reason for this positive gap. We will monitor this data closely at subject level but at present this is not a priority area for us to address.

1.4 Disabled students

1.4.1 Access

Again, access for disabled students is another area where we are proud of progress already made. In the most recent year, Keele has a higher percentage of disabled entrants than the sector overall, at 15.7% compared to 14.6%. Looking at the disaggregation of disabled students by category, the proportion of students by category at Keele is similar to the sector overall. Further detail is given in the table below.

Figure 10: UK undergraduate entrants by disability category, Keele vs sector

Disability sub-category	Keele/Sector (%)	Year 1	Year 2	Year 3	Year 4	Year 5
Cognitive And Learning	Keele	6.6	6.3	6.1	6	5.5
	<i>Sector</i>	<i>6.2</i>	<i>6</i>	<i>5.9</i>	<i>5.7</i>	<i>5.5</i>
Mental Health	Keele	1.2	1.5	2	3.3	2.9
	<i>Sector</i>	<i>1.4</i>	<i>1.8</i>	<i>2.3</i>	<i>2.9</i>	<i>3.5</i>
Multiple Impairments	Keele	2.2	1.7	2.5	1.9	3.1
	<i>Sector</i>	<i>1.8</i>	<i>2</i>	<i>1.9</i>	<i>2.1</i>	<i>2.3</i>
Sensory Medical And Physical	Keele	3.1	2.2	3	2.5	3.4
	<i>Sector</i>	<i>1.9</i>	<i>2</i>	<i>2.1</i>	<i>2.2</i>	<i>2.3</i>
Social And Communication	Keele	0.7	0.6	0.9	1.2	0.8
	<i>Sector</i>	<i>0.4</i>	<i>0.5</i>	<i>0.7</i>	<i>0.7</i>	<i>0.8</i>

1.4.2 Success: Non-continuation

Our data indicates that there is a continuation gap for disabled students but overall, this is relatively small, averaging 2.5% over five years and with a declining trend. When we disaggregate our data by disability type, the current gap for students with a mental health condition is more significant (6.4% gap), albeit the numbers are small and the trend inconsistent. However, if we aggregate the data over 5 years there is a statistically significant difference: over 5 years at Keele, the continuation rate for non-disabled students is 93%, and for students declaring a mental health disability it is 85.1%. We also know from our analysis that disabled students are more likely than non-disabled students to continue without progressing to the next level of study (i.e., due to taking a leave of absence or having to repeat a year of study). **The continuation gap for disabled students, and particularly for students with a mental health condition, is therefore a priority for Keele to address.**

1.4.3 Success: Attainment

Our attainment gap between students with no disability and students with a disability averages 4.7% over five years. This is higher than the current sector level gap of 2.8%, as identified by the OfS in Key Performance Measure 5 (KPM5). **The attainment gap for disabled students is therefore seen as a priority for Keele to address.** The disaggregated data by disability type does not indicate an attainment gap for students with a mental health condition alone. Students with a cognitive and learning condition (6.4%) and students with multiple impairments (6.1%) show the highest gap over five years. The gap in the most recent year for students with multiple impairments is 15.8%, which is statistically significant.

1.4.4 Progression to employment or further study

Our progression rates for disabled students are very good, and we are proud of progress here in an area where we have run a number of specific initiatives. Our data indicates that disabled students have better outcomes than non-disabled students, with a positive gap averaging 1.5% over five years. Whilst we will monitor progression data closely, this is not a current issue for us to address.

1.5 Care leavers

1.5.1 Access, Success and Progression

The table below shows the numbers of new and continuing care leavers at Keele over the past five years.

Figure 11: Care leavers at Keele: New and continuing students

Year	New students only	New and continuing students
2014-15	12	32
2015-16	18	40
2016-17	12	41
2017-18	19	45
2018-19	21	54

1% of new full-time UK undergraduate entrants in 2017-18 at Keele were care leavers. Whilst numbers remain small, we have made steady progress in increasing the number of care leavers at Keele over the last five years, with a 75% increase in new entrants between 2014-15 and 2018-19.

We know that care leaver access to further and higher education is a critical issue within our locality. For local authorities with available data, Stoke-on-Trent local authority has the second highest proportion in England of care leavers ages 19, 20 and 21 (57%, with the highest proportion being 58% from a total range of 18-58%) not in education, employment or training (NEET).² For Staffordshire local authority, the equivalent proportion is 39%. The same statistics indicate that only 4% of care leavers from Stoke-on-Trent aged 19, 20 and 21, and 6% of those from Staffordshire, have progressed to higher education.

Over the past five years there has been an average gap in non-continuation of 7% between care leavers and the wider Keele UK undergraduate population, and a gap of 20.7% in attainment. However, the non-continuation gap is not statistically significant, and utilising internal data for 2017-18, there is no continuation gap between care leavers and non-care-leavers. This shifting trend in part reflects the small number of students in this cohort, but the data certainly suggests the need for close attention, and the attainment gap is statistically significant. **The attainment gap for care leavers is therefore seen as a particular priority for Keele to address**, alongside attention to other aspects of the student journey for this group. We intend to undertake further collection and analysis of internal data and explore opportunities for peer benchmarking.

1.6 Intersections of disadvantage

We have explored the OfS Access & Participation dataset across several different intersections, focussing primarily on attainment as this area includes our largest gaps. Given that numbers are often small, we have mainly looked at these gaps averaged over a 5-year period.

1.6.1 Ethnicity and gender

Analysis by gender shows a general attainment gap between male and female students of 8% averaged over five years, in favour of female students. The scale of this gap varies by ethnicity. Looking at the intersection of ethnicity and gender, the attainment gap between male and female BAME students is greater than that that for White students, as shown in the table below (5-year average).

Figure 12: Intersections between ethnicity and gender – attainment gap

Group	Gap
BAME Male compared to Female	-12%
White Male compared to Female	-7%

² Table LAF2a: Care leavers no aged 19, 20 and 21 by activity, by local authority, Year ending 31 March 2018, <https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2017-to-2018>

1.6.2 Ethnicity and POLAR4

Looking at the intersection of ethnicity and POLAR4, the attainment gap between BAME Q5 and Q1 students is very small; the gap is larger for White Q5 and Q1 students (5-year average):

Figure 13: Intersections between ethnicity and POLAR4 – attainment gap

Group	Gap
BAME POLAR4 Q5 compared to Q1	1%
White POLAR4 Q5 compared to Q1	7%

1.6.3 Ethnicity and age

Looking at the intersection of ethnicity and age, the attainment gap between BAME young and mature students is very large; the gap is smaller for White young and mature students (5-year average). Mature students constitute 10% of the BAME population and 12% of the White population.

Figure 14: Intersections between ethnicity and age – attainment gap

Group	Gap
BAME young compared to mature	22%
White young compared to mature	9%

Given these data, we will ensure that we pay particular attention to the experiences of BAME male and mature students as part of our wider action planning around the BAME attainment gap.

1.6.4 Disability and gender

Looking at the intersection of disability and gender, the gap between male and female students without a disability (-12%) is greater than for disabled students (-7%) although the difference is relatively small (5-year average):

Figure 15: Intersections between disability and gender – attainment gap

Group	Gap
No Disability Male compared to Female	-12%
Disability Male compared to Female	-7%

1.6.5 Other characteristics – sexual orientation

We have also considered attainment data in relation to other student characteristics. Across the last 5 years of attainment data, 71% have not provided data on sexual orientation so conclusions here are relatively tentative. From the available data, 2% of students classified themselves as gay or bisexual. For this group, the proportion of good degrees is 80%, compared to 82% for the remaining student population, so this does indicate an attainment gap. We will therefore work with our student body to improve the quality of available quantitative and qualitative data, so that we can better understand and support student needs.

1.6.6 Other characteristics – off-campus students

The table below shows the proportion of students who live off campus (i.e., local and commuter students, and other students who choose not to stay in university-owned accommodation) by student group, for new entrants only and for all students.

Figure 16: Characteristics of off-campus students

Student group	Off-campus - new entrants (%)	Difference (% points)	Off-campus - all students (%)	Difference (% points)
BAME	46.4	+1.6% BAME vs White	70.4	+3.5% BAME vs White
White	44.8		74.0	
Female	46.7	+3.2% Female vs Male	73.3	+1.3% Female vs Male
Male	43.5		72.1	
Disability	40.1	-6.3% Disability vs No disability	67.0	-7.1% Disability vs No disability
No disability	46.4		74.0	
Mature	75.3	+35.2% Mature vs Young	87.5	+17.3% Mature vs Young
Young	40.1		70.2	
POLAR4 Q1	58.8	+25.3% Q1 vs Q5	78.2	+8.7% Q1 vs Q5
POLAR4 Q5	33.6		69.5	

The fact that BAME, POLAR4 Q1 and mature students are all more likely to live off-campus in their first and subsequent years of study are considered to be important factors in addressing subsequent gaps in student attainment. This is therefore a characteristic that forms an important factor in our planned strategic interventions, described in subsequent sections below.

1.7 Other groups who experience barriers in higher education

In analysing our evidence base and preparing this Access and Participation Plan, we have also considered the following additional underrepresented groups:

- **Children from military families** – this is not an area where we have historically collected any data. However, we are now planning to collect these data on registration for new and continuing students from 2019-20, as part of our wider approach to equality and diversity monitoring. This will enable us to report on this group in the future.
- **Asylum seekers and forced migrants** – we welcome applications from asylum seekers and those from a forced migrant background, but our intake numbers remain very small, and our main evidence base at present is direct feedback and testimonials from individual students. Keele established the Article 26 Sanctuary Scholarship programme in 2014, offering full tuition fee waivers alongside dedicated information, guidance and support. We have more than doubled the number of applications for this scholarship in the five years since it was established. We will continue to collect data on the progress of this cohort and collaborate with sector networks to explore the potential for peer benchmarking data, in order to report further on this cohort in the future.
- **Estranged students** - this is another key group for which we already provide targeted support. Since committing to the Stand Alone pledge³ in 2016-17 we made significant steps in developing our data, support and processes for this cohort. We will continue to collect data on this cohort with the aim of embedding reporting on attainment and progression in the future.

³ <http://www.thestandalonepledge.org.uk/>

2. Strategic aims and objectives

2.1 Target groups

As well as delivering strategic initiatives that support access, participation and success for our entire student community, **we aim to focus our attention on gaps in access, success and progression for a number of target groups**, informed by our assessment of performance and the national performance measures set by the Office for Students. These are summarised in the table below.

Figure 17: Target groups by lifecycle stage

Target Group	Lifecycle Stage/s where gaps need to be addressed
Students from low participation backgrounds (POLAR4)	Success (attainment), Progression
Black, Asian and Minority Ethnic (BAME/ABMO) students	Success (attainment)
Mature students	Access, Success (non-continuation <u>and</u> attainment)
Disabled students	Success (non-continuation <u>and</u> attainment)
Care leavers	Access, Success and Progression

In addition to these priority groups, **we also aim to develop and enhance specialist support** for the following student groups, considering all aspects of the student journey but particularly student success:

- Estranged students
- Asylum seekers and forced refugees
- Children from military families
- Students with a mental health condition
- Black students

Finally, we also **aim to sustain progress already made** in respect of our access activities, where we are particularly proud of our progress in diversifying our intake in recent years to increase the numbers and percentage of POLAR1 lower quintile, disabled and BAME students. We believe that this aim, whilst focussed on sustainability rather than closing any current gap, is nonetheless an ambitious one as it will require us to develop a strategy for sustaining key NCOP post the cessation of funding in 2021.

2.2 Aims and objectives

Our aims, objectives, targets and key interventions for each of the target groups noted above are summarised in the table below. For each area where there is a significant gap to address, there is an associated target in our supporting Targets and Investment Plan (see Appendix - reference numbers in table below refer to this). Further information on planned interventions is described in section 3.1.2 below.

Figure 18: Aims, objectives and key interventions by target group

Student Group	Lifecycle stage	Long-term aims (by 2030-31)	5-year objectives (to 2024-25)	Key interventions
Students from lower participation backgrounds (POLAR4)	Access	Sustain progress in recruiting students from POLAR4 Q1 and Q2	Proportion of 18-year-old entrants from Q1 & Q2 in line with wider population	Sustained outreach programme beyond NCOP/Uni Connect Work with schools and colleges to support student attainment
	Success PTS_1	Eliminate attainment gap between POLAR4 Q1 and Q5	Reduce attainment gap to 2% or less	Student welfare and co-curricular initiatives Curriculum and pedagogic developments Engagement Monitoring project
	Progression PTP_1	Eliminate gap in progression to employment/further study between POLAR4 Q1 and Q5	Reduce progression gap to <4%	Keele Connector Programme Expanded student placements programme Keele Connect mentoring platform
BAME students	Success PTS_2	Eliminate attainment gap between white and BAME students	Reduce attainment gap to 6% or less	Race Equality Charter project/action plan 'Decolonising the curriculum' project BAME student voice activities including 'BAME Caucus' Targeted research and evaluation activities
Mature students	Access PTA_1	Increase proportion of mature entrants to >18%	Increase proportion of mature entrants to >16%	Diversification of portfolio Targeted recruitment and outreach activities
	Success PTS_3 PTS_4	Eliminate gaps in non-continuation and attainment between mature and young students	Reduce non-continuation gap to 2% or less Reduce attainment gap to 6% or less	Review of provision for off-campus and commuter students Access and Success Fund Dedicated contact and improved support and guidance
Disabled students	Success PTS_5 PTS_6	Eliminate gaps in non-continuation and attainment between disabled and non-disabled students	Reduce non-continuation gap to 4% or less Reduce attainment gap to 0% or less	Curriculum and pedagogic review, including rollout of content capture Regional mental health programme Review of specialist services Access and Success Fund
Care leavers	All stages PTS_7	Eliminate attainment gap between care leavers and non-care-leavers	Reduce attainment gap to 8% or less	Care Leavers Covenant and targeted bursary support Dedicated contact and improved support and guidance Access and Success Fund

Estranged students Asylum seekers Military children	All stages	Success and progression in line with wider Keele population	No gaps in success or progression compared to wider Keele population	Targeted bursary support and Sanctuary Scholarships Dedicated contact and improved support and guidance Access and Success Fund for Estranged Students and Students with refugee status
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3. Strategic Measures

3.1 Whole provider strategic approach

3.1.1 Overview and alignment with other strategies

Our Access and Participation Plan is directly informed by the University's institutional strategy, "**Our Future**", approved by our governing body in May 2019⁴. This reaffirms our mission **to make a difference in society by providing innovative, high-quality education for students from all backgrounds**. Key aims within our strategy that are particularly relevant to our Access and Participation Plan include:

- Delivering a broad-based, innovative education that enables our students to see the world differently, and to stand out in their determination to make a positive difference when they leave university.
- Providing an exceptional student experience that celebrates the diversity of our students' backgrounds and experiences, informed by a vibrant and inclusive student voice.
- Valuing and celebrating the rights, responsibilities, dignity, health and wellbeing of individuals through a living commitment to equality, diversity and inclusion.
- Fostering a diverse, vibrant, tolerant and supportive university community that will enhance the experience of all who live and work at and with Keele.

As we review and update our current Education strategy for 2023 onwards, one of the fundamental aims of our mission is the delivery of **success for all**. We believe that all our students deserve to fulfil their potential and reach the best possible outcomes. Whilst degree outcome and employment aren't the only measures that define a successful graduate, we recognise that they are fundamentally important to our students and their families. We will continue to use high-quality information to support individual success, and to monitor the achievement of cohorts and particular groups, intervening with specific support if required.

Linked to our vision for Education, we have developed a set of strategic priorities relating to **Employability, Employer Engagement, Enterprise and Global Opportunities**:

- **Employability**: Ensuring that our students and graduates develop the necessary work-related skills and personal attributes and experiences, including international, that will allow them to compete successfully in the graduate labour market.
- **Employer Engagement**: Working with employers to find mutual benefits and getting employers both interested and involved in university activities.
- **Enterprise**: Developing students and graduates who seek to achieve goals and respond flexibly to challenges; creating and implementing new ideas and new ways of doing things whether through employment, self-employment or entrepreneurship.
- **Global Opportunities**: Encouraging students to expand their worldview and develop cross-cultural awareness and international mindedness by enhancing their understanding of different cultures, perspectives, and views

Through our existing governance structures, we set strategy and monitor progress against our ambitions. In relation to oversight of our performance in our key education metrics, University Education Committee, chaired by the Pro Vice-Chancellor Education has overall responsibility for oversight of the delivery of strategy, and this is enabled through the work of a number of sub-committees, including the Access and Participation Strategy Group (APSG), the Teaching Excellence and Student Outcomes Committee (TEXSO) and the Student Access and Achievement Sub-Committee (SAASC).

In delivering our strategies, we are accustomed to adopting a theory of change or logic model approach, complementing our aims and objectives with associated interventions, risks and dependencies, timescales and KPIs that allow us to monitor delivery and demonstrate impact. The University's **People Strategy**⁵ and associated sub-strategies for **Equality, Diversity and Inclusion**⁶ and **Health and Wellbeing** build further on the above University aims and set out specific objectives and programmes of work. Objectives particularly relevant to our APP include:

- Evidence equality, diversity and inclusion as underpinning principles across all University processes, operations and decisions, and ensure ongoing best practice.

⁴ <https://www.keele.ac.uk/discover/strategicplanandmission/>

⁵ <https://www.keele.ac.uk/policyzone/data/peoplestrategy/>

⁶ <https://www.keele.ac.uk/equalitydiversity/equalityanddiversitystrategy/>

- Create a safe, supportive and inclusive environment and organisational culture that embraces the health, wellbeing and sustainability of our community and gives people the confidence and ability to achieve their full potential.
- Develop a rolling programme of health and wellbeing activities for all staff and students, harnessing the support of wider University services and community health and support providers.
- Develop and enhance communication, partnership and engagement practices across all groups as a basis for managing and influencing change and enhancing information/understanding of the University's purpose and ambitions.
- Review cultural practices across key groups, and develop measures to understand, harness and develop these as part of a rolling programme of activities linked to institutional messaging and leadership development.
- Adopt the Race Equality Charter as a framework for improving the representation, progression and success of minority ethnic staff and students.

In accordance with guidance provided by OfS we have submitted a series of variations to this plan from 2023-24 onwards. These variations have been informed by data on performance, provided by OfS in March 2022. The variations: (1) highlight the work we are undertaking and planning to undertake in partnership with schools to raise pre-16 attainment; (2) outline strategic measures we have put in place to support students from underrepresented groups in access and participation on high quality courses and achieving good graduate outcomes; (3) outline work underway to develop diverse pathways into the university through expansion of flexible Level 4 and 5 courses and degree apprenticeships.

3.1.2 Strategic measures

Our planned strategic measures are summarised below. They comprise a mixture of initiatives that will deliver benefits to all students, as part of our wider education strategy of success for all, and initiatives targeted at specific student groups.

a) Access, outreach and supporting pre-16 attainment

We have achieved great success in recent years with recruiting students from underrepresented groups onto undergraduate courses at Keele. In order to build on and sustain this success, we will continue to work collaboratively with other institutions within and beyond our Uni Connect network. We will also build on work undertaken to date, working in partnership with schools, to help raise the pre-16 attainment of young people from underrepresented groups across England. The principal streams of activity we will sustain and develop are informed by our assessment of performance and the key issues within our region across schools and colleges, as well as with underrepresented groups.

- **Engagement with schools and colleges at both primary and secondary level.** Building on our current portfolio of school and college activity, we will increase the work we do schools and colleges that have a particularly high proportion of students underrepresented in higher education. We will further develop our strategy for meaningful partnerships with schools and colleges across our region, to ensure we are working together to glean insight and to effectively plan impactful interventions to raise attainment. We will ensure that an open dialogue takes place with schools and colleges to address their needs, whether this be in specific subject areas or in revision / study skills to achieve higher in assessment. We will offer schools and colleges a range of activity that we will robustly evaluate to continually adapt and improve our approach to supporting local students.
- **Subject-specific outreach activities** will continue to form a key part of our offering to support young people in their attainment at school or college. We will evaluate and enhance our current subject-specific offer and ensure that we focus on areas that link to the school or college curriculum to support students with specific knowledge that they can apply to their current courses. Focusing on skill development in English, Maths and Sciences, we will seek to address key barriers to attainment at pre-16 level with a focus on equipping young people with the skills needed to succeed in a variety of academic environments.
- **Partnerships.** We will work with a number of third sector partners experienced in the delivery of activity specifically linked to attainment raising. Focusing on key challenges within the region, we will engage in research-informed projects with local young people, ensuring that a robust evaluation piece is attached to these interventions. We will also partner with other higher education providers to provide students with more access to resources to support their attainment in school, drawing on a range of expertise across the sector. For example, we will work with the

English Excellence Partnership in Stoke-on-Trent to develop poetry analysis skills amongst young people to help equip them with the skills to perform highly in their assessments.

- **Working with the college sector.** Building on Keele's existing strong networks with local further education and sixth form colleges, we will bring together leaders across the post-16 education sector to ensure that we are aware of issues prevalent at post-16 level across our local providers. Working in partnership, we will then be able to work to address specific skill gaps within pre-16 settings to increase attainment and preparedness for study at aged 16 and 18. Keele will lead strategic discussions focusing on admissions policy and curriculum design, allowing for issues and feedback to be identified prior to student entry and ensure that Keele is positioning its support and offer in a manner that reflects the needs of our local community. Keele also has senior representation on the Board of Trustees of a local Multi-Academy Trust, which includes one primary, two secondaries and a sixth form college.
- **Planning to sustain and embed the work of Higher Horizons.** We are extremely proud of being the lead institution of the sector leading, Uni Connect, Higher Horizons. Strategic outreach collaboration will be a key priority of our work, ensuring that students from underrepresented backgrounds have access to the information, advice and guidance they need to make informed choices about their futures. The Keele team will continue to strengthen our relationships with strategic outreach delivery staff to support the delivery of exam readiness sessions amongst pre-16 audiences.
- **Teacher training.** We have two SCITT (School Centred Initial Teacher Training) partnerships, with Keele and North Staffordshire Teacher Education, which forms part of the Shaw Education Trust, and with the Ormiston and Keele SCITT, which forms part of the Ormiston Academies Trust. These partnerships have deepened recently, with senior university representation sitting on both strategic boards, and with plans to include the SCITTs in workstreams associated with the Access and Participation Strategy. Through our SCITTs we have access to more than 100 primary and secondary schools in the Stoke on Trent and Staffordshire area and broadening beyond this into Cheshire, Derbyshire, Birmingham and the Black Country. In partnership with both SCITTs, but with particularly strong leadership in Keele and North Staffordshire Teacher Education (KNSTE), Keele is involved in the development of a Level 5 Teacher Associate apprenticeship, a UK first, which is receiving dedicated support from the DfE (Department for Education) and paves the way for a more coherent approach to teacher training within universities. From September 2024, trainee teachers without university qualifications and from underrepresented groups will be enabled to participate in Higher Education. A consultation with potential employer schools is currently being undertaken to assess the scale of demand in our networks and beyond.
- **Ensuring effective evaluation and an evidence-informed approach.** We are reviewing and will further develop our evaluation framework for access activities, building on existing approaches including the use of East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP) tracking across activity with students from backgrounds underrepresented in higher education. We will ensure a joined-up, whole University approach across central teams, faculties and academic schools.

Our work with underrepresented groups will be delivered in schools and colleges, but specific interventions will also take place for these target groups outside of their school or college setting.

- **Improving opportunities and access for Care Leavers.** This group continues to be an area of focus for us. Keele is a signatory of the Care Leaver Covenant, demonstrating our commitment to providing care experienced young people with the information they need to make choices for their futures. We are already active within the West Midlands Care Leavers Network, and the National Network for the Education of Care Leavers, and we will continue to build on these links in order to capture and develop best practice. We also have a strong relationship with the Staffordshire Virtual School, seeking to actively promote opportunities to students with experience of the care system.
- **Improving opportunities and access for mature learners.** We are developing more attractive modes of delivery for this cohort including Higher Apprenticeships, HE short courses, distance learning and online delivery. Our apprenticeships incorporate experiential entry criteria and pathways through level 5 to advanced standing at level 6; enabling progression for those who may not meet the level 3

criteria for degree programmes at the outset. Learners who started on our Nursing Associate programme are progressing to Registered Nurse status through a designed shortened route. Further development of flexible progression pathways will enable more mature learners to engage over the five years of our Access and Participation Plan. We will also be increasing our outreach activity with these groups including more on-campus taster events and increased presence in local colleges offering access to HE routes

- **Improving opportunities and access for children from military families.** In 2018, along with several partner universities who have been working together for over 10 years, we joined the Service Childrens' Progression alliance (SCiP) in becoming a regional hub. The SCiP alliance works nationally to improve the outcomes of young people from military families. We have also signed up to the Armed Forces Covenant to ensure visible leadership and commitment.

b) Education, curricula and academic support

As noted above, the principle of '**success for all**' is a fundamental pillar of our approach to delivery of our Education Strategy. The focus of our Access and Participation plan is to support students from underrepresented groups to access, participate and succeed in high quality courses. Key elements of our strategy and implementation plan that are particularly relevant are as follows:

- Developing the **Keele portfolio**. We have embarked on an ambitious multi-year programme to review and develop our undergraduate portfolio. We anticipate that this will enhance our ability to recruit and support mature learners and **facilitate development of more diverse pathways into the university**. This programme includes the strategic development of an **expanded portfolio of apprenticeships, with five new programmes launching in 2022-3 and a further four planned for 2023-24**. Our apprenticeships are designed and delivered in partnership with employers, to provide the highest quality employment-based education. Our portfolio development work in apprenticeships is demand-led, aligned to the current and future needs of employers and modelled to support flexibility and remove barriers. Examples include attendance patterns that support those with caring responsibilities and entry criteria which support the advancement of underrepresented groups, for example, developing mathematics skills in year one of our Data Scientist apprenticeships has enabled progression and success for learners without level 3 technical qualifications. Our new portfolio developments include programmes at levels 5, 6 and 7 supporting new career entrants and those upskilling in the workplace. Our growth of apprenticeships is aligned to funding awarded through the OfS Higher education short course trial: Challenge Competition, to develop high quality flexible opportunities at levels 4 to 6. with progression into undergraduate or postgraduate study. A toolkit supports learners with the transferrable skills to succeed. We intend to develop further short-term flexible opportunities to reduce barriers to HE participation, aligned to professions and the external education and training environment to maximise progression. A strategic governance group has been established to oversee the development and delivery of our flexible provision, linking with the regional technical offer at levels 3-5 and creating pathways for learners on these routes.
- Our expanded offer also increases opportunities for undergraduate students across all programmes to develop their skills through a fourth year of study, by taking an enhanced **Foundation Year (FY)** programme to support their transition from secondary to higher education; by enhancing their progression prospects through an Integrated Masters Programme, or through study abroad opportunities and other experiential/ work-based learning opportunities. The FY Blended Delivery programme, to be launched in 2023, will support **mature students** to access degrees offered at Keele. This programme is predominantly aimed at students who have been out of education for several years. They may be career changers and/or enhancers, first to university or returning to education. The access to a level 3 and above qualification can increase opportunities of students who have not previously studied academic subjects post 16. We know from data and feedback from our current students that mature students tend to be challenged by timetabling constraints which create tensions with other commitments. The flexibility offered by this programme empowers the student and places them in control of when and how they study.
- **Launch of a new Institute of Technology (IoT) for Staffordshire and Stoke-on-Trent:** Keele is the university partner in a consortium, led by Newcastle and Stafford Colleges Group (NSCG) to establish the new Institute of Technology, approved by the Department for Education in 2021. This £13m development will bring together industry, education and research to jointly design and develop education and training opportunities aligned to the skills needed by employers, the local, regional and national economy, and Government priorities for technical education.

- Developing **Keele's distinctive curriculum and pedagogy**. We are immensely proud of our approach to teaching, learning and assessment and sector-leading student experience, which in the last TEF (Teaching Excellence Framework) exercise contributed to our gold ranking. Supported by our **Keele Institute for Innovation and Teaching Excellence (KIITE)** we have in place a new process for programme design and review which ensures the embedding and regular review of our curriculum framework and expectations. At the core is our **university-wide approach to inclusive teaching and assessment**. Working with our Student Services & Success team we embed health and wellbeing into our curricula and as one of the actions emerging from our Race Equality Charter Action Plan (see below) we actively engage with decolonising the curriculum with progress on school plans being regularly reviewed.
- **Enhanced programme performance review**: building on our existing process for annual programme review and in the light of the UUK's Framework for Programme Reviews, published in 2022, we have revised our approach to ensure a more robust, data-informed process from programme-level to focussed (risk-based) review and school planning processes. The response to data through action planning and evaluation is overseen by the University Education Committee and includes specific focus on our APP target groups.
- **Reviewing our approach to pedagogic and academic support**. A core element of our investment in supporting success for students from all backgrounds is access to timely, effective and consistent academic advice. We have reformed our approach to personal tutoring and student engagement as an APP priority through a range of linked projects, including the use of a dashboard to ensure timely and targeted interventions for students who are at risk of disengaging.
- **Enhancing our approach to supporting student transition in and through higher education**: We are introducing an enhanced programme of induction and reinduction to support new and returning students throughout the first semester with a clear focus on interventions to support target APP groups.
- **Supporting digital skills development and addressing digital poverty**: We have launched a series of initiatives to support our students in developing digital skills and addressing digital poverty. These include increasing access to loan laptops and 4G dongles, development of a digital capabilities tool that will enable students to look at all aspects of their digital life, reflect and monitor their progress over time. This personalised approach gives us the route to ensure that every student is digitally enabled. Through work with local partners and through the university's new Digital Society Institute, we are working to ensure greater access to skills and connectivity within more deprived local areas.

c) **Success: Student welfare and Students' Unions' support**

Key activities and interventions within this area include:

- **Building further on our existing provision of high-quality student services and playing a sector-leading role in the development of best practice in student support**. Our services already include a dedicated contact for all target student groups, specialist services for disability and dyslexia support, counselling and mental health support, alongside student financial support. In 2021-22 we introduced a new student experience and support team, based in faculties, to enhance our provision of support more locally to students. We have invested in a student assistance programme, working alongside Health Assured to enable all students to have access to a 24-hour, confidential helpline and digital resources on a variety of issues including childcare support, financial issues, bereavement to name a few. The service also allows students to access online counselling and CBT sessions if needed. We have a well-developed student induction programme, alongside a pre-induction programme, including tailored events for target groups, and a programme of awareness-raising campaigns aimed at target groups such as Carers Week, the Estranged Student Solidarity Campaign and Refugee Week. We have an out of hours service to ensure vulnerable students are supported outside normal working hours; and are continuing with our Rent Guarantor Scheme to support vulnerable students unable to secure private rented accommodation. In addition to targeted peer mentoring, we offer a Counselling Peer Support scheme. We review our approach to data collection across our services to ensure that we target our provision appropriately.
- **Reviewing and refreshing our university-wide Health and Wellbeing Strategy**. Led by the Pro Vice-Chancellor for Health and Wellbeing, Keele launched its Health and Wellbeing strategy in January 2020. The strategy includes 5 key themes and associated action plans. These themes include People and Communities; Positive Environment; Curriculum and Learning; Policies and Practice; and Cultures and Behaviours. Priority actions include: developing a toolkit for curriculum design that embeds wellbeing within a pedagogical framework; reviewing induction practices to ensure that health

and wellbeing, including this strategy, is incorporated; establishing a system of local wellbeing champions and networks, to promote health and wellbeing initiatives and developments and to ensure that we are able to adopt a genuinely whole-university approach; and embed the Joint Approach to Student Substance Misuse and adopt the Substance Misuse Tiered Model to provide a comprehensive framework through which to tackle drugs and the harms they cause. Since developing the strategy many of the interventions have now been implemented and the Healthy University Group will review and refresh the strategy to ensure there is a focus on student mental health and wellbeing, incorporating the best practice highlighted in the UUK Step Change Framework.

- **Working in partnership with our Students' Unions to provide outstanding welfare and pastoral support and co-curricular activities to our students.** Building on the partnership agreement signed between the University and our two Students' Unions, we will work collaboratively on projects to improve the student experience, with a focus on improving support for vulnerable student groups. We have introduced a new Residence Life team to enhance provision of support for all our students, including off-campus and commuter students. The new team's function is to ensure that we provide a safe and secure campus, building on community cohesion and the sense of belonging for all student groups. We will support the Keele Students' Union in sustaining and developing the ASK (Advice and Support at Keele) independent advice service and the Students' Union Volunteering Programme, which provides quality volunteer opportunities for students in partnership with local community organisations. We will also sustain and develop existing shared initiatives, such as the Keele Communities Together annual events programme. Our collective aims are to reduce student isolation and support the creation of more inclusive communities, which in turn will support increased student retention.
- **Working with key partners at local, regional and national level to develop good practice and provide specialist student support.** In addition to the University's internal student support services, we will deepen our relationships with a range of cognate partner organisations and charities. These include networks and initiatives to improve understanding of specialist support requirements and to share best practice and advice, such as Universities of Sanctuary (previously Article 26), and the Staffordshire and Stoke Suicide Prevention Partnership. They also include charities and organisations that we refer students to for specialist support, such as Stand Alone (supporting estranged students), the Refugee Education UK, Become (supporting young people in care and promoting access to HE), Savana (support for victims of sexual violence), ARCH (domestic abuse support), Stop Hate UK, and many others.
- **Developing our data and systems to ensure effective monitoring of student engagement, and to support early intervention where students are struggling.** We have invested in new attendance and engagement monitoring systems and a learner dashboard, which bring together multiple data sources and allow us to recognise and intervene where students are struggling to engage. We will also provide students with linked resources for managing their own wellbeing and ensure they are directed to the appropriate support.
- **Leading and delivering an ambitious programme of regional activity centred on student mental health, with a particular focus on student transitions into, through and beyond higher education.** We successfully bid for and completed an Office for Students funded project (awarded in 2019) which championed an integrated 'whole community' approach to mental health and wellbeing for students studying in FE and HE across North Staffordshire, working with regional partners including Staffordshire University, colleges, local authorities, police and NHS providers. Our goal was to remove barriers, improve support and services, and ultimately enable student success. We are embedding the outcomes of the project into our services, including a new referral and discharge process for students using both University and NHS services. Following completion of the project we will be using the UUK Step-Change Framework to assess our progress in the area of student mental health and to make further improvements. **Reviewing and enhancing our specialist services for students with disabilities.** We are in the process of reviewing our structure and resourcing for disability support to ensure that it takes full account of recent changes to DSA (Disabled Students Allowance) funding, increase in student numbers declaring a disability and to improve the quality and consistency of support across our student community. In line with this, we are reviewing our disability liaison officer (DLO) role across the university ensuring consistency and parity for all students. We have built on multiple areas of good practice, such as our Connect@Keele welcome and orientation programme for students with Autism Spectrum Disorder (ASD) and mental health difficulties, our provision of work experience opportunities for ASD students (as part of the wider Keele Connector programme - see section f) on progression, below); and our Mental Health Service providing specialist support for

students with both diagnosed and undiagnosed mental health issues. We aim to ensure a more joined-up approach across a range of different professional services, and further to enhance linkages between central professional teams and disability contacts in individual academic schools.

d) Success: targeted support for BAME students

We are proud of achieving a Race Equality Charter Bronze Award by Advance HE, recognising the University's commitment to tackling race equality in the Keele Community and in higher education more broadly. Our work to secure this award provides a strong exemplar of our whole-University approach to strategic development and delivery. Key approaches over the past two academic years have included:

- “Strategic conversation” workshops with stakeholders across the Keele community to review evidence, collect feedback, foster new ideas and evaluate potential interventions.
- The identification of a ‘champion’ from the senior team to co-sponsor the initiative, alongside a member of academic staff from the BAME community.
- The creation of a Steering Group with multiple stakeholders, including student representatives, reporting into the University Executive Committee (UEC) and to the University Council.
- Staff and student engagement through a university-wide survey and focus groups on specific topics, subsequently leading to an ongoing student ‘BAME Caucus’ and a BAME Staff Network.
- The creation of two sub-groups focussed on staff and student action planning respectively, informed by detailed analysis of available data.
- A detailed narrative submission, staff and student action plan, and specific KPIs and targets developed for submission to Advance HE in February 2019, with the award confirmed in May 2019.

We have developed and are implementing a detailed action plan for improving the experiences of BAME students at Keele, with a particular focus on BAME student attainment as this is identified as a significant institutional gap. Building on our pledge in May 2019 to support the ‘Closing the Gap’ report issued by the National Union of Students and Universities UK we have undertaken a number of key actions including:

- **Undertaking a review of opportunities to ‘decolonise’ our curricula** by reviewing and diversifying the content of taught modules across all discipline areas. This workstream will be supported by the recently created Decolonising the Curriculum Network, a grassroots network initiated by Keele staff and students, and by incorporating the recommendations emerging from this network into our wider plans for curriculum reform.
- **Supporting further research on and evaluation of the experiences of BAME students.** In the short-term, this includes a funded research project through our Teaching Innovation Projects scheme, ‘Breaking Barriers’, which aims to develop a tool for educators to enhance UK BAME students’ in-class participation. It will also include a set of three pilot studies at module-level, to investigate assessment and teaching methods in more detail and identify specific interventions to reduce the attainment gap.
- **“A digital levelling up”, Exploring the narrowing of APP awarding gaps in relation to digital education and innovation.** During 2019-20 Keele saw a significant change in the awarding gaps across different student characteristics. When we compare July 2019 and July 2020, the BAME attainment gap (good degrees) has reduced from -11 to -3 percentage points. We have launched a project that aims to explore this further, creating an evidence base to define and describe the approaches that have supported these changes. Areas of the university that have seen the most notable changes to awarding gaps, and those with the highest proportion of APP students have been selected to be a focal point of the project, with broader, more representative sample used, for example where data indicated a significant difference to the trend of the awarding gap narrowing. This project is now reporting findings. A second phase of research is being discussed to investigate the impact of choices of assessment formats as we move beyond the pandemic.
- **Working with our Students’ Unions to create a regular student survey and campaign programme focussed on BAME students.** This will allow us to gain a deeper understanding of our students’ experiences and feedback on existing practices, and to help ensure the full participation of BAME students in university life. The survey will also provide a baseline set of data from which to measure the success of subsequent interventions
- **Delivering a programme of cultural awareness training for all student-facing staff**, focussing in particular on the experiences of BAME students. This is intended to support the further development of an inclusive culture, a greater understanding of students’ needs and improved experiences for BAME students, which in turn will support improved attainment and progression.
- **Reviewing BAME engagement with our student-facing services** in order to identify trends and opportunities for improving our provision, we monitor BAME engagement with our student-facing services. Our analysis to date indicates, for example, that BAME students are broadly as likely as

White students to seek support from our Counselling services, but significantly more likely to seek support from the Students' Union ASK student advice service. BAME students are well represented within our volunteer Student Voice Representatives system but are less likely to take up paid roles as on-campus Student Ambassadors. We will undertake further analysis and investigation in this area on an ongoing basis, with a view to identifying opportunities to improve targeting of student-facing services towards BAME students.

e) Student financial support

We will evaluate and further develop our student financial support package, informed by ongoing assessment of performance via financial evaluation and qualitative feedback from our students. The core elements of our financial support for students are as follows:

- **Launch of a support fund targeted at students who are facing barriers to access, progression and success.** Informed by an evaluation of our previous Bursary scheme, between 2021 and 2023 we have piloted a new support fund and will fully launch this in 2024-25. The aims of the fund are to mitigate financial issues which impact students accessing HE; to mitigate financial issues to accessing the 'university experience', including both academic and non-academic aspects of their experience; to provide targeted, needs-based support to students, addressing not only financial difficulties but also referrals to appropriate pastoral care; to provide financial support where a student is not in 'traditional' hardship, but still has a financial need. This scheme will allow us to personalise our offer by providing support to those who need it most and taking intersectionality into account. The fund is tailored and needs-based, allowing Keele to provide flexible financial support for students within underrepresented/target groups, and to have an interaction with the student in need to ensure that they receive the appropriate support, financial or otherwise. The scheme will be fully evaluated to assess impact and in order to support future developments of the scheme.
- **Bursaries and scholarships targeted at specific minority student groups.** We are committed to continuing with our Sanctuary Scholarships, targeted at students from asylum seeker and forced migrant backgrounds, and our Care Leavers and Estranged Students Bursary, which offers all eligible students a cash award of £1000 per year of study and £500 upon graduation. Our strategy will be to explore philanthropic opportunities for increasing the number and range of targeted bursaries and scholarships that we offer, reviewing our provision for mature learners, utilising the good practice developed from our existing schemes and ensuring regular evaluation of impact and level of offer.
- **Enhanced hardship funds** – In 2019-20 we increased the size of our hardship fund to ensure that both undergraduate and postgraduate students could benefit, seeking to ensure that no student is prohibited from continuing with their studies for financial reasons.
- **Specialist guidance and support.** Alongside our bursaries and hardship funds we will continue to offer an extensive package of financial information, advice and guidance through our Student Financial Support team.

f) Progression and employability

We are proud of our track record in relation to student progression and employability, as evidenced in our 2017 institutional TEF metrics (a double positive flag in relation to our benchmark for progression to highly skilled employment or further study). Our assessment of current performance demonstrates that progression outcomes for disabled, mature and BAME students either exceed or broadly align with that of our wider student cohort. Our focus is therefore on continuing to improve progression outcomes for all students, and to target particular support for students from lower participation backgrounds. Key streams of activity we will sustain and develop include:

- **OfS/UKRI funded Student Knowledge Exchange Reimagined Project 2020-2022.** In partnership with the University of Birmingham we have focused on removing barriers and engaging communities by re-working experiential learning into micro-internships and facilitating enterprise challenges. Approximately 70% of student participants are from under-represented groups and each is provided with wraparound support from an Experiential Learning Adviser. 200+ micro-internships have been delivered and 60+ start-up businesses created.
- **The Keele Connector Programme,** targeted at students from low participation backgrounds and other underrepresented groups. This scheme is currently at pilot stage, and we plan to develop and expand it, informed by feedback. Participating students are linked to two 'Connectors' - a Career Consultant and an alumnus. They are then supported through one-week micro-internships and

supporting workshops, including continued support for two years beyond graduation. This programme attracts practical and financial support from Santander and is part of a larger programme of activity with this organisation.

- **The Keele Careers Online digital platform.** This is already a class-leading 24/7, 365 platform enabling access to content rich career development resources and vacancy information. We will drive increased usage of this service, with our evaluation to date indicating that this will particularly benefit ‘time-poor’ commuter students, those with part-time jobs and others who risk being more isolated from campus life.
- **UpReach Social Mobility** – Some under-represented students find it difficult to engage with and transition into employment with elite corporate employers, typically professional services firms. We have partnered with upReach to deliver a programme of career development support for 20 students during their studies at Keele. Students have access to employer mentors, masterclasses, internships and other forms of experiential learning. Students are very engaged and optimising opportunities.
- **An expanded student placements programme.** Having learned much from our OfS Student Knowledge Exchange project where we delivered large numbers of virtual micro internships, looking ahead to 2022 onwards we will place greater emphasis on shorter project and consultancy-based placements, designed to deliver solutions for employers but also to reimagine placement delivery and to offer an alternative to the week-on-week block style of delivery. We intend to significantly increase the proportion of undergraduate students who have a placement opportunity during their studies. We anticipate this approach will remove barriers and engage communities, and particularly benefit students who need to work part-time, who have caring responsibilities, or others who find it difficult to commit to long-term continuous placements and require greater flexibility.
- **Subject-specific approaches and career planning advice.** Informed by our assessment of performance at subject level, we will extend targeted support to individual subject areas including the development of school and subject-focussed ‘career planning guides’, designed in collaboration with students and academic specialists.
- **A summer business start-up programme,** again targeted at students from lower participation neighbourhoods and other disadvantaged backgrounds. This programme will nurture student enterprise and skills development, supported by bursary payments for living costs and wrap-around support. This programme is supported by an “Entrepreneur in Residence” post and the Keele Students’ Union Entrepreneur society.
- **The Keele Connect mentoring platform.** We will continue to evaluate and expand this newly launched development, whereby career mentoring relationships between students and our alumni community are brokered using an online platform. The primary target for this development is again students from lower participation backgrounds and other target groups needing to develop enhanced social capital, networks and employability skills.
- **Enhanced data collection to assess educational gain via career registration data.** Core to our approach will be regular student feedback, evaluation of impact and assessment of distance travelled/educational gain by students from enrolment through to graduation. Students will be surveyed at the start of each year of study and answer questions about their state of career readiness, to establish whether they are in the ‘Plan’, ‘Decide’ or ‘Complete’ stage. These data will be triangulated with other data sources to enable targeted, evidence-based interventions.

g) Alignment with other work and funding sources

In addition to the details already provided above regarding key linked institutional strategies and networks/collaborations such as NCOP and the Outreach Hub, we would also highlight the following linkages between our APP and our priorities for research, knowledge exchange and philanthropic investment.

- Our **Research and Knowledge Exchange Strategies**⁷ are founded on our core institutional mission to make a difference in society, and stem from our recognition that effective partnerships and engagement are central to the delivery of all of our strategic aims. In the context of knowledge exchange, this includes a close partnership with the Stoke-on-Trent and Staffordshire Local Enterprise Partnership (LEP). We have an established track record of knowledge exchange in relation to teaching and the student experience, and we will build further on this in order to advance our APP priorities. Our Higher Education Innovation Fund (HEIF) funding will help to support employability, employer

⁷ <https://www.keele.ac.uk/about/strategicplanandmission/enablingstrategies/researchstrategy/>,
<https://www.keele.ac.uk/discover/strategicplanandmission>

engagement and student enterprise activities and the further development of our apprenticeships offer, working closely with the LEP. HEIF-funded projects will include an employer engagement campaign aimed at establishing partnerships between Keele and key regional and national business, which will support the development of engaged and experiential learning opportunities for students from all backgrounds. The launch of the Keele Smart Innovation Hub in Autumn 2019, a new landmark facility on the University campus, supports the further development of our business engagement strategy, which in turn will bring significant benefits for our students and the local community.

- A key priority within our Research Strategy is the development of a number of new, cross-faculty interdisciplinary research centres. These include an Institute **for Social Inclusion**, an **Institute for Sustainable Futures**, an **Institute for Global Health** and a **Digital Society Institute**. Planned activities directly relevant to the work of our APP include a research theme on tackling social inequalities, education research, research into the experiences of local school children on free school meals, and research into the educational experiences of asylum seekers and forced migrants. Within the Institute for Global Health, mental health is a key research theme. We envisage a close partnership between professional and academic staff in delivering our APP, including 'inreach' activities to bring the benefits of our research to the Keele community.
- Student access, success and progression, and also the health and wellbeing of the Keele community, are key priorities within our **institutional strategy for fundraising and advancement**. We will continue to support both University and student-led initiatives that benefit the entire student community and particular target groups. For example, our Keele Key Fund has supported projects to enhance our support for victims of sexual violence. We will continue to utilise philanthropic investment to sustain and develop our support for students from underrepresented groups, including close working with the Denise Coates Foundation Trust to improve access and remove barriers for local students from low-income backgrounds.

3.2 Student consultation

At Keele we put students at the heart of everything we do: we are absolutely committed to working in close partnership with our students. This is reflected in the way our Access & Participation Plan has been prepared, and in the way we will deliver it.

In September 2018, we signed a formal partnership agreement between the University and our two Students' Unions (the Keele Students' Union (KSU) and the Keele Postgraduate Association (KPA), underpinned by a vision "to work together in a close and productive partnership to support our students in achieving their full potential in an inclusive and cohesive community". We are hugely proud that, alongside Keele's consistently outstanding performance in the National Student Survey (NSS), the KSU has consistently been ranked in the NSS as among the best in the sector.

Our students are represented on all key groups with responsibility for delivering our Education strategic objectives. This includes representation on our Access and Participation Strategy Group and TEXSO committee. We have several active workstreams supporting our education priorities with sabbatical officer representation, and work closely through several formal and informal fora. During 2022-23, we will be undertaking a review and refresh of our Education Strategy which will be conducted in partnership with our education sabbatical officers.

- The Keele Students' Union is currently working to widen and diversify student voice through a reform to its approach to student voice. This provides an opportunity to maximise the engagement of students from all backgrounds to raise issues which directly affect them and to call for change. All of these activities directly inform our APP activity. In developing our APP, we **conducted a student feedback campaign** between our Student Services team and our Students' Union in April and May 2019, in order to seek further ideas and feedback to incorporate into our plan. We sought to explain to students what the APP was and why it was important (see poster image left). The campaign was conducted through social media, via postcards (see images below), through our online learning environment (the "KLE") and through face-to-face contact on campus. We sought ideas from our students on things that would help them to get the most out of their time at Keele, and ways in which we can help create success stories for all our students, whatever their background. Feedback was collected through a short survey, the results of this have informed the interventions within this plan and the more detailed action planning that sits behind them.

- **Student sabbatical officers from the Keele Students' Union are members of our Access and Participation Strategy Group** and our Student Access & Advancement Sub-Committee (SAASC), which oversees and informs the development of our plans for 23-24 and beyond. They have provided direct input into discussions about our approach, our data and the drafting of the plan itself and are involved in monitoring processes. We discussed the opportunity available to the Students' Union to make a separate submission to sit alongside this plan, but this opportunity was not seen as necessary given that we produced the plan collaboratively.
- When developing our APP, we held **meetings with permanent staff from the Keele Students' Union, and with other student officers**, to help us collate and interpret available data (including SU held data such as club and society participation), to ensure we were reflecting the Union's own evidence base (e.g., data such as club and society participation and usage of the Students' Union ASK independent advice service) and strategic priorities. These meetings also helped us to identify areas for future shared developments, now included elsewhere in this plan.
- We have discussed the key findings from our data, our approach to preparing our plan and potential strategic interventions with our **Student Voice Committee** (a key sub-committee of our Senate). This committee includes Student Voice Representatives from around the University, KSU and KPA sabbatical officers as well as KSU staff.
- We have engaged with specific Students' Union Officers on elements of the plan related to the areas they cover, including BAME, mature students, LGBT+, gender equality, disabled students.

We will continue this close partnership in our approach to delivering and monitoring our plan. Key aspects of this ongoing partnership will include:

- **University, KSU and KPA Partnership Group** - this group, which meets several times per year and includes the Vice-Chancellor, Academic Registrar, the Pro Vice-Chancellor Education and Director of Student Services & Success, the KSU CEO, the KPA President and other student sabbatical officers, is the cornerstone of our partnership and is tasked with bringing our shared vision and principles to life. APP monitoring and impact reporting, particularly in relation to student engagement, will form part of the annual cycle of business for this group.
- **Student Voice Representatives (SVRs)** - our SVR system is the cornerstone of our system of student representation, with student representatives at course, school and faculty level. Their role is to gather student feedback about their academic programmes and convey students' views at school-level Student Voice Committees. These views in turn feed into our institution-wide Student Voice Committee, reporting into Senate.
- **Liberation Network** - We are working with the Keele Students' Union to develop a **new KeeleSU Liberation Network**. This network is conceived as a crucial forum for bringing together representatives from minority student groups and part-time student officers, encompassing areas such as disability, BAME students, mature students and LGBT+ students. This new development is intended to enhance the student voice for specific and minority student groups. Funding has been identified for an SU Liberation Coordinator to support the work of this group, to ensure it is data informed and that structures are in place to deliver and evaluate proposed changes.
- **Our students are engaged in our governance structure at all levels**, including in those committees and groups which will be playing a key role in APP monitoring and oversight. This includes our Student Access & Advancement Sub-Committee (SAASC), Access & Participation Strategy Group (APSG), Equality, Diversity and Inclusion Oversight Group, Race Equality Charter Monitoring Group, Education Committee, Student Voice Committee and our Teaching Excellence and Student Outcomes Committee (TEXSO). We also have a specific student advisory panel around employment and employability – the Student Shape It Group. Our standard cover sheet for University committee papers includes a section on student consultation, requiring authors to outline how they have sought and utilised student feedback.
- **We make extensive use of student survey feedback**, from the National Student Survey and also internal student surveys and module evaluation forms, to help us identify what works and what needs to change. We will review our approach to internal student surveys as part of this Plan, to ensure we are in the best possible position to collect strong baseline equality data and to build up a picture of student cohorts across different surveys.
- KSU and KPA sabbatical officers, and key SU staff, are closely linked to cognate senior staff and services within the University, to ensure shared planning, monitoring and delivery.

- Finally, **KSU and KPA staff, sabbatical officers and students will be directly involved in delivering individual strategic interventions** listed in this plan, wherever relevant and appropriate.

3.3 Evaluation strategy

In considering our evaluation strategy we utilised the OfS evaluation self-assessment tool, which proved helpful in identifying our areas of strength and areas for further development. Key findings from our self-assessment (undertaken in 2017-18) are summarised in the table below.

Figure 19: Summary of evaluation self-assessment utilising OfS tool

Dimension	Scoring category	Areas of strength	Areas for improvement
Strategic context	Advanced	Discussion about evaluation embedded in approaches to governance, service delivery and student engagement. Identified skills base and expertise amongst academic and professional staff. Student Access & Advancement Sub-Committee (SAASC) established to coordinate delivery of APP activity. TEXSO introduced in September 2018. Strong APP engagement from students, senior team and governing body.	Embedding approach to evaluation across entire programme of activity. Ensuring investment in evaluation as part of wider resource deployment.
Programme design	Emerging	Programme underpinned by clear aims and objectives. Evidence-informed approach - strong focus on assessing performance.	Further detailed development of action plan, deliverables, and success measures aligned to intended outcomes.
Evaluation design	Emerging	KIITE and new institutional Planning and Analysis team established as a strong foundation for evaluation work. Established academic research strengths including Institute for Social Inclusion, as a basis for research and 'inreach' activities. Good practice developed through Higher Horizons Uni Connect network and HEFCE (Higher Education Funding Council for England) Catalyst projects.	Further development and embedding of overarching evaluation framework required, including a well and consistently applied rationale for use of narrative, empirical and causal approaches.
Evaluation implementation	Emerging	Robust data sources identified for quantitative data collection and tracking of benefit delivery. Well-established frameworks in place for ethical approvals and data sharing.	Scope for improved data-sharing protocols to support improved data sharing between partners. Further work required on data sources, particularly to ensure a robust approach to qualitative data (e.g., student surveys and other feedback).
Learning	Emerging	Evaluation approach building on sector literature. Strong culture of sharing practice through sector networks. Established approaches for sharing good practice internally - e.g., KIITE Education Conference, annual quality enhancement processes.	Scope for improved triangulation of findings from multiple data sources. A need to track and demonstrate impact across all aspects of planned work programme. Commitment to submit evaluation reports and other evidence to the new Evidence and Impact Exchange.

As part of our self-assessment, during 2017-18 we also utilised the toolkit resources development by OFFA to undertake an evaluation of our financial support. In view of our self-assessment, the key elements of our evaluation strategy are as follows:

- **Drawing on sector and regional best practice**, including the evaluation framework developed by our Higher Horizons network; the OfS Evidence and Impact Exchange; information-sharing through professional networks such as ARC (Academic Registrars Council) and AMOSSHE; utilising best practice developed from HEFCE/OfS Catalyst and Challenge Fund projects, and best practice reports from Universities UK, NUS (National Union of Students), Advance HE and other sector bodies.
- **Building on our academic research strengths** to establish a research stream supporting development of good practice and for development of our evaluation framework, overseen by TEXSO, which has representation from relevant academic experts. As part of this we will continue and develop 'inreach' activities for sharing best practice, such as the Keele Annual Education Conference and information-sharing workshops between academic and professional staff.
- **Utilising existing internal frameworks for research ethics approval and data-sharing**, as and where required. We also intend to continue to review and improve our arrangements for data-sharing with key delivery partners, including our two Students' Unions, with the university and the Keele University Students Union signing a data sharing agreement in 2019, and a data sharing agreement with the Keele Postgraduate Association currently in development.
- **Further development of our internal data landscape**, building on new investment in learner analytics, we are developing our approach to the use of data reflecting the student experience, including career-readiness data collected at registration, uptake of academic skills, global opportunities, placement and internship activity, in relation to APP target populations.
- **Increased investment in research and evaluation activities** through targeted use of our OfS student premium funding, and a new institutional "APP Success Fund" to support small research projects and pilot activities that aim to improve student continuation and attainment.
- **Ensuring a joined-up and consistent approach to evaluation across professional services, faculties and schools.** We will review and improve the alignment between access, outreach and success activities between our central, faculty and school-based teams, in order to ensure that we are maximising the value of our investment and targeting our activities towards our stated Access & Participation Plan priorities. During 2021-22, Keele moved to a single professional services structure, with aligned governance structures that facilitate collaboration and communication. During 2022 we engaged external consultancy support to support development of an APP Evaluation Framework to cover all aspects of our access & participation activities. This framework aims to embed a more strategic approach to the planning and evaluation of outreach and success projects, ensuring focus upon evaluation at the planning stage of new initiatives, effective capture of baseline data and a focus on outcomes as well as outputs.

3.4 Monitoring progress against delivery of the plan

Overarching responsibility for delivery will sit with the Academic Registrar and the Pro Vice-Chancellor Education, working with key staff within Professional Services and Schools. We are also committed to ensuring regular monitoring of our programme and individual interventions through our governance structure. This will include:

- Regular review of overall programme KPIs and an annual review of impact by our Access & Participation Strategy Group (APSG), Student Voice Committee (SVC), Education Committee, University Executive Committee (UEC) and Council;
- The monitoring of our detailed delivery plan by our Access & Participation Strategy Group (APSG), and Student Access & Advancement Sub-Committee (SAASC) reporting into APSG;
- The monitoring of specific interventions by professional teams within KIITE, Global Student Recruitment & Admissions (GSRA) and Student Services;
- Ensuring that our students are fully involved in the monitoring and delivery of our Plan, as described in section 3.2 above.

To enable detailed monitoring of progress, we will develop and maintain the following documentation to sit alongside our Access & Participation Plan as submitted to the OfS:

- An APP delivery plan which breaks down our objectives and interventions into specific actions with associated KPIs, timelines and deliverables, linked to intended outcomes.

- Regular highlight reports showing progress against APP delivery on a RAG rated basis, which will allow key committees and groups to see where insufficient progress is being made and to consider mitigating actions required.
- A risks and issues log, which will enable us to identify current and emerging issues and risks, and to consider appropriate strategies for mitigation or escalation as required.

4. Provision of information to students

Providing high-quality, timely and impartial information, advice and guidance (IAG) to our prospective and current students is of the utmost importance to us. Moreover, we recognise that it is not only our learners who need this support but also influencers such as parents, carers and school practitioners. We strive to ensure that information is transparent, informative and readily accessible at appropriate points, so that students are able to make informed, timely decisions about their entry to higher education and their choices of institution. This includes dedicated advice from our Financial Support team, as well as through other services, such as the Student Experience and Support team on our website, at applicant open days and in our interactions with schools and colleges, ensuring that teachers are fully aware of developments across our teacher and adviser activity.

Information relating to the financial support we provide is given through the Keele University website and is highlighted to prospective students during key engagement activities such as campus visits, pre-arrival events, IAG sessions in schools and colleges, direct mailing to enquirers, and within our prospectus. Detailed information is made available in hard copy and electronic format for all applicants who receive an offer of a place, taking account of CMA (Competition and Markets Authority) guidelines.

We will continue to maintain enhanced information on our website in relation to course costs. This includes the provision of information about all costs relating to a programme of study. In order to ensure that prospective students from all backgrounds are confident and well-informed about the costs of higher education and the support available, we offer a range of resources including booklets, trained 'Finance Specialist' Student Ambassadors, and talks at our open days and offer-holder days (including talks for mature learners). Sessions are also provided to learners, carers and advisers in school and college settings.

5. Appendix

The following items are appended to our published Access and Participation Plan:

- Our targets (tables 2a, 2b and 2c within our targets and investment plan)
- Our planned investment (tables 4a and 4b within our targets and investment plan)
- Our intended fees (table 4a and 4b within our fee information document)

Provider fee information 2023-24Provider name: University of Keele
Provider UKPRN: 10007767**Summary of 2023-24 course fees**

*course type not listed by the provider as available in 2023-24. This means that any such course delivered in 2023-24 would be subject to fees capped at the basic fee amount.

Table 1a - Full-time course fee levels for 2023-24 students

Full-time course type:	Additional information:	Cohort:	Course fee:
First degree	*	Fee applies to entrants/all students	£9,250
Foundation degree	*	*	*
Foundation year/Year 0	*	Fee applies to entrants/all students	£9,250
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	Fee applies to entrants/all students	£1,850
Erasmus and overseas study years	*	Fee applies to entrants/all students	£1,385
Other	*	*	*

Table 1b - Sub-contractual full-time course fee levels for 2023-24 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 2023-24 students

Part-time course type:	Additional information:	Cohort:	Course fee:
First degree	We do not offer part-time study routes for new UK undergraduate entrants. However, we do occasionally offer this route to continuing students, for example due to extenuating circumstances, or where students are required to repeat part of their previous year of study part-time. There is an expectation that such students will subsequently return to full-time study (this fee relates to students commencing study prior to 2017-18).	Fee applies to entrants/all students	£6,935

First degree	We do not offer part-time study routes for new UK undergraduate entrants. However, we do occasionally offer this route to continuing students, for example due to extenuating circumstances, or where students are required to repeat part of their previous year of study part-time. There is an expectation that such students will subsequently return to full-time study.	Fee applies to entrants/all students	£6,935
Foundation degree	*	*	*
Foundation year/Year 0	We do not offer part-time study routes for new UK undergraduate entrants. However, we do occasionally offer this route to continuing students, for example due to extenuating circumstances, or where students are required to repeat part of their previous year of study part-time. There is an expectation that such students will subsequently return to full-time study.	Fee applies to entrants/all students	£6,935
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 2023-24 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	*	*	*