



K E E L E
UNIVERSITY

Access Agreement

2012/13

Keele University
Access Agreement 2012/13

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1 Introduction

- 1.1 Keele University has a strong and established commitment to supporting Widening Participation in order to attract an increasingly diverse student body, which is recognised in the University's Strategic Plan. This agreement provides the University with an opportunity to make explicit its unwavering commitment to supporting the holistic student experience. We will continue to achieve this commitment by placing a significant emphasis upon the delivery of innovative and creative outreach and access work, by offering valuable, relevant and targeted financial support, and by committing to the continued development and delivery of effective and valued services that improve retention and encourage student success.
- 1.2 This Access Agreement pays close attention to the established, important and strong working relationships that exist across and beyond the Keele Campus and that aim to bring about real success, change and genuine opportunity for our students. The University is dedicated to working collaboratively with services across the institution as well as with partner institutions, schools and colleges and other external stakeholders. There is a significant commitment to build upon these existing relationships in order that services can be further developed to meet the needs of Keele students whilst improving the service levels expected of, and achieved by, the University.
- 1.3 This agreement explicitly focuses on the development of activity and services to support students in the following three broad areas:
- **Student Financial Support**
 - **Outreach and Access**
 - **Retention and Success**
- 1.4 Whilst we recognise the importance of focusing our attention on the delivery of activity within these highlighted areas, the University believes in delivering a seamless approach when supporting students into, through and beyond Higher Education. As such, we will highlight and expand upon existing, as well as planned, activity that is and will be delivered in partnership by colleagues working across services and at different stages of the student journey.
- 1.5 We will ensure that this access agreement, and any subsequent amendments, align with our longer term Widening Participation Strategic Assessment.

2 Fee Level

- 2.1 Keele proposes to charge a flat fee of **£9000** for all home/EU students to all new entrants in 2012-13. We estimate a student intake each year of 1675 at this fee level. This is in line with current HEFCE student number controls. We will apply annually the permitted rise set out by the Government to maintain the fee level in real terms.

3 Investment and Allocation

- 3.1 Keele University has a history of performing up to and beyond its HESA benchmarks and a strong reputation in outreach. The nature of the institution (pre-92, campus based, with full-time course dominance) means that a lower proportion of students from WP target

groups study at Keele than is the sector average. It is this analysis of the University’s position within the sector which has led to the identification of **£650 per student** additional fee income to be invested in the work outlined in this access agreement and for this funding to be split as follows;

Student Financial Support	Outreach and Access	Retention and Success
56%	22%	22%

3.2 This allocation of additional tuition fee funds will mean we will continue to improve our strong record in outreach widening participation activity whilst engaging in more targeted retention and student success work. As a package, in steady state, Keele will invest more in outreach and retention which should lead to additionality. We have taken this opportunity to strategically evaluate all outreach work delivered both under the current Keele OFFA Agreement and delivered through our relationships with Aimhigher partnerships, as well as other funding streams no longer available in the future. The matrix presented as Annex A1 is an illustration of how we have achieved this additionality and transition to a new environment.

3.3 All expenditure outlined in this agreement is considered to be OFFA countable.

4 Student Financial Support

4.1 Keele University recognises the importance of providing targeted financial support to students in situations where it adds value to their experience at university, reduces debt, supports retention and limits the concerns associated with financial insecurity such as anxiety and stress.

4.2 The following comments from our students highlight the importance of effective financial support:

“The Keele bursary allowed me to buy books and pay for transport to and from Keele, enhancing my studies and allowing me to achieve high results.”

“The bursary has allowed me the chance to attend university, as the rising costs of studying higher education was worrying when I was considering attending. The bursary has helped in part to go towards accommodation costs and books for my History course, which requires lots of reading, and allowed me to attend the Geography field trip to Barcelona this year. The bursary has also helped to encourage me to work hard and keep my results high.”

“It rid me of financial worries and helped me concentrate on my studies more, it allowed me to participate in activities I would not have been able to do before. It also reduced the strain on a single working mother of financial worries.”

- 4.3 These proposals are based on an estimated 2012 expenditure of £832,000 on fee waivers and other direct financial support for new entrants to Keele, comprising £583,000 from additional fee income and the identified provisional allocation of £249,000 in National Scholarship Programme (NSP) funding. Whilst ensuring commitments under previous OFFA statements are maintained, with a forecast budget requirement of £1.2 million.

The University has developed a financial proposal which is separated into two distinct sections

1. **National Scholarship Programme**
2. **Keele Bursaries**

1. National Scholarships

Target: Students enrolling at Keele as first year, UK, non-NHS funded undergraduate students in 2012.

Funding: National Scholarship Programme and match-funding

Estimated Cost: £498,000 **Value:** £3,000 per eligible student

Criteria: We will award a package to the value of £3,000 in each year of their undergraduate degree course to students with a gross annual household income below £25,000 who also meet at least one of the following criteria:

- Students from Keele's "A2K" Widening Participation access scheme (refer to page 6 for more details),
- Students who received the government pre-16 study bursary,
- All care leavers,
- All those in receipt of Adult Dependents Grant,
- All those in receipt of Childcare Grant,
- some students in receipt of Disabled Students' Allowances (this proposal is in development)

Proposed Allocation Process

- £2,000 fee waiver and a £1,000 cash bursary **in the first year. £3000 fee waiver in years two and three (up to a maximum of four years).**

Keele Bursary

We want to ensure that students with the lowest household incomes ineligible for the National Scholarships have access to additional financial support. We will award a £1,000 Keele Bursary to all English and Northern Irish students who have a gross annual household income below £25,000 and who are eligible to receive a maximum maintenance grant from Student Finance England in 2012. Only students who do not receive the more generous National Scholarship will be eligible for this bursary.

Estimated Cost £334,000 in 2012.

Keele Study Abroad Bursary

We will guarantee a £500 Study Abroad Bursary to all eligible students with a household income below £42,000 who receive a full or partial maintenance grant. This expenditure will begin in 2013; however, as 2012 entrants will not take up the study abroad opportunity until their 2nd year of study, we will continue to pay the Study Abroad Bursary to 2011 entrants in 2012 at a cost of £10,000.

Estimated cost: £20,000 for one year (no cost in 2012-13).

Exclusions and additional conditions:

- The financial support in this access agreement applies to new entrants to Keele in 2012 who are eligible for student financial support and student loans
- Students normally resident (ie domiciled) in Wales, Scotland and Northern Ireland will not be eligible for NSPs as required by HEFCE. These students do not currently qualify for student support under the current English Education Regulations. We propose to extend this exclusion to cover Keele bursaries and bursaries as students domiciled in these countries are subject to funding arrangements which are likely to exclude them from having to find the full tuition fee
- It is also proposed that we restrict bursaries and fee waivers to students in receipt of English student support. This excludes EU students domiciled outside England.
- Foundation year students will receive any support they qualify for the full 4 year duration of their course
- Access to these student support packages are subject to successful progression, which in the case of students who repeat years will be assessed on a case by case basis
- This agreement does not currently include those students studying teacher training courses, as at time of writing funding arrangements are still unknown, the eligibility of these students will be reviewed and included as soon as more information is known

5 Outreach and Access

- 5.1 Keele University aims to raise aspirations and awareness amongst all potential student cohorts currently under-represented in Higher Education, to enable them to make informed and effective decisions regarding their further educational and career choices. Keele University also aims to contribute to improvements in attainment at National Qualification Framework Levels 2 and 3, raising achievement so that higher level study at an HEI or higher level training provider becomes a realistic option. These objectives in relation to outreach are consistent with the direction set out in the University Widening Participation Strategic Assessment.
- 5.2 Keele has, for a number of years, delivered significant provision under Aimhigher, both in the managing of specific projects for the Stoke and Staffordshire area and also more widely through the delivery of specific in-school and campus-based activity for several more Aimhigher areas. In its strategic approach to outreach, the University has always ensured that its own outreach offer (delivered via the schools and colleges partnership scheme Keelelink) is complementary. This has included, but has not been limited to, ensuring activity that is proven to have impact can be carried across area boundaries. As part of the process of exploring outreach in a post Aimhigher environment, a full strategic analysis, as well as consultation with learners and partners, is being undertaken to prioritise activity to be retained, enhanced, adopted or developed. This may lead to some existing activity, previously offered by Aimhigher or Keelelink, being reintroduced in later access agreements as funding moves to 'steady state' with the new fee regime applying across all years. Where possible, provision outlined in this agreement is expected to be part of our 2012-13 offering and has been selected on the basis of existing impact evaluation and consultation with partners.
- 5.3 The outreach provision outlined in this agreement will be delivered via the University Schools and Colleges Partnership Programme (Keelelink). A range of schools (primary and secondary) and FE colleges are currently members, giving them access to a wide range of activities designed around a ladder of engagement. The provision in the partnership is targeted according to a needs analysis model, as outlined in the targeting section of this agreement.

Outreach into schools

- 5.4 Current undergraduate students are trained to deliver the Keelelink Ambassadors in Schools Scheme (KLASS). This programme (available since 2009) was developed in collaboration with Aimhigher and delivered by Keele on Aimhigher's behalf to Stoke and Staffordshire, but enhanced by Keele to enable wider geographical reach. Under this programme, schools can select, free of charge, the sessions that they feel are most in line with the needs of their students. They make their selection from a menu of age-specific sessions (provided for Key Stages 2 to 5) covering topics across finance, careers, courses at HE, post-16 options and general introduction to HE. Ambassadors deliver these sessions in the classroom environment. As an activity with proven success, as well as providing current students with opportunities to gain experience and develop graduate attributes, this form of in-reach to schools will be retained, with expansion and development to complement other areas of focus under this agreement including specific 'Access to the Professions' sessions and STEM related sessions. Partnership delivery between Keele and Staffordshire Universities, as was the case for the existing Aimhigher project, is currently under discussion (initial agreements

outlined in Section 8.4) and will be an important feature of the approach to provision post-2011/12.

- 5.5 Additionally we will continue to build on a culture of mentoring developed over a number years and provide opportunities for learners and university students to engage in mentoring relationships both face-to-face and via electronic and e-mentoring delivery forms.

Campus Experiences

- 5.6 We will continue to offer opportunities for learners to engage in campus-based experiences. These fall into 5 broad categories:

- cross-curriculum support
- generic aspiration raising
- subject-specific support
- Key Stage 5 master classes
- residential events.

- 5.7 Feedback and qualitative impact evaluation has indicated that this has been the most highly valued service for schools and colleges. We have traditionally offered a core events programme which has been subsidised by the Aimhigher commissioning of events or places for learners. It is intended that a core package of free campus based experiences will be offered to Keelelink partners and developed annually based on partner feedback in order to replace the previous Aimhigher provision. In particular it is noted that the Summer School programme previously delivered by Aimhigher was highly effective and a successful evidence-informed and supported intervention. We shall, therefore, offer a 3 day residential summer school for year 11 learners to continue this high impact activity. It should also be noted that there are plans for HEIs across the West Midlands to work collaboratively to offer a range of these opportunities with one source of information and point of application.

- 5.8 Keele recognises the national need for aspiration and attainment raising in STEM subjects and has a strong track record of activity delivered in this area. STEM projects continuing in 2012-13 will include a Science Mentoring programme delivered by trained undergraduate students and engagement activity based around the Keele Earth and Space Observatory which will be fully operational by 2012. The Science Learning Centre (SLC) West Midlands is also hosted at Keele University and it is intended that the SLC will play its part in widening accessing and raising aspirations through its engagement with teachers and other professionals who influence learners.

Influencing the Influencers

- 5.9 It is not only the learners who need support with Information, Advice and Guidance but influencers such as parents, carers and school practitioners too. Keele University has previously led a Stoke and Staffordshire Aimhigher Parent Ambassadors scheme which recruited parents and carers who currently have children enrolled on HE courses, but have limited personal experience of HE themselves. As a highly successfully and nationally recognised project this work will be maintained. These Ambassadors will attend events, primarily in schools and colleges, where they will interact with other parents and carers who have concerns about their children progressing to HE. They will also be engaged in campus-based activity (for example, open and visit days or arrivals days) and community-based activity.

- 5.10 Rather than focusing solely upon contact with students, certain activities have been created that involve teachers and offer them Continuing Professional Development, which supports them in providing quality IAG to learners. These include training events, the development of resources and a teacher and lecturer mentoring scheme. In 2012-13 there will be a strong focus on enhancing the subject networks and mentoring relationships between school and college staff and University specialists. In addition, the expansion of this activity to link support professionals across post-16 provision and HE will be explored and piloted.

Compact Scheme

- 5.11 In recognition of issues around fair access and transition support, the University continues to develop its successful Access to Keele (A2K) project which is open to any student from anywhere in the UK. This is a project that supports Key Stage 5 learners to make informed decisions about their educational future, supporting them in developing realistic expectations about the move from school/college to university, and also to train them in the skills necessary to make a smooth transition into Higher Education. On successful completion of the three strands (learn, develop, experience) learners receive 40 Keele tariff points, usable against an offer from Keele. Re-launched in 2010/11, its first full year of operation is expected to be 2012/13.

Access to the Professions

- 5.12 We intend to continue to offer the Access to the Professions project (previously Aimhigher Stoke and Staffordshire) that has three main streams (medicine, journalism and law). The project is aimed at KS5 learners from backgrounds currently under-represented in these fields of work and who are considered 'gifted and talented'. Participants are offered the opportunity to be mentored by current students and professionals. The programme also includes elements of work shadowing and support with university applications.

Research

- 5.13 Across all of Keele's outreach, as well as within our impact evaluation as outlined in the evaluation section of this agreement and our evaluation strategy, we wish to ensure the development of core research to support and enhance development. For example, continuation of the national work Keele has been involved in on tracking using unique learner numbers with the learner records service will be a priority, as well as other work concerning research with under-represented groups around perceptions, expectations and success across issues both pre and post entry.

6 Retention and Success

- 6.1 Keele University performs above its benchmarks with regard to the retention of full time entrants, 92.2% against a benchmark of 90.7% (2007/08 HESA). This has been influenced positively by the flexibility of our degree structure which includes a substantive and effective electives programme that will be available to all levels of students from the 2011/12 academic year. The University does however recognise the need to continue to develop services and resources that support students as they face and overcome the many challenges presented to them throughout their student experience. Keele intends to build on current work that promotes the holistic student experience and celebrates student success. This will be recognised in an increased commitment in future years to encourage Keele students to maximise their opportunities from the Distinctive Keele Curriculum in order that they gain the knowledge, skills and resources that will enhance their student

experience as well as make them stand out as excellent graduates and employable professionals.

Peer Support

6.2 An effective way of supporting students into and through Higher Education is to utilise the skills and expertise of our most important and valuable resource, our students. Keele plans to expand its portfolio of peer-assisted programmes in order that incoming students are better assisted in their academic transition, learning experience and socialisation into the University. There are a range of effective mentoring initiatives and activities being delivered across the institution which the University recognises for their positive impact upon Keele students; both the supporters and the supported. However, this is an area that the University intends to build upon in order that all students have access to the positive experience of mentoring and peer support. By co-ordinating efforts to better connect our peer assisted projects delivered across the institution the long term aspiration will be to create a university wide peer mentoring service which will support the development of programmes across all stages of the student journey with the aim of:

- raising aspirations to go to University
- aiding academic and social transition
- enhancing the learning experience
- directing students to appropriate staff members and services
- identifying students at risk
- providing opportunities for mentors (and mentees) to develop skills and enhance their employability

Learner Enhancement

6.3 The University provides learner enhancement support and services within faculties and centrally within our Student Services department. Much of this work is also embedded within pedagogy across the Institution and is explicitly referred to within the University's Learning and Teaching strategy. Examples of effective practice include specialist support and development professionals working with both staff and students within faculties. Keele recognises the importance of building upon the effective and innovative services currently delivered in order that we most effectively meet the needs of an increasingly diverse student body. The University aims to continue this commitment by increasing the resources of both central and faculty based teams with a learner enhancement function to develop creative yet relevant learning support services, develop technology that assists particular student needs and to better support colleagues across the institution in supporting and developing their students.

Supporting our Supporters

6.4 Keele recognises that one of the most influential individuals for any student is the personal tutor. Findings from the Paul Hamlyn Foundation/HEA Retention Grants Programme have identified that the contact with staff, particularly the personal tutor, in the first year of study plays an important part in students adjusting to university life. Keele is committed to developing a high class personal tutor model that plays a significant role in enhancing the student experience. This is recognised in the University's development of the Distinctive Keele Curriculum. A substantive strand of this work will focus upon the role of the personal tutor. An element for development will be a piece of research into the effectiveness of

personal tutoring at Keele and the subsequent construction of relevant support materials and training and development opportunities for the 'supporters' of our students.

Employability

- 6.5 Keele consistently performs above its HESA graduate employment benchmarks (for 2008/09 93% against a benchmark of 91.5%); however, the University sees an important area of development in the coming years being the improved preparation of our students for an increasingly challenging graduate market. As part of the Distinctive Keele Curriculum project we are developing Keele Graduate Attributes which will set out the expectations on all Keele graduates. The University will, therefore, continue to work hard to promote the value of the wider university experience and put in place measures to ensure that students are educated and trained to be successful students, graduates and professionals. As part of the Employer Engagement Strategy the University will be committing to build on the excellent work delivered by the Careers Service, employability team and staff working within faculties by investing in additional resources and expertise that will most appropriately add value, whilst developing support that can be delivered at all stages of the student journey from outreach through to preparedness for graduate employment.

Money Management

- 6.6 In recognising the challenges that will be faced by students entering Higher Education with a new financial system, Keele University is committed to better educating and supporting students with regard to issues of money management. As such, increased resources will be provided for the delivery of financial advice and education throughout the student experience.

Disability Support

- 6.7 Keele has seen significant increases in students declaring a disability and accessing support services. This has been the case for both specific learning disabilities, such as dyslexia, dyspraxia and dyscalculia, and also for students with complex physical and mental health needs. It is recognised that students with disabilities are at increased risk of withdrawing from university if the appropriate support is not put in place. The University is committed to ensuring that all students with disabilities are effectively supported through their student journey. Keele intends to build on its commitment to ensuring equality of opportunity by further investing in specialist expertise and knowledge to support our students with disabilities through the student journey, from initial interest through to graduation and in many cases beyond. An example of this is our commitment to deliver a pre-arrival residential event for students with disabilities that will provide students with the opportunity to get to know staff, navigate the campus and meet other students prior to their arrival a few weeks later.

Support for Mature Students

- 6.8 In making the campus experience inclusive to all at Keele, it has been recognised that the good work that is being done to support and enhance the experience of specific groups of under-represented students must continue to be developed. Keele does not attract significant proportions of mature students and, whilst the non-continuation rate of this group of students for 2007/08 was 12.1% against a UK figure of 14%, the University wishes

to further develop the support and opportunities available to this small group of students whilst also considering how to most effectively increase their numbers.

7 Fair Access and Contextual Information

- 7.1 Keele University aims to support applications from and admission of the 'most able, least likely' students, ensuring that all students who have the potential to succeed in Higher Education have an equal and fair opportunity to do so.
- 7.2 Keele University will consider using contextual data to support the process of admitting students. The intention for the University is, however, to work hard to ensure that this process is delivered in a clear, transparent and fair way to meet the needs and requirements of students coming from disadvantaged WP backgrounds.
- 7.3 In order to explore the use of contextual data, a series of pilot activities will be co-ordinated in the first instance for courses which are highly selective, drawing on the work being carried out nationally by SPA (Supporting Professional Admissions), other institutional good practice and datasets provided by UCAS.
- 7.4 Keele University has offered a Foundation Year (FY) since its establishment in 1949, enabling students to study for their degree over four years. The current FY programmes focus on students who have taken inappropriate pre-university subjects for the degree they wish to study, or enter Keele with non-traditional qualifications, or are from widening participation backgrounds (*ca* 60% of current students meet WP criteria). We wish to continue offering these routes by maintaining the current FY intake of about 100 places.

8 Collaboration

- 8.1 In recent years the University has established strategic partnerships to increase student access to its provision in the region. It has well-developed collaborative arrangements with a number of regional HEIs and FE colleges and sees partnership and collaboration as central to its mission.
- 8.2 Our various partnerships have been designed to expand the range of provision across the region, and have led to the dissemination of good practice, shared project delivery and the encouragement of complementary provision.
- 8.3 Despite the end of various cross-HE collaborative programmes, such as the regional Lifelong Learning Network and Aimhigher, the University is exploring collaboration and continuation of networks where strategically beneficial. Various partnership networks support this process of collaboration and discussions are in progress to explore the continuation of formal and informal networks across Aimhigher areas and through the previous work carried out by the Lifelong Learning Networks, including Stoke, Staffordshire, Shropshire, Telford and Wrekin. Discussions are focussed on ensuring continued partnership with other regional HEIs, such as Staffordshire University and the University of Wolverhampton.
- 8.4 Keele University and Staffordshire University have for sometime collaborated as partners in a wide range of outreach initiatives. This has been a particularly strong feature of the local area Aimhigher programme and the two institutions will continue to work together to ensure that key aspects of the Aimhigher programme are maintained and developed. It has been agreed that in particular we will collaborate on the following activities:

- Student Ambassadors in schools
- A coordinated approach to IAG and the provision of web based information
- Co-operative approach to post-16 outreach
- A consultative and network of good practice sharing between post-entry professional services

8.5 Keele is an HE affiliate member of the Specialist Schools and Academies Trust and takes a highly active role in this particular network, including Keele's Pro-Vice Chancellor for Community and Partnerships being the Vice Chair of the National Higher Education steering group for the trust. This network provides continued opportunity for broad collaboration in a number of areas to benefit practice under this access agreement.

9 Targeting

9.1 Keele University aims to ensure that where resources are identified specifically to deliver widening participation activity, this activity is focused and meets, as a minimum, HEFCE targeting guidelines. Keele University intends to maximize the impact of widening participation activity by focusing resources on a target group of learners with the potential to benefit from Higher Education and who come from under-represented groups. We shall ensure best use of finite resources by more effective targeting of potential WP applicants.

9.2 The targeting of outreach work under the access agreement will be based firstly on the WP profile of the particular school or college. The Keelelink programme operates a targeting data model which is calculated using a range of data relating to socio-economic backgrounds, NS-SEC levels, partner performance (National Qualifications Framework level 2 and 3 results), and information on targeted postcode areas defined as 'deprived' (IMD). Each partner is calculated a score out of 35 and those with scores over 17 are considered to be high priority schools. In addition to this, data will be collected on participants for all Keelelink activity on participants. This is used to monitor whether the aim of 70% of participants being from a WP background is met and will be used to evaluate the appropriateness of our targeting.

9.3 Intensive activities like Access to Keele, Access to the Professions and Summer Schools will be directly targeted at students from WP target groups – which Keele has identified as: disabled students, minority ethnic students, young students from low socio-economic groups, learners from deprived or low participation postcode areas, looked after children and mature students (prioritising where appropriate, work based learners and students with no, or non-traditional, qualifications).

9.4 It is also recognised that, in preparation for the delivery and monitoring of this access agreement, further work relating to data capabilities needs to be prioritised in the next few years.

10 Evaluation

10.1 In 2010, as part of developments around our Widening Participation Strategic Assessment, Keele developed a full evaluation strategy. This approach will be adopted to evaluate and monitor progress against this access agreement based on the following core principles:

- that monitoring and evaluation must be embedded in all activities from the outset

- recognition of the role of monitoring and evaluation in shaping future strategy and progress as demonstrated by the process cycle
- producing annual monitoring reports - that publish data showing the types, level and cost of interventions - is key to demonstrating progress against the strategic assessment and access agreement
- ensuring Keele's policy developments are clearly evidence based, with the majority of activity being informed by analysis of existing practice, exploration of national research and institutional based research
- in recognition of the resource required to carry out evaluation and the fact that some interventions will require differing approaches, a three level approach will be adopted (which is further explained in our evaluation strategy and attached at Annex A2).
- the University recognises the importance of effective and rigorous monitoring and evaluating of the existing and proposed work that is documented in this access agreement

10.2 It is also recognised that working collaboratively with other institutions and sector practitioners enhances the evaluation process and we will continue to share publicly our findings of interventions that work. In particular however, a collaborative approach to evaluation will be sought explicitly for those projects being delivered in partnership.

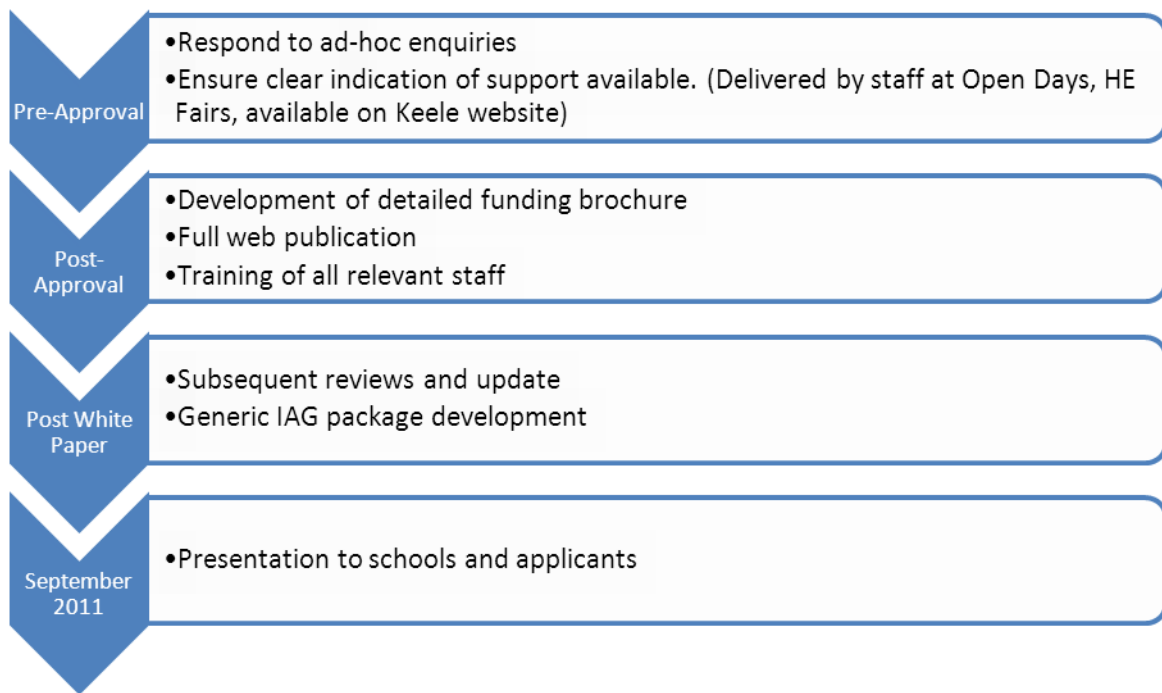
10.3 Overall responsibility for the University Access Agreement will rest with the University's Deputy Vice-Chancellor and Provost, Rama Thirunamachandran. Detailed monitoring of progress against our access agreement will be the responsibility of Pro Vice-Chancellor Community and Partnerships, Kevin Mattinson. The PVC will be informed by regular updates on progress received via the OFFA Management and Monitoring Group, which will comprise relevant members of staff and representatives of the student body with responsibility for the monitoring, review and evaluation of key areas of activity and support relating to the University's access agreement.

11 Information for Students

11.1 We recognise the importance of providing students, their supporters and other key stakeholders with relevant information, advice and guidance on tuition fees and the financial support available from Student Finance England and Keele University. We intend to make this information transparent, informative and readily accessible at appropriate points, in order that students are able to make informed, timely decisions in regard to their future destination of choice for Higher Education.

11.2 We believe that providing high quality, timely and impartial Information, Advice and Guidance is of upmost importance and therefore in the spirit of the collaborations outlined above will be working with, in particular, Staffordshire University to ensure that this is delivered coherently for local learners.

11.2 The timeline below indicates the stages at which specific and relevant communication will be provided.



12. Conclusion

- 12.1 The University has a longstanding tradition of providing access to students from a wide range of backgrounds. Its success in widening participation can be seen by its performance in the HESA widening participation benchmarks. Keele is proposing to set an across the board fee of £9,000 for all courses but with substantial financial support to students from disadvantaged backgrounds. The proposals in this Access Agreement will provide financial support for up to one-third of entrants in 2012. In addition there will be significant ongoing investment in outreach and retention.

Keele University
19 April 2011

Table 5 - Milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
State School (location adjusted) (HESA Table T1a)	KPI indicator. This is based on UCAS previous institution data reported by institutions to HESA and is released in the April for the previous years datasets	2009/10	0.912	0.91	0.91	0.91	0.91	0.91	Keele is above the UK and its benchmark for the last 5 years. Keele continues above its benchmark in 2009/10. Keele's percentage has fallen in each of the last 2 years.
NS-SEC (location adjusted) (HESA Table T1a)	This is based on a question on the UCAS form regarding the occupation of the applicant's parent/guardian, reported by institutions to HESA. These datasets are released in the April for the previous academic year	2009/10	0.305	0.305	0.31	0.31	0.31	0.315	Keele is below the UK and its benchmark in the 4 years prior to 2008/09. The gap is small. In 2008/09 the indicator output was different due to a change in the data collection by UCAS and Keele was above the UK but just below its benchmark. In 2009/10 Keele is below its benchmark. Keele's percentage has increased in each of the last 2 years of comparable data. Building on improvements over the past two years we aim to improve performance through targeted activities.
LPN (location adjusted) (HESA Table T1a)	This is based on a student's permanent home postcode reported by institutions to HESA. HESA map postcodes to a dataset of participation rates (POLAR2). The chances of young people entering higher education vary according to where they live.	2009/10	0.145	0.145	0.1475	0.1475	0.15	0.15	In 2009/10 Keele is below its benchmark. Keele's percentage has increased in each of the last 2 years of comparable data. Against a previous benchmark of 31.3% our ambition again is to reach for this target in 2012 and maintain this particular indicator in the face of continued market forces that may otherwise see it decline.
Mature	No previous HE qualifications and from a Low Participation Neighbourhood First Degree entrants	2008/09	0.15	0.15	0.15	0.15	0.15	0.15	There are few mature entrants to full time first degree courses at Keele, around 250 a year. In terms of recruitment of mature students from under-represented groups, Keele is above the UK and its benchmark in 4 of the last 5 years. Keele continues above its benchmark in 2009/10. In a challenging external environment we will strive to maintain the current performance.
Disabled	Participation of students in higher education who are in receipt of Disabled Students' Allowance	2009/10	0.057	0.059	0.061	0.064	0.067	0.07	Keele aims to continue to positively increase it's proportion of students with disabilities.
Non continuation: All (HESA Table T3a)	HESA look at students active at an institution in a particular year. They then examine data for the subsequent year, linking individual student records, and determine (a) whether the student is still active in higher education (b) whether the student is still active at the same institution.	2008/09	0.046	0.045	0.045	0.04	0.04	0.04	Keele has traditionally performed well with regard to general retention data. Keele's percentage is fairly static over the time period with small movements up and down. Therefore we would wish to continue to maintain this level of high performance.

Table 5b - Other milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Operational targets	Deliver workshops for those advising learners to ensure they are providing accurate and appropriate information, advice and guidance; at least 3 events across the year	2009/10	60	100	100	100	100	100	These milestones relate to the number of attendees at the events, and of these attendees at least 70% will be expected to be from schools or colleges with a Keelelink score of 17 or more. Keelelink scoring explained in section 9.0, Targeting.
Outreach / WP activity (other - please give details in the next column)	Deliver (pre-entry outreach) mentoring relationships	2009/10	79	200	250	300	400	400	These milestone numbers relate to the target for numbers of mentees involved in active mentoring relationships. These relationships may be across a range of projects and are either e-mentoring or face-to-face mentoring relationships. 70% of these mentees will be expected to be from WP target groups. These ambitious targets represent an attempt to expand upon and replace previous Aimhigher schemes such as Aimhigher associates
Outreach / WP activity (other - please give details in the next column)	Delivery of campus-based experiences	2009/10	2018	2000	2000	2500	2500	2500	These target numbers relate to the targeted total number of learners engaged in campus-based events, and are based on our baseline which includes all campus experiences previously delivered, some of which were funded by Aimhigher. The total number of learners will be expected to have at least a 70% representation from WP groups
Outreach / WP activity (collaborative - please give details in the next column)	Deliver in-school activities as part of collaborative pre-16 ambassador work with Staffordshire University	2009/10	1500	1500	1750	2000	2225	2500	Learners reached with collaborative project with Staffordshire University. The number of learners reached through collaborative work in this area will be focused on pre-16 school in-reach only
Outreach / WP activity (other - please give details in the next column)	Deliver in-school activities over and above collaborative provision	2009/10	500	700	800	900	1000	1000	Learners reached via in reach to schools through outlined projects in addition to above collaborative work.
Outreach / WP activity (other - please give details in the next column)	Delivery of A2K (Compaq) programme	2010/11	56	100/50/20	150/100/40	175/125/50	200/140/60	200/140/60	These targets relate to the number of learners engaged in the scheme, the number of learners completing all elements of the scheme and the number of learners progressing to Keele via the scheme respectively. The baseline data is only available for engaged learners as the scheme was relaunched in 2010/11
Outreach / WP activity (other - please give details in the next column)	Delivery of the access to the professions programme	2010/11	52	40	50	60	70	75	These targets relate to the number of learners engaged in the programme in total across the 3 strands (law, medicine and journalism) of Access to the Professions; in addition another key milestone is that 50% of those engaged progress to a HE course at the end of the programme that could lead to one of the identified professions.

