



Keele  
University

# Access Agreement

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2014/15

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**Access Agreement 2014/15**

**Contents**

1) Introduction	3
2) Fees, Student Numbers and Fee Income	4
3) Investment and Allocation	4
4) Student Financial Support	4
5) Outreach and Access	7
6) Retention and Success	11
7) Fair Access and Contextual Information	17
8) Collaboration	17
9) Monitoring and Evaluation	18
10) Equality and Diversity	18
11) Information for Prospective Students and Advisers	19

## 1) Introduction

- 1.1 Keele University is renowned for its exciting approach to Higher Education, beautiful campus, strong community spirit and excellent student life. Observing Keele's founding ethos of 'the pursuit of truth in the company of friends', the University is committed to the transformative capacity of education for individuals, communities and society and equality of opportunity.
- 1.2 Our University Mission is to provide a high quality educational experience for students shaped by outstanding research, contributing positively to social, environmental and economic agendas locally, nationally and internationally. As we seek moderate growth in our student population we will build upon our already successful work in recruiting and retaining students of high ability and potential from the broadest possible backgrounds.
- 1.3 The North Staffordshire area, namely the conurbations of Stoke-on-Trent and Newcastle-under-Lyme, has some of the lowest levels of participation in Higher Education in the country. As a university that aims to engage fully with our community, we have been working with schools and colleges in the region to promote progression, participation and fair access for many years through the Aimhigher scheme.
- 1.4 Keele generally performs well in the HESA Performance Indicators compared to its benchmark and the UK overall, on both widening participation and retention. Keele has, however, seen a fall in the main widening participation indicator, the percentage of students from a Low Participation Neighbourhood (LPN), in each of the last 2 years. Keele still remains above benchmark and above the UK overall.
- 1.5 Keele's employment indicator (including further study) for 2011/12 is 93.0%, which is above its benchmark and the UK as a whole.
- 1.6 In 2011/12 the percentage of students graduating with a First or Upper Second Class degree was 69.9%, which is slightly below its benchmark group but above the UK average.
- 1.7 During the last 12 months the University has continued to invest in both outreach and retention activities and remains committed to delivering 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 at Key Stage 2 through to Key Stage 5 transitions projects and on campus advice and support.
- 1.5 This 2014/15 Access Agreement provides the University with an opportunity to make explicit its strong and established commitment to supporting Widening Participation (WP) and the holistic student experience. We will continue to achieve this commitment by placing a significant emphasis upon the delivery of proven and effective 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.
- 1.6 This Agreement builds upon earlier Access Agreements 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**

1.7 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, details of which are in the sections that follow.

## 1b) Consultation with Students

1.8 As part of the development of this Access Agreement we have consulted with both University staff and the Students' Union. Keele University has an excellent working relationship with its Students' Union and its role and influence in developing and, indeed, supporting the delivery of key aspects of our outreach and retention activities is evidenced in this Agreement.

1.9 To ensure we took the views of our students into consideration in the production of this Access Agreement, we held an information session and workshop at the Students' Union. More than 300 of Keele's StARs (Student Academic Representatives) were invited to attend in order to provide us both with their own personal experiences, the views of their fellow students as well as provide us with proposals for how we should be working in the future to ensure that all students can experience University, should they wish and that when they do they be presented with the best opportunities to develop, progress and succeed. Representatives from the Students' Union sabbatical team also attended the session including the President and Vice President (Education).

## 2) Fees, Student Numbers and Fee Income

2.1 Keele proposes to charge a flat fee of **£9,000** for all home/EU students to all new entrants in 2014-15. We estimate a student intake in 2014-15 of 1,483 (of which 168 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.

3.2 It is this analysis of the University's position within the sector, which has led to the identification of circa **£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 2014-15 as follows:

Student Financial Support	Outreach and Access	Retention and Success
65.3%	18.9%	15.8%

3.3 These additional tuition fee funds mean that we can continue to improve our strong record in outreach Widening Participation activity, whilst engaging in better-targeted retention and student success work. 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 2014 expenditure of £1,210,000 on direct financial support and fee waivers for all new starters, including total National Scholarship Programme expenditure, whilst ensuring commitments under previous OFFA statements are maintained with a forecast budget requirement of £1,328,000.

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

- **National Scholarship Programme (NSP)**
- **Keele Bursaries**

##### **4a) National Scholarships**

**Target:** Students enrolling at Keele as first year, English or EU, non-NHS funded undergraduate students in 2014.

**Funding:** National Scholarship Programme (NSP) and match-funding

**Estimated Cost:** £990,000      **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 330 students with a gross annual household income below £25,000 who **also** meets at least one of the following criteria:

- **Students from Keele's "A2K" access scheme (refer to page 10 for more details)**
- **All care leavers**
- **All those in receipt of Adult Dependents Grant**
- **All those in receipt of Childcare Grant**
- **Those who meet the criteria for eligibility to receive Free School Meals.**

4.5 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.

#### **4b) Keele University Bursary**

4.6 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 per year to all English students who have a gross annual household income below £25,000 and who are eligible to receive a maximum maintenance grant or Special Support Grant from Student Finance England in 2014. 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** £170,000

#### **4c) Keele Study Abroad Bursary**

4.7 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.

**Estimated cost:** £20,000 for one year.

#### **4d) Sandwich Year Courses**

4.8 In addition the sandwich year fee is capped at £500. This applies to only a small number of students on BSc Human Biology, BSc Neuroscience and BSc Biochemistry.

#### **Exclusions and additional conditions:**

- The financial support in this Access Agreement applies to new entrants to Keele in 2014 who are eligible for student financial support and student loans via Student Finance England.
- Students normally resident (i.e. 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 2014. Only UK PGCE students who are liable for the full £9,000 tuition fee will be eligible to receive this bursary. PGCE students from domiciles in

the UK where the funding authority makes a non-repayable contribution to the £9,000 tuition fee will not receive the Keele Bursary.

- We may apply tuition fee increases in line with the amount set by the Government each year.

#### **4e) Keele Excellence Scholarships**

4.9 Keele awards Excellence Scholarships to students who attain excellent grades in their pre-entry qualifications. If eligible, students can receive both a Keele University or NSP and an Excellence Scholarship of up to £2,000 a year for each year of undergraduate study at Keele. The Scholarships are rewarded based on qualifications only, and a number of these will be awarded to students from a low income or low participation background. We include qualifications such as Access to Higher Education Diploma and BTEC and OCR awards.

#### **4f) The Provision of Financial Information**

4.10 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.

4.11 Information relating to the financial support provided by the University is provided generally through the University's website and is targeted specifically at all prospective students during key engagement activities such as campus visits, IAG sessions in schools/colleges, direct mailing to enquirers. Detailed information is made available in hard copy and electronic format for all applicants who receive an offer of a place.

4.12 In order to ensure that prospective students from all backgrounds are confident and well-informed about the costs of Higher Education and the financial support available, we offer a range of resources including booklets, trained student ambassadors, talks on open and visit days and to schools and carers and individual information advice and guidance. In addition, we are developing SAM, a virtual adviser who will answer queries online. We would like to enhance our support in this area and will allocate additional resource to develop web resources and one-to-one guidance in 2014/15.

### **5) Outreach and Access**

5.1 As identified in our earlier Access Agreements, Keele University is committed to raising 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. Given the proven value of the current outreach and access work being undertaken, this Access Agreement outlines our plans to extend and strengthen the current offer.

5.2 Keele generally performs well in the HESA Performance Indicators on Widening Participation compared to its benchmarks, and has therefore set challenging targets as shown in Annex B (Milestones). We have found, however, that in the rapidly changing Higher Education environment these targets have become harder 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 The outreach provision outlined in this Agreement will be delivered via the University's Schools and Colleges Partnership Programme (Keelelink). More than 200 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. **Appendix A** (Ladder of Engagement) summarises our existing outreach schemes targeted at different groups including learners, parents/guardians and teachers/advisers.

5.4 Intensive activities like Access to Keele (A2K), Access to the Professions and Summer Schools will be directly targeted at students from WP groups – which Keele has identified as:

- **young students from low socio-economic groups**
- **learners from deprived or low participation postcode areas**
- **disabled students**
- **minority ethnic students**
- **looked after children**
- **mature students**

We try to prioritise, where appropriate, work based learners and students with no, or non-traditional, qualifications.

5.5 The University's central outreach team is committed to supporting academic Schools and Faculties in the delivery of subject-specific outreach activity and, where appropriate, WP targeting. OFFA-accountable funds are being made available to support targeted activity.

#### **5a) Targeting of Outreach Activity**

5.6 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.

5.7 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.

#### **5b) Outreach into Schools**

5.8 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.



- 5.9 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, as well as specific 'Access to the Professions' STEM, Medicine and Humanities and Social Sciences (HUMSS) related sessions. 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. The KLASS session content will be reviewed and updated with expansion and development to complement other areas of focus under this Agreement.
- 5.10 In 2012/13 we have reaffirmed our commitment to working with partners including Keele University Students' Union, the West Midlands Science Learning Centre (based at Keele University) and the University's Teacher Training team, as well as our geographical partners including Staffordshire University, our local FE colleges and our Keelelink partner schools.
- 5.11 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 2014/15 and beyond. Activities that have been run successfully in collaboration in 2012/13 include a HE Information Evening for Parents and Advisers and an IAG Roadshow which has engaged with more than 1,650 local learners.

#### **5c) Mentoring**

- 5.12 We will continue to build on a culture of mentoring developed over a number of years and provide opportunities for learners and University students to engage in mentoring relationships, through our ongoing subscription to an online e-mentoring platform. Learners from the University's compact scheme (A2K) and A2P are offered the opportunity of a Keele mentor to provide support during the transition to Higher Education (Keele D.E.S.I.R.E.). We plan to further expand this scheme in 2014/15 to benefit a greater number of learners and will endeavour to make it a seamless approach across all stages.

#### **5d) Campus Experiences**

- 5.13 Feedback and qualitative impact evaluation has indicated that campus experiences are the most highly valued service for schools and colleges. We will, therefore, continue to offer opportunities for learners to engage in campus-based experiences.

These fall into four broad categories:

- **cross-curriculum support**
- **generic aspiration raising**
- **subject-specific master classes and support**
- **residential events**

- 5.14 It is intended that a core package of free campus based experiences will continue to be offered to Keelelink partners and developed annually based on partner needs.
- 5.15 In 2012/13 we are developing our links with the University's PGCE programme to engage with primary and secondary school teachers and ensure that our planned offer for 2013/14 and 2014/15 supports the National Curriculum. In 2014/15 we hope to develop a shared strategy to link on campus outreach activity with the PGCE programme.

- 5.16 Keele recognises the national need for aspiration and attainment-raising in specific areas, such as Medicine. The University established a 'Medpath' scheme in 2012/13, which has seen medical students working closely with the Skills Academy at the University Hospital of North Staffordshire to deliver widening participation activities to local school children interested in medicine as a career. We plan to further develop this scheme in 2014/15.
- 5.17 The University continues to develop its programme of outreach in STEM subjects, and has a strong track record of activity delivered in this area. In 2011, we were nominated for a prestigious Times Higher Education Award for our innovative Science and Engineering Mentoring project and plan to build on our work in this area in 2014/15, with on-campus engagement activity based around the Keele Earth and Space Observatory, the Sustainability Hub and the West Midlands Science Learning Centre.

#### **5e) Residential Experiences**

- 5.18 It is noted that the Summer School programme previously delivered by Aimhigher was highly effective and a successful evidence-informed and supported intervention. In addition, research published by the Sutton Trust in 2012 found that summer school attendees were more likely to engage with the university application process overall: 93% ended up applying to – and 84% registering at – university, compared to 88% and 68% respectively of unsuccessful applicants to the programme.
- 5.19 The University's 'Unifest' 2-night residential experience, introduced in 2012, attracted 83 Year 10/11 students (100% WP) from 26 schools across the North West of England, the Midlands and Wales. This intensive programme has a very positive effect on aspiration. Before the event only 37% of learners stated that they were confident within their ability to enter Higher Education. Only 29% stated that they thought they would fit in a HE. After the event 82% stated that the event had broken down all fears that they had about university, with 86% stating that they were more likely to apply to come to university.
- 5.20 The University is seeking to expand its programme of residential activities in 2014 to build on the success of this high impact activity, using external links to share good practice and collaborate with partner organisations as appropriate.

#### **5f) Compact Scheme – Access to Keele**

- 5.21 In recognition of issues around fair access and transition support, the University continues to develop its 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. In 2014/15 we will continue to develop this scheme to ensure it is accessible to the widest possible number of beneficiaries. We have identified travel costs as a barrier to participation and we are therefore planning to put financial support in place to assist A2K students in engaging with the scheme over a sustained period of time and increase participation.

#### **5g) Access to Professions**

5.22 In 2014/15 we intend to continue to offer the Access to the Professions project in the over-subscribed academic disciplines of Law and Medicine to improve social mobility. The project is aimed at Key Stage 5 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.

#### **5h) Student Ambassador Scheme**

5.23 The Keele Student Ambassador scheme employs approximately 300 students, a third of which are from WP backgrounds themselves (IMD data), in a variety of paid and voluntary roles. Many of the Universities Widening Participation activities, as outlined in this Agreement, involve using current foundation year, undergraduate or postgraduate student ambassadors as positive role models to raise the educational and career aspirations of learners from primary through to post-16. By recruiting across all faculties, courses, ethnic groups and socio-economic backgrounds, we ensure the Ambassadors reflect the diverse population of the University, as well as the pupils we work with in schools and colleges. An intense training programme for Ambassadors exists, which is re-visited on an annual basis, with additional continuous professional development and specialist role training opportunities available to them all throughout the year.

5.24 The scheme also allows the (DBS checked) Ambassadors to get involved in a range of challenging and rewarding projects, all of which help them develop transferable skills, gain valuable extra-curricular experience and enhance their CV; supporting their future careers. Opportunities include open days, school talks and workshops, Higher Education fairs, one-to-one support, careers fairs, residential events, subject specific master classes, administrative support, student panels, on campus events, study skills sessions, project work and research.

#### **5i) Keele Community Day**

Keele launched its first ever Community Day in 2012. The event, held on Saturday 23<sup>rd</sup> June, attracted more than 1,000 visitors to its campus. The event will run again in 2013 with further events planned annually.

#### **Additional Planned Outreach Developments for 2014/15**

- Further investment in residential experiences on campus with Year 12 residential activities/summer schools tailored around Key Stage 5 subject-specialisms
- Development of collaborative programme of outreach in partnership with other regional HEIs targeted at primary age pupils in areas of low participation
- Greater investment in evaluation and enhanced tracking, with additional resources allocated to monitor effectiveness and impact of outreach activity throughout the student life cycle
- Additional online and digital resources developed to support influencer groups including parents/carers, teachers and advisers
- Increased financial support for learners who take part in the A2K and A2P scheme

## **6) Retention and Success**

- 6.1 Keele University has a consistent record with regard student retention and success, performing routinely above its benchmarks. However, the University recognises that underrepresented students can find the experience of Higher Education both daunting and challenging; as such, we are committed to ensuring that Keele students have easy access to relevant support and development services to ensure that they are able to overcome the challenges that may present at any stage throughout their student experience.
- 6.2 In recent years, the University has made significant strides in developing its services in order that students are better able to respond to the challenges they encounter whilst at University. Work relating to retention, success, student support and employability, forms part of the University's Student Support Strategy, introduced during the 2012/13 academic year. This work, led by the Pro-Vice Chancellor for Education and Student Experience and Head of Student Support and Development Services, demonstrates the University's intention to ensure that all support initiatives and services, impact positively upon the experience of all Keele students.
- 6.3 Keele provides a full range of pre- registration IAG and support through its outreach and Open/Visit Day programmes. Following this, a comprehensive transitions support programme includes pre-arrival study and social support for mature, local and disabled students. Upon arrival, students experience Welcome Week, an extended induction period for all entrants and the opportunity to be connected to a current Keele student as part of the University's peer mentoring scheme.
- 6.4 The University's Learning and Teaching Committee, ensures that the curriculum, assessment and learning and teaching styles are inclusive and take into consideration the diversity of our Keele student community. The University's Personal Tutoring system is designed to provide students with thorough academic support and guidance as well as more focused attention to specific student support needs. Work is undertaken across the University academic community to analyse data relating to the Student experience of underrepresented student groups through Curriculum Annual Review & Development (CARD) in order to consider how to improve student retention and success. The Distinctive Keele Curriculum ensures that students have the opportunity to engage in an embedded development programme, which aims to prepare students for graduate life but also to enable them to better prepare for and navigate the many transitions they encounter throughout their student experience.
- 6.5 This work is complimented by support delivered through dedicated professional student services which include financial support, disability and dyslexia support, careers guidance, counseling and emotional wellbeing and other information, support and guidance services.
- 6.6 The University will continue to build on these high quality support services in 2014/15 and we will use additional Access Agreement funding to further develop our current provision and extend its reach to those students who are in need, but might not necessarily access support services when they experience difficulties that could ultimately lead to withdrawal or them not achieving their potential. Evidence from a wide range of staff who work with students at the University suggests that those from non-traditional backgrounds and young male students are least likely to seek help from the various support services or professionals. We will aim to provide such students with more and alternative opportunities to engage and present. For instance, we will build upon the positive impact on service experienced by our Counselling and Emotional Wellbeing Service which has seen substantial increases in use amongst particular groups (Males rising from 31% to 39% from 11/12 to 12/13 respectively).

This corresponds with the introduction of an online registration system, which can be accessed by our students 24/7.

#### **6a) Induction and Support through Transitions**

- 6.7 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 as well as through the many other transitions they encounter throughout their student experience. Extensive work has been undertaken across the University to ensure that communication provided throughout application, arrival and through our student's time at Keele is relevant, coordinated and complimentary.
- 6.8 The University's Induction Management Group, Chaired by the Pro Vice-Chancellor for Education and Student Experience has developed a Student Induction Strategy which makes explicit the aims of induction and aims to ensure that a seamless, relevant and joined up welcome experience for students is achieved. The strategy considers the impact of transition on all students, but ensures that there is particular focus upon the experience encountered by underrepresented students.
- 6.9 Work within this area has led to the creation of a Student Support and Experience team and specifically the recruitment of a Student Support and Transitions Coordinator to further enhance the Keele Welcome experience
- 6.10 Work introduced within our 2012/13 Access Agreement with regard transitions support for underrepresented students has become established with a range of successful pre and post-arrival events and services for mature, local and disabled students. Work has commenced to sustain this support throughout the student journey. For 2014/15 an inclusive orientation programme will be developed and delivered which includes and extends the current events listed above, the aim being to ensure that students are provided with greater opportunities to attend and are able to choose from a range of sessions which will be of relevance and/or importance to them.
- 6.11 An example is a social support programme for Asperger's students, which was delivered in partnership through the 2012/13 academic year between the University's Disability and Dyslexia Support team and the Staffordshire LEA Disability Support service. The programme builds upon an initial weekend residential event for students and their families, providing provides year round support and development opportunities for the students and was developed in order to address concerns that Asperger's students were more likely to withdraw or take a period of leave from the University. The reasons stated related to the challenge presented not in the classroom but with regard the social experience at University.
- A comprehensive programme which includes local trips, social events on campus and workshops i.e. employability and wellbeing has led to those involved developing positive long term relationships and has ensured that these students stay connected with relevant support services in the University.
- 6.12 The students engaged have provided feedback via surveys and regular discussion groups, which has indicated a clear correlation between their engagement on the programme along with friendships developed, and their continuation and success within their degree programmes. As a consequence, further resource will be allocated to this project for the

2014/15 Academic Year to ensure that it continues to have a positive impact upon the experience of Asperger's students at Keele.

- 6.13 For 2014/15 an integrated programme of IAG will be delivered as part of a pre-arrival support week for all students but with specific sessions targeted for underrepresented students. Feedback from students attending our pre-arrival events has suggested that whilst the specific focus of pre-arrival events for mature and local students is appreciated, that it would be of greater use for students to be able to 'pick and choose' from a suite of sessions and activities. As such, we will develop a programme which provides opportunities for students to meet and engage with those who have shared interests but also deliver a range of sessions focussed upon key issues impacting upon the student experiences, i.e. living with others, disability support, language of HE etc.

#### **6b) Peer Mentoring**

- 6.14 A particular success has been the rapid development and subsequent impact of Peer Mentoring at Keele. A range of projects has been developed to support students throughout their educational experience, thus bridging the gap between aspiration raising activity and transitions support for incoming Keele Students.
- 6.15 For the 2012/13 Academic Year, a pilot peer-mentoring programme 'Keele Mentors' was introduced to support undergraduate students into Keele. Whilst available to all students within the eight participating Academic Schools, the programme was also available for all mature, international, exchange and care experienced students. This pilot proved a huge success with 256 Keele Mentors providing support for approximately 600 incoming students. The project has expanded significantly for the 2013/14 Academic Year with every Academic School engaging with the programme. It is anticipated that the opportunity to mentor or be mentored will be a possibility for every Keele student for the 2014/15 academic year.
- 6.16 Feedback has been sought via a range of methods and has focussed upon the impact of mentoring for both those requesting a mentor and current students acting as Mentors. Feedback from mentees from this first year suggests that the security of having a mentor was a significant factor in them settling in effectively to life at Keele. The experience for mentors was perhaps more striking with many mentors expressing that the role has had a profound impact upon them with regard increasing their confidence as well as engagement within wider university life. As well as allocating additional resource for the scheme for 2014/15, work will be undertaken to develop a more systematic evaluation approach in order to assess the value and impact of the scheme when it has become accessible to all Keele students.

#### **6c) The Distinctive Keele Curriculum**

- 6.17 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 through their engagement in the Distinctive Keele Curriculum which aims to enable students to 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.

- 6.18 The Distinctive Keele Curriculum offers students the opportunity to engage in a range of activities, which will prepare them for life after university as well as make their experience at Keele more full and enjoyable.
- 6.19 Commitment as part of the University's 2012/13 and 13/14 Access Agreements has led to the creation of a Curriculum Support and Development team, who have responsibility for the delivery of the Development Strand of the Distinctive Keele Curriculum. The team are responsible for the organisation and delivery a comprehensive programme of learner enhancement activity to ensure that students achieve their full potential. The team have developed a programme, which balances embedded activity with other sessions delivered by professional services staff and which focus upon key areas of support and development i.e. employability, emotional wellbeing etc.
- 6.20 The Distinctive Keele Curriculum offers students the opportunity to gain a professional qualification from the Institute of Leadership and Management (iLM).

#### **6d) Employability**

- 6.21 We will continue to invest in student employability and build on existing good practice within the University and the sector to deliver an ambitious career development, employer engagement and enterprise support programme to ensure that timely, relevant and accessible provision is available across our student and graduate community.
- 6.22 Whilst we consistently performs well in measures of graduate employability, we are committed to offering unemployed and underemployed graduates a comprehensive package of support to ensure they have the skills and knowledge that employers seek in their graduate recruits. The Careers and Employability Team, working in partnership with the Employer Engagement Team, will build upon the success of its established programme of employability support and offer a range of new initiatives for graduates during 2014/15 which will include an intensive three day training and development opportunity for this target group. These activities will include careers guidance, psychometric testing, skills development and, where appropriate support to access graduate internships.
- 6.23 We work to help all students, including those from under- represented groups, develop their career potential and to achieve successful career outcomes and a Careers Adviser will be recruited with a specific remit to lead on supporting underrepresented Students. This role will help to develop further work within Careers and Employability to extend support to discreet group of students with additional needs. Work has been planned to develop further work for students with Specific Learning Difficulties (SpLD) and Asperger's students by delivering targeted employability support. This will involve developing specific expertise and the delivery of group sessions, and one to one guidance enabling this group of students to successfully enter a challenging graduate job market.

#### **6e) Student Support and Wellbeing**

- 6.24 The welfare and wellbeing of our students is priority at Keele. We are committed to ensuring that we work proactively to address wellbeing issues before they become problematic whilst at the same time ensuring an effective response to students who are struggling with aspects of their life and/or who might be experiencing crisis.

- 6.25 For the 2012/13 Academic Year the University's Counselling and Emotional Wellbeing Service reviewed its practice in light of significant increases in student demand. This resulted in the launch of a service more suited to addressing and supporting the varied range of issues that students experience and present with. The Introduction of a Mental Health and Wellbeing Coordinator, at the same time, has led to a range of positive developments with regard more collaborative partnerships and provision. The service has several agreements in place, which ensure that specialist support services can be made; this includes on-site working arrangements with the Local NHS Trust, Psychological Services, the local Mental Health Access service and local Alcohol Support organisations.
- 6.26 The University also recognise the need to deliver a range of positive initiatives, in order to raise awareness and engage students with regard mental health; an issue that is often accompanied with embarrassment and shame. A sports related self-development project called 'It's a Goal' is being piloted with the intention of becoming embedded for the 2013/14 academic year. This project is being delivered in partnership between North Staffordshire Combined Health Care, Stoke City Football Club and Keele. It is an example of an initiative which has a specific remit of engaging hard to reach groups, in this instance young men, a group who it is shown are at greater risk of attempting suicide and who are less likely than females to engage in traditional forms of support and therapy.
- 6.27 The University will be introducing a Mental Health strategy for the 13/14 Academic Year, which will be accompanied by a range of resources for both students and the supporters of students.
- 6.28 We recognise that the student experience is not always experienced smoothly. There are from time to time issues and challenges that students will encounter. It has been recognised that there are certain transition points, which increase the risk of crisis occurring, and we are also aware of particular students and student groups who may be at greater risk of experiencing crisis. In order to reduce such issues and to respond more effectively when a student is facing a challenging time in their University experience the University has created a Critical Incident Support Team to support students, staff and their families as crisis occurs.
- 6.29 The service has and will support students and their supporters through a range of challenging situations such as mental health related crises, attempted suicide, student disappearance, bullying and harassment, national/international disasters amongst other things.

**6f) Support through Technology**

- 6.30 The University is engaged in an innovative and exciting project, which aims to provide relevant and effective information, advice and guidance throughout the student journey. SAM (or, Student, Advisory Model) will deliver an effective online support service, by providing students with responses to questions asked with regard pertinent student issues such as Money Management and Student finance, Student Accommodation, IT, Student Transition and Welfare Support via a virtual student adviser in the form of a virtual avatar.
- 6.31 Students engaged in the development of the project have indicated the value that SAM will provide to students 24/7, particularly those who are not engaged with support services, or who feel unable to disclose particular issues or concerns, either in advance of arriving at University or when studying here at Keele. The project will develop and will be accessible to all Keele Students for the 2014/15 Academic Year as ISAM (Institutionally Specific SAM) with



the Avatar acting as a member of support staff and being able to provide students with general support but also being able to support and assist students with various specific requests relating to the student experience, i.e. assisting with key processes such as taking a period of leave, and referring and booking appointments for students at relevant services. All of which can be achieved anywhere with the service being accessible on all mobile devices.

## **6g) Supporting Care Leavers and Estranged Students**

- 6.32 Significant work has been undertaken within the University to ensure that Students from a Care Background as well as those estranged from their families are provided with quality IAG and are supported into, throughout and beyond their time at Keele. The University are currently in the process of applying for the Frank Buttle Quality Mark for Care Leavers in the United Kingdom and are committed to increasing the number of students aspiring to Higher Education and attending the University.

## **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 further explore the use of contextual data in 2014/15 across the University, a further series of pilot activities will be co-ordinated for other selective courses following on from the successful pilot in Medicine. These pilot activities will draw 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 WP 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 2013/14.
- 7.5 Keele has in the past developed a number of progression Agreements with local FE colleges. These are due to be reviewed and updated in 2013/14.

## **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 Keele University is working with other HEIs regionally to deliver events for young people from the Cheshire, Warrington, Staffordshire, Stoke and Shropshire areas. The HEIs in this partnership (Keele University, Staffordshire University, University of Chester, University of Derby, MMU, Reaseheath College, Glyndwr University and Somerville College, Oxford) work collaboratively to offer jointly organised and delivered campus visits to target schools in the region as well as targeted events for looked after children. Events are jointly evaluated and are an integral part of the individual universities outreach programme for schools in the region.
- 8.3 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.
- 8.4 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) Monitoring and Evaluation

- 9.1 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.
- 9.2 In 2010, as part of developments around our Widening Participation Strategic Assessment (WPSA), 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.**
- 9.3 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.
- 9.4 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.

- 9.5 An Outreach and Widening Participation Working Group was established in 2012/13 and has been heavily involved in the evaluation and development of this and subsequent Access Agreements.
- 9.6 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.

## **10) Equality and Diversity**

- 10.1 The University has undertaken a full Equality Impact Assessment (EIA) on this Access Agreement 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 on-going basis as part of the monitoring and review arrangements of the Access Agreement.
- 10.2 The University acknowledges the legislative context supporting how we improve access, retention and student success among people from 'under-represented' groups and works proactively to meet its duties under the Equality Act 2010 (the Act) and Equality Duty Regulations 2011. A set of [ten equality objectives](#) has been developed in consultation with staff and student groups, and published. The University has identified a strategic objective to enhance the diversity of its workforce and student profile through a range of equality and widening participation initiatives. Recent activities in 2012/13 have included events to highlight and promote International Women's Day, International Day for Disabled People and National Care Leavers' Week.
- 10.3 There is a commitment to further develop collaborative approaches and join up the design and evaluation of our Equality and Widening Participation strategies. The process for the development of these strategies is currently being explored by the relevant staff at the University to ensure they are more closely aligned and specific targets/actions relating to improving access from under-represented groups (for example, females to science subjects) are jointly agreed.
- 10.4 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.
- 10.5 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. Further planned developments include the introduction of Equality Impact Assessments for all outreach activity (<http://www.keele.ac.uk/eia/>).

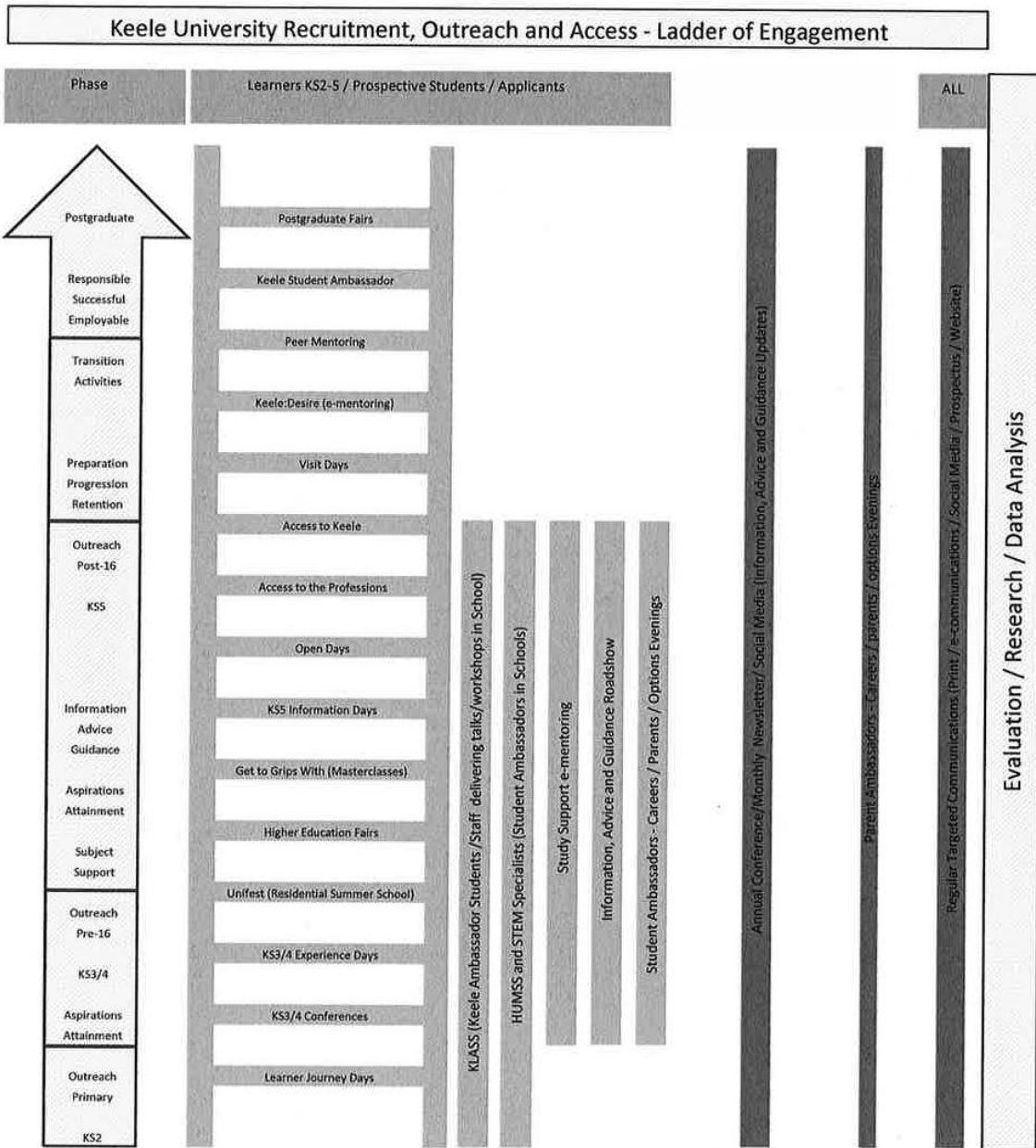
- 10.6 Progress against all objectives is monitored annually by the University Equality and Diversity Sub Committee of Council, and published as part of the [University's Annual Equality and Diversity Reports](#) which can be found on the University's [equality and diversity web pages](#). The Outreach 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'.

## **11) Information for Prospective Students and Advisers**

- 11.1 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 continue working with Staffordshire University in particular to ensure that this is delivered coherently for local learners.
- 11.2 We recognise 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 or recent graduates, but have limited personal experience of HE themselves. As a highly successful 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 Higher Education. They will also continue to be engaged in campus-based activity (for example, open and visit days or arrivals days) and community-based activity.
- 11.3 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 2014/15 we will build upon the work undertaken to date to enhance the subject networks and mentoring relationships between school and college staff and University specialists.

Keele University  
April 2013

# Appendix A



OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: Keele University  
Institution UKPRN: 10007767

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)

Number	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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	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	No	2009/10	91.2%	91%	91%	91%	91%	91%	91%	Over the last 6 years Keele has recruited above benchmark and the UK for students from state schools or colleges. Although Keele's percentage has fallen from last year, Keele's benchmark has also fallen and Keele is therefore still above benchmark.
2	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	No	2009/10	30.5%	30.5%	31%	31%	31%	31.5%		Following improvements in the two years previous to 2010/11, Keele remains slightly below benchmark and the UK overall for this measure and we aim to improve our performance through targeted activities.
3	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 (POLAR3). The chances of young people entering higher education vary according to where they live.	No	2009/10	12.8%	12.8%	13%	13%	13.5%	13.5%		The criteria for the POLAR measure has been changed which has led to a deterioration in performance against an already challenging target. The fall in the current year follows 3 years of increase. This target has therefore been reconsidered in view of the current performance outputs.
4	Mature	No previous HE qualifications and from a Low Participation Neighbourhood First Degree entrants	No	2008/09	15%	15%	18%	18%	18.5%	19%		There has been an increase in the number of mature students from under-represented groups studying at Keele in the last few years. Since the introduction of POLAR3 the proportion of entrants was 19.8% against a benchmark of 14.8%. Recognising this we have increased our yearly milestones to reflect this growth.
5	Disabled	Participation of students in higher education who are in receipt of Disabled Students' Allowance	No	2009/10	5.7%	5.9%	6.1%	6.4%	6.7%	7%		Keele continues to recruit students in receipt of Disabled Student Allowance (DSA) above benchmark and the UK.
6	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.	No	2008/09	4.6%	4.5%	4.5%	4%	4%	4%		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.
7	Non continuation: LPN (HESA Table T3b)	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. This data is then categorised using low participation neighbourhoods	No	2008/09	7.2%	7%	6.8%	6.5%	6.2%	6%		For young entrants from a Low Participation Neighbourhood Keele has performed well in 2010/11 and is below its benchmark. By focusing more targeted retention work through the investment laid out in the OFFA statement a positive impact on closing the gap between LPN and non LPN postcodes continues to be the ambition.

8	Non continuation: Mature (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. This data is then categorised using mature student data also.	No	2008/09	11.9%	11.6%	11.2%	10.7%	10.4%	10%		For mature entrants, Keele is below the UK average and at or above its benchmark for the last 5 years. By focusing more targeted retention work through the investment laid out in the OFFA statement a positive impact on closing the gap between mature and other students is the ambition.
9	Projected outcomes (HESA table T5)	The projected learning outcomes measure uses non-continuation data to predict the proportion of students who would qualify with an award.	No	2008/09	83.2%	83.5%	84%	84.5%	85%	85.5%		Due to the range of interventions both in the whole student experience, academic interventions, peer support and others the ambition is that much of the work carried out will impact positively on this KPI.
10	Applications	Applications from LPN postcode areas is a measure to explore sufficient applications as a percentage of Keele's total applications to support other targets for intake for learners from low participation neighbourhoods	No	2010/11	14.5%	14.5%	15.2%	15.8%	16.5%	17%		In 2014/15 it will be key to maintain current levels of applications from this group in a new environment; subsequently from this year we will aspire to make progress towards increasing applications from these groups.
11	Applications	postcode areas is a measure of applications data based on applicant's postcode and national deprivation (IMD) data.	No	2010/11	34%	34%	34.5%	35%	35.5%	36%		As a target measure for a large proportion of outreach work this target will support demonstration of impact of this work.

**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.

Number	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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Operational targets	Deliver an annual event for those advising learners to ensure they are providing accurate and appropriate information, advice and guidance	No	2009/10	60	100	100	100	100	100		These targets relate to the numbers of attendees at the event, 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 5a, Targeting.
2	Outreach / WP activity (other - please give details in the next column)	Deliver (pre-entry outreach and transition) mentoring relationships	No	2009/10	79	150	175	200	250	250		These targets relate to the numbers of mentees involved in active e-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.
3	Outreach / WP activity (other - please give details in the next column)	Delivery of campus-based experiences, including residential activities	No	2009/10	2018	2000	2000	2250	2500	2500		These target numbers relate to the total number of learners engaged in campus-based events. The total number of learners will be expected to have at least a 70% representation from WP groups.
4	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	Yes	2009/10	1500	1500	1600	1750	2000	2000		Learners reached by the collaborative "Roadshow" 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.
5	Outreach / WP activity (other - please give details in the next column)	Deliver in-school activities over and above collaborative provision	No	2009/10	500	700	1000	1000	1000	1000		Learners reached via in reach to schools through outlined projects in addition to above collaborative work.
6	Outreach / WP activity (other - please give details in the next column)	Delivery of A2K (Compact) programme	No	2010/11	56	50	50	60	75	75		These targets relate to the number of learners actively engaged with the scheme over the course of the year.

7	Outreach / WP activity (other - please give details in the next column)	Delivery of the Access to the Professions programme	No	2010/11	52	40	50	50	50	50	These targets relate to the number of learners engaged in the Access to the Professions programme in total across the two strands (law and medicine); 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.
8	Outreach / WP activity (other - please give details in the next column)	Parent Ambassadors engagement with local community and learner/parent events	No	2009/10	15	20	25	30	35	40	This target relates to the number of activities involving learners' parents that the parent ambassadors engage in. Additionally 70% of the events they engage with will be in partnership with schools and colleges with a Keelelink score of 17+ or in a postcode area considered IMD deprived.
9	Student support services	Develop a Peer-support programme that supports UG students as they make the transition into Keele	No	2010/11	12	120/180 (270/600)	350/750	400/820	450/900	450/900	The pilot stage of the project introduced in 12/13 vastly exceeded expectations with in excess of 600 students receiving support from mentors. Further growth will see every programme and school involved in 14/15. Milestones and targets have therefore been upwardly revised but a peak has been predicted for the 15/16 Academic Year.
10	Student support services	Deliver pre-arrival residential 'Summer School' for students with disabilities and their supporters.	No	N/A	N/A	35	40	45	50	55	The target numbers relate to the number of disabled students and their supporters who have accessed this event in previous years. This number, does, however have a limited due to the students that the programme aims to support and enable.
11	Student support services	Deliver pre-arrival information event for students with dyslexia and their supporters.	No	N/A	N/A	60	75	90	110	125	Feedback from our students suggested that an event for SpLD students was not necessarily the best approach for us to take. This has, as such been removed from the programme of pre-arrival activities. From 14/15 an integrated programme of pre-arrival support will be delivered which will include as part of that programme IAG relating to SpLD students.
12	Student support services	Deliver two events for Local Commuter students. 1) solely for students and 2) for students and their supporters, i.e. parents, partners, friends etc	No	N/A	N/A	40/75	40/90	50/110	60/120	70/135	These sessions will be subsumed within the integrated pre-arrival orientation programme from 2014/15.
13	Student support services	Deliver pre-arrival welcome event for mature learners.	No	2009/10	20	35	42	45	50	55	These sessions will be subsumed within the integrated pre-arrival orientation programme from 2014/15.
14	Student Support Services	Develop a pre-arrival support programme to support students as they make the transition to life as Keele students. To incorporate activity relevant to a range of underrepresented student groups, i.e. Disabled, Mature, Local etc	No	n/a	n/a	n/a	n/a	120	175	250	The programme aims to build upon the success of specific programmes delivered in 11/12 and 12/13. It is anticipated the the programme will attract a range of students in 14/15 and will gain momentum in following years, as such we have set our selves the task of increasing our attendance by over 100% for the 16/17 academic year.
15	Contextual data	Keele wishes to explore the introduction of contextual data into its application process	No	n/a	n/a	Pilot	Wider roll-out	Wider roll-out			The work on contextual data relates to the application cycle for each of the milestone years. The pilot will be working with our highly selective course; wider roll-out will evaluate the impact of the new fees system on admissions and expand to include any additional programmes which have become selective and full roll-out will be the application of contextual data processes to all programmes.

**Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.**