



Keele  
University

# Access Agreement

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2013/14

**Keele University**  
**Access Agreement 2012/13**

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# 1 Introduction

- 1.1 This access agreement builds upon the agreement for 2012-13. At the time of producing this agreement there was little evidence available to evaluate the impact of the initiatives and actions set out in the 2012-13 Access Agreement. As such, the overarching themes, objectives and measures set out in this agreement are consistent with those set out in the 2012-13 Access Agreement.

Keele University has a strong and established commitment to supporting Widening Participation. In confirming our strategic map for the period 2011-15 we have expressly made reference to the values that shape and influence our decision making. Included within these values we are committed to the transformative capacity of education for individuals, communities and society and ensuring equality of educational opportunity. As we seek moderate growth in our student population we will build upon our already successful work in recruiting and retaining students from the broadest possible backgrounds. This agreement provides the University with an opportunity to make explicit its 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 During the last 12 months the University has continued to invest in both outreach and retention activities and continues to develop appropriate and targeted activities across these areas whilst further developing the principles of ease of access to help and support throughout a student's interactions with the University from the earliest engagements whilst considering their post-16 options through to on-campus advice and support.

We have reaffirmed our commitment to working with partner organisations including Keele University Students' Union as well as our geographical partners including Staffordshire University, our local colleges and our Keelelink partners.

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- 1.3 This agreement builds upon the 2012/13 agreement and 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 our professional services teams 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.

- 1.6 Equality and diversity considerations have been firmly integrated into the development of the Access Agreement and the identification of its priorities. The University acknowledges the

legislative context supporting how we improve access, retention and student success among people from ‘under-represented’ groups.

The University works proactively to meet its duties under the Equality Act 2010 (the Act) and Equality Duty Regulations 2011. A set of [ten equality objectives](#) have been developed in consultation with staff and student groups, and published. The University has identified a strategic objective to enhance the diversity of the its workforce and student profile through a range of equality and widening participation initiatives. There is a commitment to further develop collaborative approaches and join up the design and evaluation of our equality and widening participation strategies.

- 1.7 As part of the development of this Access Agreement we have consulted with the Students’ Union on the measures detailed within this agreement. The University has an excellent working relationship with its Students’ Union and their role and influence in developing and, indeed, supporting the delivery of key aspects of our outreach and retention activities is evidenced in this agreement.
- 1.8 The University has undertaken a full Equality Impact Assessment (EIA) on its OFFA Statement in line with the [Keele EIA procedure](#). The EIA has been used to identify any possible barriers to participation in the Access Agreement, and explored opportunities to advance equality. The EIA will be reviewed and monitored on an ongoing basis as part of the monitoring and review arrangements of the Access Agreement.

## 2 Fee Level

- 2.1 Keele proposes to charge a flat fee of **£9,000** for all home/EU students to all new entrants in 2013-14. We estimate a student intake in 2013-14 of 1,315 (of which 173 are Postgraduate ITT students) 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 and advise students that their fee will rise in line with any permitted increases in the regulated fee.

## 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 in 2013-14 as follows;

Student Financial Support	Outreach and Access	Retention and Success
70.5%	14.3%	15.2%

These figures show an increased emphasis on Student Financial Support compared with the 2012-13 agreement due mainly to the commitment to an enhanced support package in 2013-14 for those students in receipt of NSP in 2012-13.

3.2 This allocation of additional tuition fee funds means that we will continue to improve our strong record in outreach widening participation activity whilst engaging in more targeted retention and student success work.

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 We will survey our students and the Students' Union annually to ensure that our financial support has a strong evidence base. In line with recent developments in the sector, we are considering more effective means of delivering financial support packages to students.

4.3 These proposals are based on an estimated 2013 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, English or EU, non-NHS funded undergraduate students in 2013.

**Funding:** National Scholarship Programme and match-funding

**Estimated Cost:** £660,000 **Value:** £3,000 per eligible student

**Criteria:** We will award a package to the value of £3,000 in the first year of their undergraduate degree course to 220 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),
- All care leavers,
- All those in receipt of Adult Dependants Grant,
- All those in receipt of Childcare Grant,

- Those who meet the criteria for eligibility to receive Free School Meals

Students who receive an NSP award in year one and continue to meet the criteria for a Keele University Bursary will revert to that award in the subsequent years of their full-time undergraduate degree at Keele University for up to a maximum of four years.

#### **Proposed Allocation Process**

- £2,000 fee waiver and a £1,000 cash bursary in year one only.

## **2. Keele University 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 University Bursary to all English 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 Programme Award will be eligible for this bursary in the first year.

**Estimated Cost** £334,000 in 2013.

### ***Keele Study Abroad Bursary***

As part of our commitment to providing an international opportunity as part of our curriculum, we wish to provide additional bursary support for students from our target groups to support them with the additional costs associated with studying abroad as part of one of our exchange schemes. We will guarantee a £1,000 Study Abroad Bursary to all eligible students with a household income below £25,000 who receive a full special support grant or maintenance grant. This expenditure will begin in 2014 although allocations will be made to students who enter the first year in Keele in 2013. The existing scheme where up to 20 students with household incomes below £42,600 will receive a Study Abroad Bursary will continue to be paid in 2013.

**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 2013 who are eligible for student financial support and student loans via Student Finance England
- 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 scholarships, since 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. Foundation year students will receive any support for which

they qualify for the full 4 year duration of their course, with the exception of the NSP which is available for one year only

- 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
- Full-time PGCE students in receipt of a full maintenance grant or Special Support Grant who also have a household income below £25,000 a year (including any TDA bursary income) will receive an £800 PGCE Bursary in 2013.
- We may apply tuition fee increases in line with the amount set by the Government each year

## 5 Outreach and Access

- 5.1 As identified in our 2012-13 Access Agreement, 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.
- 5.2 Keele performs well above its benchmarks and has therefore set challenging targets as shown in annex B (Milestones). We are, however, acutely aware that in the rapidly changing higher education environment these targets may be hard to achieve. We are, therefore, keeping them under regular review and will adjust or expand our outreach and access activities where review demonstrates that to be necessary.
- 5.3 Keele is introducing Equality Impact Assessments for all activity undertaken as part of 'Outreach & Access' and 'Retention & Success'. This activity links directly to a key priority of the university's Equality and Diversity Strategy. Additionally, each year a 'Student Equality and Diversity Profile Report' is produced. Targets included in the access agreement relating to disabled and mature students (Table 6a) were set using the data collected as part of this report.
- 5.4 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. Planned developments include the introduction of Equality Impact Assessments for all outreach activity (<http://www.keele.ac.uk/eia/>).

### Outreach into schools

- 5.5 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 previous Aimhigher project, continues to be delivered and will continue to be an important feature of our approach to outreach work in 2012-4 and beyond. Equality and Diversity training is a compulsory element of the Student Ambassador training, there is a newly developed Ambassador role for the support of disabled students, and an Equality and Diversity statement is incorporated into all Keelelink contracts with partner schools and



colleges.

- 5.6 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**

- 5.7 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.

- 5.8 Feedback and qualitative impact evaluation has indicated that this has been the most highly valued service for schools and colleges. It is intended that a core package of free campus based experiences will be offered to Keelelink partners and developed annually based on partner. 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 11/12 learners to continue this high impact activity.

- 5.9 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 2013-14 will include a Science Mentoring programme delivered by trained undergraduate students and engagement activity based around the Keele Earth and Space Observatory.

#### **Influencing the Influencers**

- 5.10 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 a Parent Ambassadors scheme which recruits 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 continue to be engaged in campus-based activity (for example, open and visit days or arrivals days) and community-based activity.

- 5.11 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 2013-14 we will build upon the work undertaken in 2012-13 to enhance the subject networks and mentoring relationships between school and college staff and University specialists

#### **Compact Scheme**

- 5.12 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.

#### **Access to the Professions**

- 5.13 We intend to continue to offer the Access to the Professions project but will be reviewing the discipline areas to bring Keele's offer into line with the academic disciplines that we offer and where the university has a significant track record in professional networks. 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**

- 5.14 Consistent with our core strategic aims, we are committed to ensuring thorough and systematic analysis of all our activities to ensure they meet the expectations and needs of our stakeholder groups. All of our outreach activities will be both qualitatively and quantitatively evaluated against the expected outcomes. We will use this evidence based research to influence our future outreach activities and programmes.

## **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. The University is making significant strides to ensure that students be as supported as they can be as they make the transition to Keele, throughout their studies and as they move into the world of work. We recognise the absolute 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 is working hard to build upon 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. The aims of these projects are to:
- raise aspirations to go to University

- aid academic and social transition
- enhance the learning experience
- direct students to appropriate staff members and services
- identify students at risk
- provide opportunities for mentors (and mentees) to develop skills and enhance their employability

During the 2011/12 academic year a substantive scoping exercise was carried out to assess the need and desire to develop a pan-university peer mentoring scheme. Consultation and discussion with University colleagues, the Students' Union and Keele students led to the decision to pilot a peer support model aimed at successfully initiating students to life at Keele. In preparation for the commencement of the 2012/13 Academic year, in excess of 250 students have been trained to deliver effective support to their peers entering the University. The project in its first year will be delivered across seven schools and will also be available to all mature and international students.

### **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.

A key success in the 2011/12 Academic year has been the creation of a Maths Open Learning Service which aims to enhance existing skills and assist students as they encounter issues and challenges. The service is an excellent example of Keele's commitment to utilise the skills of our students to make a difference to the lives of their peers. Postgraduate Research Students act as Maths Mentors, offering support and guidance as and when students require.

### **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 and Employability Service 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.

### **Financial Information, Advice and Guidance**

- 6.6 In recognising the challenges that will be faced by students entering Higher Education with a new financial system, and with around a third of our current undergraduate intake receiving maximum grant support, Keele University is committed to better educating and supporting both current and prospective students with regard to funding and finances. As such, increased resources will be provided for the delivery of financial advice and education throughout the student experience from enquiry to graduation. We have reviewed our presentation of funding information to reflect the diversity of the student body. We will continue to explore the most efficient ways of delivering IAG and aim to share examples of best practice throughout the sector. We will develop our work with financially trained student “money ambassadors” and in delivering financial capability education to current students.

### **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. In September 2011 a pre-arrival residential event was delivered for students with disabilities and their parents/supporters which aimed to 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. The success of this project has led to further investment, enabling an increase in the scale and scope of this project.

What has been particularly satisfying has been the contact had throughout the year by students and staff who both experienced the event and also those who have heard of it and

wish to experience it in advance of their arrival for the 2012/13 academic year. Our commitment to deliver developmental support has resulted in an extended project being introduced during the 2012/13 academic year to provide peer led social support for students on the autistic spectrum.

### **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.

### **6.9 Support through Transition**

The transition from school, college or when returning to education can be particularly demanding for many students. Keele is committed to ensuring that students are supported through this process and that the experience be as seamless as is possible. Extensive work has been undertaken across the University to ensure that the communications provided throughout application, arrival and integration are co-ordinated and complimentary.

This area forms a substantive element of the University's strategic plan and as such a comprehensive review of the Induction experience has been undertaken; a result of which has led to an overarching approach to managing induction, which ensures that an effective and valuable induction is delivered to all students and is engaged in by all staff.

Pre-arrival activities for particular groups such as disabled, commuter and mature students are delivered and a varied welcome programme is co-ordinated to ensure that students have the opportunity to engage in a wide range of social activities whilst also experiencing a comprehensive and engaging academic induction. These and other related events link directly to a key priority of the University's Equality and Diversity Strategy.

## **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, however, is 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 further series of pilot activities will be co-ordinated 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 who enter Keele with non-traditional qualifications, or are from widening participation backgrounds (c 60% of current FY students meet WP criteria). Due to changes in the University's Student Control Number, we will be reviewing this provision during 2012-13.

## **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. We will also seek opportunities to explore 'out of region' partnerships with both universities and post-16 providers that have a strategic fit with Keele's curriculum offer.
- 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 Keele University and Staffordshire University have for some time collaborated as partners in a wide range of outreach initiatives. This had been a particularly strong feature of the local area Aimhigher programme and the two institutions will continue to work together to ensure a legacy from the Aimhigher programme are maintained and developed.

## **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 University has in place robust procedures for assessing the impact of its policies on protected groups under the Act and has in place comprehensive arrangements for the management and completion of equality impact assessments (EIA), including the use of an online system and a package of training for relevant staff. The EIA process should help to identify both positive and negative outcomes and can help ascertain where outcomes can be prevented or justified within the permits of the law.
- 9.3 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). In addition to this, data will be collected on participants for all Keelelink activity. This is used to monitor whether the aim of not less than 70% of participants being from a WP background is met and will be used to evaluate the appropriateness of our targeting.

- 9.4 Intensive activities like Access to Keele, Access to the Professions and Summer Schools will be directly targeted at students from WP 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).
- 9.5 It is also recognised that, in preparation for the effective monitoring of this access agreement, further investment relating to data capture and analysis needs to be prioritised to ensure the effectiveness of our activities against their stated aims. This will also be important in the dissemination of evidenced based good practice across the sector.

## 10 Evaluation

- 10.1 In 2010, as part of developments around our Widening Participation Strategic Assessment, Keele developed a full evaluation strategy. This proven and robust methodology 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
  - 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

Progress against all objectives is monitored annually by the University Equality and Diversity Sub Committee of Council, and published as part of the [University's Annual Equality and Diversity Reports](#) which can be found on the University's [equality and diversity web pages](#). The Widening Participation Working Group has representation from Equality and Diversity staff, and the terms of reference have been amended to include an annual review of the 'Student Equality and Diversity Profile Report'.

- 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 rests with the University Executive Committee with the development, delivery and monitoring of the agreement's content being the executive responsibility of the Director of Marketing and Communications.

## **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 utmost importance and therefore in the spirit of the collaborations outlined above will be working with Staffordshire University in particular to ensure that this is delivered coherently for local learners.
- 11.3 Information relating to the financial support provided by the University will be provided generally through the University's website and will be targeted specifically at all prospective students during key engagement activities such as campus visits, IAG sessions in schools/colleges, direct mailing to enquirers and detailed information for all applicants who receive an offer of a place.

## **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 full-time undergraduate courses and its PGCE courses but with substantial targeted 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 2013. In addition, there will be significant ongoing investment in outreach and retention.



OFFA Access Agreement 2013/14 - Annexes B & C

Institution name: Keele University

Institution UKPRN: 10007767

Table 6 - Milestones and targets

Validation checks:

10. A reason for changing any prefilled data must be recorded in column L for both tables 6a and 6b.

Validation check passed.

Notes:

These tables have been pre-populated using the information you provided to us in your 2012-13 access agreement.

You will, however, need to consider whether you wish to amend or add targets to reflect:

- the inclusion of part-time and/or ITT courses within your access agreement
- any significant changes to the nature and size of your cohort, for example in response to changing student number controls
- more joint targets around collaborative outreach work
- targets to improve equality and diversity in your access agreement

Table 6a - 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)	Is this a collaborative target?	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)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.	
					2012-13	2013-14	2014-15	2015-16	2016-17			
State School (location adjusted) (HESA Table T1a)	previous institution data reported by institutions to HESA and is released in the April for the previous years datasets		2009/10	91.2%	91%	91%	91%	91%	91%	91%	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	30.5%	30.5%	31%	31%	31%	31%	31.5%	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	14.5%	14.5%	14.75%	14.75%	15%	15%	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	15%	15%	15%	15%	15%	15%	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	5.7%	5.9%	6.1%	6.4%	6.7%	7%	7%	Keele aims to continue to positively increase it's proportion of students with disabilities.	



**Table 6b - 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)	Is this a collaborative target?	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)	If you have made any changes to the prefilled data around your milestones/targets, or included additional milestones/targets, please indicate why here.	
					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	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	300	300	300	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	In reviewing our agreement we have increased the proportion of additional spend on financial support for students. This has been partly funded by reducing spend on outreach activities. The targets have also been reviewed based on our experience during the 2011-12 academic year.
Outreach / WP activity (other - please give details in the next column)	Delivery of campus-based experiences		2009/10	2018	2000	2000	2250	2250	2500	2500	These target numbers relate to the 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	In reviewing our agreement we have increased the proportion of additional spend on financial support for students. This has been partly funded by reducing spend on outreach activities. The targets have also been reviewed based on our experience during the 2011-12 academic year.
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	1600	1700	1800	2000	2000	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	In reviewing our agreement we have increased the proportion of additional spend on financial support for students. This has been partly funded by reducing spend on outreach activities. The targets have also been reviewed based on our experience during the 2011-12 academic year.
Outreach / WP activity (other - please give details in the next column)	Deliver in-school activities over and above collaborative provision		2009/10	500	700	750	800	850	900	900	Learners reached via in reach to schools through outlined projects in addition to above collaborative work.	In reviewing our agreement we have increased the proportion of additional spend on financial support for students. This has been partly funded by reducing spend on outreach activities. The targets have also been reviewed based on our experience during the 2011-12 academic year.
Outreach / WP activity (other - please give details in the next column)	Delivery of A2K (Compaq) programme		2010/11	56	100/50/20	100/50/20	120/60/25	150/75/30	180/90/35	180/90/35	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	In reviewing our agreement we have increased the proportion of additional spend on financial support for students. This has been partly funded by reducing spend on outreach activities. The targets have also been reviewed based on our experience during the 2011-12 academic year.
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	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.	



