

University of Keele

Access and participation plan 2025-26 to 2028-29

Introduction and strategic aim

University of Keele’s Context and Mission

Founded in 1949, with a commitment to meet the demands of a new kind of society, economy and world, Keele was the first new university of the 20th Century, receiving its Royal Charter in 1962. The University occupies a 620-acre rural campus close to the village of Keele in the historic Staffordshire Potteries heartland. By 1969 Keele University was being described as "the most original innovation in British university education in the 20th century". Keele was created to be different, a university fit for a world of uncertainty that prepared students for that world and supported society through research in partnership with others. This founding mission is as relevant and as important now, in our 75th year, as it was then: *“making a difference in society by providing innovative, high-quality education for students from all backgrounds and by undertaking world-leading research that transforms understanding and brings benefit to society, communities and individuals”*.

Keele’s strategic vision, *Our Future*, outlines the university’s ambition to grow in size, stature, performance and reputation. We articulate this through a clear sense of *Purpose* and knowledge of what our *Performance* needs to be to achieve this. Keele has a strong sense of belonging and we recognise how our *Place* in the UK partly defines us and what we do but that brings with it a determination to be global in outlook and international in action. We also recognise that ultimately, success comes from our *People* and the *Partnerships* we forge, nurture and cherish. As we go forward, our success in education and research will be underpinned by these *5Ps* and they form the core of this commitment. Together, with our passion and pride from which it is borne, this commitment will serve us well as we move forward with the confidence, agility and ambition required to meet the challenges and opportunities that lie ahead.

Keele offers a range of undergraduate, postgraduate taught and postgraduate research programmes. The university population is comprised of around 70% undergraduate students (including 262 Undergraduate apprentice learners), with significant growth overall over the past five years. Over 90% of the undergraduate population at Keele, is of home tuition fee status.

Year	Total Keele University Students	Total Number UG Students	UG % of Total Students	Number UG Home Students	UG Home % UG Total
23/24	13,764	10,349	75.19%	9,731	94.03%
22/23	13,900	9,679	69.63%	9,057	93.57%
21/22	13,011	9,208	70.77%	8,478	92.07%
20/21	12,053	9,082	75.35%	8,683	95.61%
19/20	11,323	8,716	76.98%	8,278	94.97%
18/19	11,290	8,669	76.78%	8,142	93.92%

Table 1: University of Keele’s student numbers

In the OfS Teaching Excellence Framework 2023 exercise, Keele was awarded an overall top rating of Gold, reflecting excellence in the quality of our student experience and student outcomes. Keele strives to be a place where learning, living, and working is a positive experience for our entire community. We seek to ensure equity of opportunity to all our applicants with the potential and motivation to succeed, regardless of background. We also believe it is important that our admissions policy is open and transparent in its use of qualifications and criteria for entry. On that basis, we operate a range of ‘alternative offer’ schemes with clear eligibility criteria communicated via our university webpages.

The University of Keele's APP Strategic Aim

Keele's Access and Participation Plan (APP) articulates our ongoing commitment to improving equity of opportunity for all students, regardless of their background, to support them to access, succeed, and progress from higher education. By addressing considered sector and institutional risks to equity of opportunity, through continuation and implementation of a range of intervention strategies and whole provider approaches, Keele aims to reduce gaps for highlighted APP key priority groups. In line with Office for Students (OfS) guidance, Keele also places an emphasis on data-driven, evidence-informed approaches, which have student voice at the heart of design, implementation, and monitoring.

Risks to equality of opportunity

Following an assessment of performance, we have identified Keele's gaps in student Access, Success, and Progress, based upon a range of APP associated characteristics: ethnicity, IMD Q1, age, TUNDRA Q1, eligibility for free school meals, disability, care leaver status, estrangement from family and students who are seeking asylum. IMD Q1 has been identified as an intersectional measure within Success and Progress, with around 50% of students self-declaring eligibility for free school meals in prior education, and around 50% of TUNDRA Q1 and Q2 students also being captured within IMD Q1.

Based upon both the sector Equality of Opportunity Risk Register, provided by the OfS, and our own internal analysis reflecting upon both quantitative and qualitative sources, a series of risks to equity of opportunity for students at Keele have been identified. An Institutional Equity of Opportunity Risk Register (EORR) has been established and is included in **Annex A**. To derive the heatmapping within the Institutional EORR, we have utilised OfS' national analysis on students these risks are most likely to impact, alongside our own institutional knowledge.

Keele's EORR has been compiled to support risk mitigation at an institutional level and to support the enhancement of a sector-wide evidence-base surrounding 'what works' to reduce risks to equity of opportunity. Keele's EORR contains all twelve of the OfS defined risks and incorporates known localised risks: Risk 13: Sense of Belonging and Risk 14: Staff knowledge and training. The most predominant Risks are:

- **Risk 1: Knowledge and Skills** students entering Keele may not have the relevant knowledge and skills required to succeed once in higher education, and to achieve grades that reflect their knowledge and skills. This risk contributes to indications of risk within the access lifecycle stage, and poses risks to attainment, continuation, and completion for students.
- **Risk 2: Information and Guidance** students may not have received relevant information and guidance to support them in making an informed decision about their higher education options, or to equip them in preparing to enter higher education. This risk contributes to indications of risk within the access lifecycle stage, and poses risks to attainment, continuation, and completion for students.
- **Risk 3: Perceptions of HE** students may not feel able to apply to higher education, certain types of providers, or certain types of courses within higher education, despite being qualified. This risk can impact access to Keele, particularly on competitive programmes such as Medicine and Veterinary Medicine.
- **Risk 6: Insufficient Academic Support** students may not receive sufficient personalised academic support to achieve a positive outcome whilst in higher education, which can contribute towards indications of risk within attainment, continuation, completion, and progress.
- **Risk 7: Insufficient Personal Support** students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome whilst in higher education. This risk can contribute towards indications of risk within attainment, continuation, completion, and progress.
- **Risk 8: Mental Health** students may not experience an environment that is conducive to good mental health and wellbeing. This risk not only acknowledges and focuses on

students who have a disclosed mental health condition, but also students who have not disclosed. It recognises the need to continue work to support students with disclosed mental health conditions, but also support students in maintaining good mental health, to support ongoing use of mental health strategies, to support continued educational and personal success. This risk contributes towards indications of risk in attainment, continuation, completion, and progress.

- **Risk 10: Cost Pressures** increases in cost pressures may affect a student's ability to complete their course and/or obtain a good grade. With reflection upon Keele's student demographic and the current cost-of-living crisis, it is understood that students, particularly in outlined APP Priority Groups, face financial pressures during higher education which can impact their student experience, attainment, continuation, completion, and progress.
- **Risk 12: Progression from HE** some students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. This risk is reflected in progress indications of risk.
- **Risk 13: Sense of Belonging** Advance HE defines belonging as a multi-faceted concept, encompassing inclusion and diversity, community, confidence and feeling that you matter and are valued. There is no one size fits all approach, but it is recognised that a lack of sense of belonging can impact student performance across the full student lifecycle.
- **Risk 14: Staff Knowledge and Training** a lack of knowledge or training for staff can lead to missed opportunities to signpost and refer students to appropriate support or interventions which can improve performance across the student lifecycle. This can also mean that teaching, learning and support services do not reflect the needs and expectations of students from APP Priority Groups. This risk can impact students across the full student lifecycle.

Keele's intervention strategies focus on mitigating these specific risks, with the expectation that work undertaken through intervention strategies will reduce gaps in performance across the full student lifecycle.

Objectives

Below are the objectives and numerical targets for Keele during this Access and Participation Plan period.

Objective 1

Indication of Risk: A difference in access to the University of Keele by students from TUNDRA Q1 and students who have been eligible for Free School Meals

Risks to equity of opportunity: Knowledge and Skills, Perception of HE, Application success rates, Sense of Belonging, Staff Knowledge and Training

Objective: To sustain the proportion of students studying at the university from TUNDRA Q1 and students that have been eligible for Free School Meals.

Target: To sustain access to the University of Keele by TUNDRA Q1 (15.2%) and Students eligible for Free School Meals (15.7%).

Objective 2

Indication of Risk: A difference in on-course attainment by students of Black, Asian, Mixed and Other ethnicities compared to White students.

Risks to equity of opportunity: Knowledge and Skills, Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost pressures, Sense of Belonging and Staff Knowledge and Training

Objective: To ensure that students of Black, Asian, Mixed and Other ethnicities have equal opportunity to attain a degree award that reflects their academic capabilities by reducing the attainment gap.

Target: To reduce the attainment gap for Black Students to 17.1p.p, for students of Mixed ethnicity to 7.1p.p, for Asian Students to 8.3p.p and for students from Other ethnicities to 12.5p.p by 2029.

Objective 3

Indication of Risk: A difference in on-course attainment by students from IMD Q1 compared to students from IMD Q5.

Risks to equality of opportunity: Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Sense of Belonging, Staff Knowledge and Training.

Objective: To reduce the attainment gap for students from IMD Q1.

Target: To reduce the attainment gap for students from IMD Q1 to 14p.p by 2029.

Objective 4

Indication of Risk: A difference in on-course attainment by students with specific disability types compared to students with no reported disability.

Risks to equity of opportunity: Knowledge and Skills, Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Sense of Belonging, Staff Knowledge and Training.

Objective: To improve attainment outcomes for students with disabilities, specifically: Mental Health disabilities, Multiple Impairments.

Target: Reduce attainment gaps for students with Mental Health disabilities to 5.6p.p, Multiple Impairments to 3p.p by 2029.

Objective 5

Indication of Risk: A difference in on-course continuation and completion by Mature students compared to students categorised as 'Young under 21'

Risks to equity of opportunity: Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Sense of Belonging, Staff Knowledge and Training

Objective: To reduce continuation and completion gaps between Mature Students and their peers.

Target: Reduce Mature Student continuation and completion gaps to 5.1p.p (continuation) and 4p.p (completion) by 2029.

Objective 6

Indication of Risk: A difference in progress from university to 'good outcomes' by students from IMD Q1 compared to students from IMD Q5, and Black students compared to White students.

Risks to equity of opportunity: Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Progression from HE, Sense of Belonging, Staff Knowledge and Training.

Objective: To improve progression outcomes for students from IMD Q1 and Black students.

Target: Reduce the progress gap for students from IMD Q1 to 7p.p and the progress gap for Black students to 3.6p.p by 2029.

Objective 7

Risks to equity of opportunity: Knowledge and Skills, Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Progression from HE, Sense of Belonging, Staff Knowledge and Training.

Objective: To provide full lifecycle support to underpin success at each lifecycle stage for Care Leavers, Estranged Students and Asylum-Seeking Students.

Intervention strategies and expected outcomes

Intervention strategy 1: Access2Keele

Objectives and targets

This intervention strategy supports the achievement of Objective 1: To sustain the proportion of students studying at the University of Keele from TUNDRA Q1 and Free School Meals Backgrounds (Targets- PTA_1 and PTA_2).

Risks to equality of opportunity

Knowledge and Skills, Perception of HE, Application success rates, Sense of Belonging, Staff Knowledge and Training

Related objectives and targets

Objective 2 (PTS_1, PTS_2, PTS_3, PTS_4), Objective 3 (PTS_5), Objective 4 (PTS_6, PTS_7), Objective 5 (PTS_8, PTS_9), Objective 6 (PTP_1, PTP_2), Objective 7

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Steps2 Medicine	<p>Up to 40 students per year</p> <p>A post-16 programme delivered over 5-days for students from underrepresented backgrounds, which supports prospective medical students to gain good quality work experience with local NHS partners, visit the Medical School at Keele, and understand what studying medicine would be like. Students who complete the programme are given a contextual offer at any Medical School which participates in the programme. Existing.</p>	<p>0.5FTE Staff</p> <p>Event costs</p> <p>Student Ambassadors</p> <p>4-year cost: £210,000</p>	<p>Increased successful applications to medical school from students belonging to under-represented groups.</p> <p>Increased confidence to succeed in HE.</p> <p>Increased subject knowledge.</p> <p>Increased positive engagement with HE academic staff.</p>	
Future Vets	<p>Up to 200 students per year</p> <p>Future Vets: two pre-16 (Y10) veterinary science taster days for students from underrepresented backgrounds to help them understand the realities of studying veterinary science as well as the admissions process. Collaborative project with Higher Horizons, Keele Harper Vet School and Harper Adams University. Existing.</p>	<p>0.2FTE Staff</p> <p>Event costs</p> <p>Student Ambassadors</p> <p>4-year cost: £64,000</p>	<p>To increase the numbers of successful applications to vet school from students belonging to under-represented groups.</p> <p>Increased confidence to succeed in HE.</p> <p>Increased subject knowledge.</p> <p>Increased positive engagement with HE academic staff.</p>	

<p>Future Vets +</p>	<p>Up to 20 students per year</p> <p>Future Vets+: a post-16 access programme for students from under-represented backgrounds, which supports prospective veterinary science students to gain both large and small animal work experience at either Keele University or Harper Adams University, as well as support with elements of the admissions programme (i.e. interview skills.) Students who complete the programme are given a contextual offer at the Harper Keele Vet School. Collaborative project with Higher Horizons, Keele Harper Vet School and Harper Adams University. Existing.</p>	<p>0.2FTE Staff Event costs Student Ambassadors 4-year cost: £64,000</p>	<p>To increase the numbers of successful applications to vet school from students belonging to under-represented groups.</p> <p>Increased confidence to succeed in HE.</p> <p>Increased subject knowledge.</p> <p>Increased positive engagement with HE academic staff.</p>	
<p>Skills and myth busting sessions in School</p>	<p>4 x sessions</p> <p>Delivered to up to 300 students total per year in Y10 and Y11. Skills and myth-busting sessions. New Activity.</p>	<p>0.3FTE Staff Delivery costs 4-year cost: £162,000</p>	<p>Improved academic skills.</p> <p>Increased academic self-efficacy.</p> <p>Increased cognitive study strategies.</p>	<p>IS2, IS3, IS4, IS5, IS7</p>
<p>Y10 & Y11 Academic Taster Day on campus</p>	<p>10 x campus visits on campus with up to 30 students (up to a total of 300 students per year)</p> <p>Y10 and Y11 Academic and curriculum based, skills and myth-busting sessions on campus. New Activity.</p>	<p>0.4FTE Staff Event costs Student Ambassadors 4-year cost: £231,000</p>	<p>To increase the numbers of successful applications to university from students belonging to under-represented groups.</p> <p>Increased academic self-efficacy.</p> <p>Increased cognitive study strategies.</p> <p>To support students to plan their transition into higher education.</p> <p>To support student attainment raising whilst at school & college.</p>	<p>IS2, IS3, IS4, IS5, IS7</p>

Partnerships with Colleges	<p>In-depth partnerships between Keele and several key FE and sixth form colleges across the region. Responding to regional demand, the partnerships seek to formalise work undertaken between the university and its college partners and set an ambition for developing partnerships that go beyond progression to higher education. Areas for collaboration include admissions and outreach, networking, staff CPD and course and portfolio development. New Activity.</p>	<p>1.5 FTE Staff Delivery costs 4-year cost: £373,000</p>	<p>To increase the numbers of successful applications to university from students belonging to under-represented groups.</p> <p>To provide improved support to students in planning their transition into higher education.</p> <p>To support student attainment raising whilst at college.</p> <p>To support development of Keele’s academic portfolio in response to learner need.</p>	<p>IS2, IS3, IS4, IS5, IS7</p>
Academic Masterclasses - CPD	<p>3 x CPD Masterclasses per year for up to 15 Teachers and Adviser’s per event.</p> <p>Teachers and Advisers are positioned to continually influence decision making for prospective students and their decisions around whether to apply to university or not, as well as having a consistent impact on their attainment. We will deliver a series of Academic Masterclass sessions, to increase subject awareness within schools and colleges and improve understanding of admissions and transitions related issues. New Activity.</p>	<p>0.9FTE Staff Event costs 4-year cost: £448,000</p>	<p>To increase the numbers of successful applications to university from students belonging to under-represented groups.</p> <p>To provide improved support to students in planning their transition into higher education.</p> <p>Increased teacher professional skills.</p> <p>Increased teacher motivation.</p>	<p>IS2, IS3, IS4, IS5, IS7</p>

Y12 Academic Taster Days on campus	4 x on campus events for up to 50 students in Y12 (up to 200 Y12 students per year) Academic and curriculum based, skills and myth-busting sessions on campus. New Activity.	0.4FTE Staff Event costs Student Ambassadors 4-year cost: £223,000	To increase the numbers of successful applications to university from students belonging to under-represented groups. Increased academic self-efficacy. Increased cognitive study strategies. To support students to plan their transition into higher education. To support student attainment raising whilst at school & college.	IS2, IS3, IS4, IS5, IS7
Applicant Hub review	Review of applicant hub in consultation with students and external partners. The hub provides information to prospective students to ensure they are aware of what is available when they arrive at Keele (accommodation, funding, campus and local community). An annual review will be conducted, with updates to relevant webpages. New Activity.	0.1 FTE Staff Delivery cost 4-year cost: £24,000	Increased understanding of university systems, structure and where to get support and advice.	IS2, IS3, IS4, IS5, IS6, IS7

Total cost of activities and evaluation for intervention strategy: £1,799,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Summary of evidence base and rationale

We have conducted a literature review, alongside engagement and consultation with Schools and Colleges through our institutional account management scheme and our Uni Connect partnership. See Annex B, for further information.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 1 and 2 standards of evidence to establish whether they lead to the intended outcomes. This strategy will start from 2025-26 academic year, and we intend to disseminate interim findings each year, annually from Spring 2027. We will share our findings through our university webpages, and where possible, will also disseminate findings at conferences and

through networks such as the WP Midlands Forum, APPSIG and NEON. Further details surrounding how we will evaluate each activity can be found below in Table 2.

Table 2: Overview of evaluation for Intervention Strategy 1

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Steps2 Medicine	To increase the numbers of successful applications to medical / vet school from students belonging to under-represented groups. Increased confidence to succeed in HE Increased subject knowledge. Increased positive engagement with HE academic staff.	Type 2- empirical pre and post attitudinal and use of data tracking to determine access to HE by participants	Publication of interim findings will be made available through university webpages: annually in Spring from Spring 2027
Future Vets			
Future Vets+			
Skills and myth busting sessions in School (Y10 & Y11)	Improved academic skills. Increased academic self-efficacy. Increased cognitive study strategies.	Type 2 – empirical behavioural skills pre and post-test and use of data tracking to determine access to HE by participants	
Y10, Y11 & Y12 Academic Taster Days on campus	To increase the numbers of successful applications to university from students belonging to under-represented groups. Increased academic self-efficacy. Increased cognitive study strategies. To support students to plan their transition into higher education. To support student attainment raising whilst at school & college.	Type 2- empirical pre and post attitudinal and use of data tracking to determine access to HE by participants.	
Partnerships with Colleges	To increase the numbers of successful applications to university from students belonging to under-represented groups. To provide improved support to students in planning their transition into higher education. To support student attainment raising whilst at college.	Type 1- narrative- Theory of Change	
Academic Masterclasses	To increase the numbers of successful applications to university from students belonging to under-represented groups. To provide improved support to students in planning their transition into higher education. Increased teacher professional skills. Increased teacher motivation	Type 2- empirical – pre and post staff attitudinal	
Applicant Hub Review	Increased understanding of university systems, structure and where to get support and advice.	Type 1- narrative- Theory of Change	

More information on evaluation can also be provided in the Evaluation section.

Intervention strategy 2: Ethnicity Attainment

Objectives and targets

This intervention strategy supports the achievement of Objective 2: To ensure that students from Black, Asian, Mixed and Other ethnicities have equal opportunity to attain a degree award that reflects their academic capabilities by reducing the attainment gap. (Targets- PTS_1, PTS_2, PTS_3, PTS_4).

Risks to equality of opportunity

Knowledge and Skills, Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost pressures, Sense of Belonging and Staff Knowledge and Training

Related objectives and targets

Objective 1 (PTA_1, PTA_2), Objective 3 (PTS_5), Objective 4 (PTS_6, PTS_7), Objective 5 (PTS_8, PTS_9), Objective 6 (PTP_1, PTP_2), Objective 7.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Study, Assessment and Skills Toolkits	Co-created toolkits collating new and existing resources on academic, information and digital skills, utilising a scaffolded approach. Enhancing existing activity.	1FTE Staff Licenses, Student Staff, Delivery Costs 4-year costs: £244,000	Students build a sense of belonging in higher education by developing the skills needed to succeed academically. Improved academic skills to support success on-course.	IS3, IS4, IS5, IS6, IS7
Reassessment Support	Asynchronous resources and synchronous workshops to support students requiring reassessment.	0.8FTE Staff Venue and general delivery costs. 4-year cost: £145,000	Develop an understanding of assessment criteria, academic integrity, and feedback literacy. Improved assessment readiness.	IS3, IS4, IS5, IS7

	<p>Resources: process of completing reassessment, academic integrity, types of assessment.</p> <p>Workshops: understanding feedback, academic integrity, exam revision and preparation. New Activity.</p>		Reduced number of repeat referrals of students to the Academic and Digital Skills team.	
Data and Retention Project	A data informed approach to identify students at risk of underachievement or withdrawal from their programme to support early intervention with support. New Activity.	1.9FTE Staff Keele system / platform 4-year cost: £820,000	Students at risk of low / no on-course success are identified.	IS3, IS4, IS5, IS6, IS7
Intervention referral matrix	An intervention referral matrix to be used by Academic Mentors when students are identified as being at risk of underachievement or non-completion, to signpost or refer students on to relevant interventions and support services. New Activity.	1.3 FTE Staff Keele system / platform 4-year cost: £623,000	Students identified as at risk of low / no on-course success receive appropriate signposting to support services. Improved engagement and attainment by 'at risk' students.	IS3, IS4, IS5, IS6, IS7
Financially Futureproofing Programme	In-person and online workshops aimed at improving students' financial capability, including post-HE budgeting, bank accounts, credit cards, loans, PG funding, mortgages, pensions. New Activity.	0.2FTE Staff Delivery cost 4-year cost: £61,000	Improved awareness of financial support available after HE. Improved financial awareness. Reduced need for financial hardship / emergency fund support.	IS3, IS4, IS5, IS6
Academic Mentor Training	Training for Academic Mentors on how to interpret learning analytics data and log interventions. New Activity.	0.2FTE Staff Delivery costs 4-year cost: £48,000	Increased understanding of use of learner analytics. Increased confidence in interpreting data.	IS1, IS3, IS4, IS5, IS6, IS7
Supporting our Students	Training for academic and professional staff on: Understanding APP, APP Awareness Raising workshops, Mental Health Awareness and Intervention, Active Bystander Training, Understanding Academic Cultures, Keele's support for APP Groups	0.3FTE Staff Delivery costs 4-year cost: £64,000	Increased knowledge of support needs of students and support available to students, to support effective signposting.	IS1, IS3, IS4, IS5, IS6, IS7

	(Information, Advice and Guidance for pre-entry conversations). New Activity.			
Evaluation, Research and Impact	Training for academic and professional staff on: Theory of Change, Keele Evaluation Framework, Staff attendance at annual TASO Evaluation Conferences. New Activity.	0.1FTE Staff Delivery costs 4-year cost: £15,000	Increased knowledge of Theory of Change and educational evaluative methodologies adopted by Keele. Increased knowledge of APP sector evidence base and approach to evaluation design.	IS1, IS3, IS4, IS5, IS6, IS7
APP Intervention Innovation Funds	Establishment of an innovation fund which staff can apply for to seed-fund work to support gap reduction for highlighted APP Priority Groups, ensuring continued development of projects in response to student need and in keeping with OfS guidance and the growing sector evidence base. New Activity.	1.2FTE Staff Project Seed Funding 4-year cost: £117,000	Enhanced understanding of sector literature in “what works” to support gap reduction by stage / group. Increased collaboration opportunities both internal and external to the University Increased projects surrounding APP gap reduction within local context.	IS1, IS3, IS4, IS5, IS6, IS7

Total cost of activities and evaluation for intervention strategy £2,137,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Summary of evidence base and rationale

We have conducted a literature review, alongside student consultation and review of anonymous surveys and intend to continue working with students on our approach to intervention strategies contained within the APP.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 2 and Type 3 standards of evidence to establish whether they lead to the intended outcomes. This strategy will start from 2025-26 academic year, and we intend to disseminate interim findings either each year, annually from Spring 2027, or via a mid-point and endpoint report. We will share our findings through our university webpages, and where possible will disseminate findings at conferences and through networks such as the APPSIG, TASO, and NASMA. Further details surrounding how we will evaluate each activity can be found below in Table 3.

Table 3: Overview of evaluation for Intervention Strategy 2

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Study Assessment and Skills Toolkits	Improved academic skills to support success on-course.	Type 2 – empirical Behavioural skills pre and post test	Publication of interim findings will be made available through university webpages: annually in Spring from Spring 2027
Reassessment Support	Understanding of assessment criteria, academic integrity and feedback literacy. Improved assessment readiness.	Type 2- empirical pre and post attitudinal Review of student participant outcomes data	
	Reduced number of repeat referrals.	Type 2- empirical - service referral data	
Data and Retention Project	Students at risk of low / no on-course success are identified.	Type 3 – causal -Regression Discontinuity Design (RDD)	Publication of results will be made available through university webpages: Mid-point interim update: Spring 2028 Full intervention update: Spring 2030
Intervention referral matrix or toolkit	Students receive appropriate signposting and/or referral to support services. Improved engagement and attainment by 'at risk' students.	Type 2 – empirical- data tracking of student signposting, engagement and attainment	Publication of interim results will be made available through university webpages: annually in Spring from Spring 2027
Financially Futureproofing Programme	Awareness of financial support available after HE. Improved financial awareness.	Type 2- empirical – pre and post test	
	Reduced need for financial hardship / emergency fund support.	Type 2- empirical – data tracking of students who have participated in programmes	
Academic Mentor Training	Increased understanding of use of learner analytics, Increased confidence in interpreting data.	Type 2- empirical – pre and post staff attitudinal	Publication of interim results will be made available through university webpages: annually in Spring from Spring 2027
Supporting our Students	Increased knowledge of support available to students to support effective signposting.		
Evaluation, Research and Impact	Increased knowledge of Theory of Change and educational evaluative methodologies adopted by Keele. Increased knowledge of sector evidence base and approach to evaluation design.		
APP Intervention Innovation Funds	Enhanced understanding of sector literature in “what works” to support gap reduction by stage / group. Increased collaboration opportunities both internal and external to the University. Increased projects surrounding APP gap reduction within local context	Type 1, Type 2 and Type 3 will be contingent on projects proposed	Publication dates will be contingent on projects proposed and will be made available through university webpages once available.

More information on evaluation can be found in the Evaluation section.

Intervention strategy 3: IMD Attainment

Objectives and targets

This intervention strategy supports the achievement of Objective 3: To reduce the attainment gap for students from IMD Q1. (Target- PTS_5).

Risks to equality of opportunity

Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Sense of Belonging, Staff Knowledge and Training.

Related objectives and targets

Objective 2 (PTS_1, PTS_2, PTS_3, PTS_4), Objective 4 (PTS_6, PTS_7), Objective 5 (PTS_8, PTS_9), Objective 7.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
HE Buddy Scheme	Pilot activity which enables L6 students to mentor L4 students, with the aim of improving peer-to-peer connections, networks, and awareness of key academic skills. New Activity.	0.9FTE Staff Event costs 4-year cost: £206,000	Students develop peer connections. Increased self-efficacy. Increased belief in own ability.	IS2, IS4, IS5, IS7
Peer Assisted Learning (PAL)	Pilot activity, where training is provided to L6 students to facilitate peer support sessions, focussing on modules initially for L4 students. Subject to evaluation, we will explore extending this intervention to Level 5 also. New Activity.	0.3FTE Staff Student costs, event Costs 4-year cost: £128,000	Improved career readiness and academic skills for PAL leaders. Improved subject knowledge, academic skills, and assessment outcomes for participating students.	IS2, IS4, IS5, IS7
Pre-arrival events	Organisation of pre-arrival events for local and commuter students, mature students, and students with disclosed disabilities, covering library, IT systems, mental health and wellbeing, effective learning strategies, and familiarising	0.6FTE Staff Event and Student Ambassador costs 4-year cost: £164,000	Increased understanding of university systems, structure and where to get support and advice. Development of peer networks.	IS2, IS4, IS5, IS7

	students with campus and services, networking, money management. Enhancing Existing Activity.			
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Total cost of activities and evaluation for intervention strategy £498,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Summary of evidence base and rationale

To inform our evidence base for this intervention, we have conducted a literature review alongside in-depth working with a student society and undertaking consultation with students on intended interventions. We intend to continue working with students on our approach to intervention strategies contained within the APP.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 2 standards of evidence to establish whether they lead to the intended outcomes. This strategy will start from 2025-26 academic year, and we intend to disseminate interim findings each year, annually from Spring 2027. We will share our findings through our university webpages, and where possible, we will disseminate findings at conferences and through networks such as the APPSIG, TASO, Community of Practice for Sense of Belonging and Advance HE. Further details surrounding how we will evaluate each activity can be found below in Table 4.

Table 4: Overview of evaluation for Intervention Strategy 3

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
HE Buddy Scheme	Students develop peer connections. Increased self-efficacy. Increased belief in own ability.	Type 2- empirical – pre and post attitudinal	Publication of interim results will be made available through university webpage: annually in Spring from Spring 2027
Peer Assisted Learning	Improved career readiness and academic skills for PAL leaders. Improved subject knowledge, academic skills, and assessment outcomes for participating students.	Type 2- empirical –review of attainment data by students taking part in the intervention. Pre and post attitudinal for PAL Leaders	
Pre-arrival events	Increased understanding of university systems, structure and where to get support and advice. Development of peer networks.	Type 2 – empirical – pre and post attitudinal	

More information on evaluation can also be provided in the Evaluation section.

Intervention strategy 4: Disability Success

Objectives and targets

This intervention strategy supports the achievement of Objective 4: To improve attainment outcomes for students with disabilities, specifically: Mental Health disabilities, Multiple Impairments. (Targets- PTS_6, PTS_7).

Risks to equality of opportunity

Knowledge and Skills, Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Sense of Belonging, Staff Knowledge and Training.

Related objectives and targets

Objective 2 (PTS_1, PTS_2, PTS_3, PTS_4), Objective 3 (PTS_5), Objective 5 (PTS_8, PTS_9), Objective 6 (PTP_1, PTP_2), Objective 7.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Inclusive Education Framework	<p>Implementation of a framework to support proactive identification and elimination to barriers to learning, which covers all aspects of learning and teaching, with aligned production of toolkits and reflection on learning design processes. New Activity.</p> <p>In recognition of our partnership working with Harper Adams, a distinct learning and teaching toolkit which focuses on performance and wellbeing will be utilised within the Harper and Keele Veterinary School. New Collaborative Activity.</p>	<p>1.6FTE Staff Delivery costs 4-year cost: £368,000</p>	<p>Increased knowledge of inclusivity in learning and teaching.</p> <p>Increased cultural awareness.</p> <p>Increased accessibility of learning and teaching, resulting in reduced need for individual reasonable adjustments.</p>	IS2, IS3, IS5, IS6, IS7
Partnership working with the NHS and other external agencies	<p>Further develop relationships with local NHS services and other support and care organisations to develop and deliver strategic initiatives to ensure students can access external and specialist support and care. New Activity</p>	<p>0.8FTE Staff Delivery costs 4-year cost: £250,000</p>	<p>Increased access to external services through the University.</p> <p>Increased partnership working to supporting students.</p>	IS2, IS3, IS5, IS6, IS7
Data informed and targeted support services	<p>Annual review of student support services using APP data to ensure services are targeted, effective and that there is a continuous improvement process in place, allowing increased agility/adaptation of services. New Activity.</p>	<p>0.4FTE Staff Delivery costs 4-year cost: £95,000</p>	<p>Services adapt to demand and feedback, ensuring services tailor to student need and any changes in APP risk areas.</p>	IS2, IS3, IS5, IS6, IS7

Transition into and from breaks in study	Development and implementation of processes designed to support students into, and returning from, breaks in study including leave of absence and placements. New Activity.	1.5FTE Staff Delivery costs 4-year cost: £298,000	Students feel better prepared transitioning in and out of breaks in study. Students have greater awareness of support available, both internal and external to the university.	IS2, IS3, IS5, IS6, IS7
Student Advisory Group	Formation of a Student Advisory group to inform work within this intervention strategy, ensuring that university approach considers current and future student service requirements. New Activity.	0.2FTE Staff Student workers 4-year cost: £63,000	Student voice is a part of service design and delivery. Increase in relevant service use by students.	IS2, IS3, IS5, IS6, IS7
Inclusive Delivery of Learning and Teaching	Programme of training, to include embedding inclusivity into the curriculum, embedding inclusivity into learning design, cultural awareness, intercultural communication, staff (and students) British Sign Language training, introduction to APP, inclusive teaching, learning and assessment, decolonising the curriculum, reasonable adjustments. Also embedded within Postgraduate Certificate in Higher Education Practice / Academic Professional Apprenticeship. New Activity.	0.8FTE Staff Delivery Costs 4-year cost: £222,000	Increased knowledge of inclusivity in learning and teaching. Increased cultural awareness.	IS2, IS3, IS5, IS6, IS7

Total cost of activities and evaluation for intervention strategy £1,296,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Summary of evidence base and rationale

We have conducted a literature review, alongside consulting with students on intervention strategies and intend to continue working with students on our approach to intervention strategies contained within the APP.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 1 and 2 standard to establish whether they lead to the intended outcomes. This strategy will start from 2025-26 academic year, and we intend to disseminate interim findings via a mid-point and end-point report. We will share our findings through our university webpages, and where possible will disseminate findings at conferences and through networks such as AMOSSHE, APPSIG and Advance HE. Further details surrounding how we will evaluate each activity can be found below in Table 5.

Table 5: Overview of evaluation for Intervention Strategy 4

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Inclusive Education Framework	Increased knowledge of inclusivity in learning and teaching. Increased cultural awareness. Increased accessibility of learning and teaching, resulting in reduced need for individual reasonable adjustments.	Type 2- empirical module feedback Staff pre and post attitudinal	Publication of results will be made available through university webpage: Mid-point interim update: Spring 2028 Full intervention update: Spring 2030
Partnership working with the NHS and other external agencies	Increased access to external services through the University. Increased partnership working to supporting students.	Type 1- narrative- Theory of Change	
Data informed and targeted support services	Services adapt to demand and feedback, ensuring services tailor to student need and any changes in APP risk areas.	Type 1- narrative- Theory of Change	
Transition into, and returning from, breaks in study	Students feel better prepared transitioning in and out of breaks in study. Students have greater awareness of services available both internal and external to the university.	Type 2- empirical pre and post attitudinal	
Student Advisory Group to inform work within this Intervention Strategy	Student voice is a part of service design and delivery. Increase in relevant service use by students.	Type 1- narrative- Theory of Change	
Inclusive Delivery of Learning and Teaching	Increased knowledge of inclusivity in learning and teaching. Increased cultural awareness.	Type 1- narrative- Theory of Change	

More information on evaluation can also be provided in the Evaluation section.

Intervention strategy 5: Mature Student Success

Objectives and targets

This intervention strategy supports the achievement of Objective 5: To reduce continuation and completion gaps between Mature Students and their peers. (Targets- PTS_8, PTS_9).

Risks to equality of opportunity

Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Sense of Belonging, Staff Knowledge and Training

Related objectives and targets

Objective 2 (PTS_1, PTS_2, PTS_3, PTS_4), Objective 3 (PTS_5), Objective 4 (PTS_6, PTS_7), Objective 6 (PTP_1, PTP_2), Objective 7.

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Fundamental Academic Skills	Scaffolded progressive academic skills providing differentiated support within five key areas: academic reading, academic writing, referencing, research and transferrable skills. This project will be piloted within the School of Nursing and Midwifery and fully evaluated prior to consideration of wider rollout to other programmes in the university. New Activity.	0.7FTE Staff Delivery costs 4-year cost: £146,000	Increased self-efficacy, improved motivation, and self-confidence with academic skills. Improved academic skills to support success on-course.	IS2, IS3, IS4, IS6, IS7
Keele Essentials Plus (digital skills development)	A series of 5-workshops at the start of each semester, for up to 32 students per year. Co-designed workshops to be delivered in first 5 weeks of each semester, aimed at providing training to students in using core systems. New Activity.	0.2FTE Staff Delivery costs 4-year cost: £39,000	Student Awareness of digital resources available. Increased digital skills in using digital platforms.	IS2, IS3, IS4, IS6, IS7

Total cost of activities and evaluation for intervention strategy £185,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Summary of evidence base and rationale

We have conducted a literature review, alongside consulting with students on intervention strategies and intend to continue working with students on our approach to intervention strategies contained within the APP.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 2 standard to establish whether they lead to the intended outcomes. This strategy will start from 2025-26 academic year, and we intend to disseminate interim findings each year, annually from Spring 2027. We will share our findings through our university webpages, and where possible will disseminate findings at conferences and through networks such as APPSIG and Advance HE. Further details surrounding how we will evaluate each activity can be found below in Table 6.

Table 6: Overview of evaluation for Intervention Strategy 5

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Fundamental Academic Skills	Increased self-efficacy, improved motivation, and self-confidence with academic skills. Improved academic skills to support success on-course.	Type 2 – empirical Modular evaluation Attainment data tracking for students who participate in programme.	Publication of interim results will be made available through university webpage: annually in Spring from Spring 2027
Keele Essentials Plus (digital skills development)	Student Awareness of digital resources available. Increased digital skills in using digital platforms.	Type 2- empirical Behavioural skills pre and post test	

More information on evaluation can also be provided in the Evaluation section.

Intervention strategy 6: IMD Q1 and Black Students Progress

Objectives and targets

This intervention strategy supports the achievement of Objective 6: To improve progression outcomes for students from IMD Q1 and Black students at the University of Keele. (Targets- PTP_1, PTP_2).

Risks to equality of opportunity

Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Progression from HE, Sense of Belonging, Staff Knowledge and Training.

Related objectives and targets

Objective 2 (PTS_1, PTS_2, PTS_3, PTS_4), Objective 3 (PTS_5), Objective 4 (PTS_6, PTS_7), Objective 5 (PTS_8, PTS_9), Objective 7

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Educational Gains Project	Development of solutions that enable students to self-assess their progress against achievement of Keele's Graduate Attributes (academic expertise, professional skills, personal effectiveness, social & ethical responsibility), with self-assessment data used to sign-post students to co-curricular	2.3FTE Staff Platform license costs	Increased student self-efficacy. Increased meta-cognitive strategies. Collated self-assessment data will also be used to inform targeting and	IS2, IS3, IS4, IS5, IS7

	activity to support achievement of Keele's Graduate Attributes. Embedding Keele's Curriculum Expectations (inclusivity, digital capability, digital capability, external engagement) in the curricula to support student progress towards achieving Graduate Attributes. New Activity.	4-year cost: £743,000	delivery of other services (i.e. academic skills support, careers support).	
upReach	For up to 20 students per year. Students are assigned a personal Programme Coordinator by upReach based upon their interests and will have the opportunity to gain: 1-to-1 coaching, CV & application reviews, mock interviews, industry mentoring, exclusive employer events, exclusive work experience. Existing Activity.	0.2FTE Staff Partnership costs 4-year cost: £90,000	Increased understanding of industry of interest. Increased confidence in building professional networks. Increased careers related self-efficacy.	
Keele Career Readiness Programme	A careers programme targeted to three academic Schools, which will provide students with: <ul style="list-style-type: none"> • Careers Networking advice sessions • Networking with the employers' events- which provide opportunities to meet potential employers and utilise networking skills gained from advice sessions • Guest Speaker sessions – to learn more about industry insights • Focused and targeted 1-2-1 Careers Consultant meetings which aim to support students in exploring career options, CV's, interviews, work experience and postgraduate study. New Activity.	2.3FTE Staff Event costs 4-year cost: £632,000	Improved understanding of recruitment markets. Increased confidence engaging with employers. Increased understanding of industry of interest. Increased engagement by APP Groups with Careers and Employability Service. Improvement of skills employers need.	IS2, IS3, IS4, IS5, IS7
Future Recruitment Series	Programme of interventions, including application form workshop, sessions on postgraduate study options, in-person interview / telephone / video interviews, access to Keele Careers Online – CV360, CV Builder, Interview 360, Assessment Centre Tool, Aptitude test, cover letter builder, elevator pitch builder. Enhancing Existing Activity.	0.5FTE Staff Event costs and platform 4-year cost: £266,000	Students engaged in the programme reporting higher careers readiness. Increased understanding of post-HE options. Development of recruitment linked skills.	IS2, IS3, IS4, IS5, IS7

Placements	Guaranteed access to placements and experiential opportunities for all students via the following mechanisms (which may differ on a course-by-course basis): placement year, curriculum embedded short term placement, employer-led project-based learning in curriculum, employer commissioned projects and consultancy, co / extra-curricular placements. Available to all students across all Faculties. New Activity.	7.8FTE Staff Delivery costs 4-year period: £1,679,000	Students gain insight into chosen career. Development of networking skills. Increased confidence in own ability.	IS2, IS3, IS4, IS5, IS7
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Total cost of activities and evaluation for intervention strategy £3,410,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Summary of evidence base and rationale

We have conducted a literature review, alongside consulting with students on intervention strategies considered and intend to continue working with students on our approach to intervention strategies contained within the APP.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 2 standard to establish whether they lead to the intended outcomes. This strategy will start from 2025-26 academic year, and we intend to disseminate interim findings either each year, annually from Spring 2027 or via a mid-point and end-point report. We will share our findings through our university webpages, and where possible will disseminate findings at conferences and through networks such as AGCAS, APPSIG and Advance HE. Further details surrounding how we will evaluate each activity can be found below in Table 7.

Table 7: Overview of evaluation for Intervention Strategy 6

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Educational Gains Project	Increased student self-efficacy. Increased meta-cognitive strategies.	Type 2 – Collated self-assessment data will also be used to inform targeting and delivery of other services (i.e. academic skills support, careers support)	Publication of results will be made available through university webpage: Mid-point interim update: Spring 2028 Full intervention update: Spring 2030
upReach	Increased understanding of industry of interest. Increased confidence in building professional networks. Increased careers related self-efficacy.		
Keele Career	Improved understanding of recruitment markets. Increased confidence engaging with employers. Increased understanding		

Readiness Programme	of industry of interest. Increased engagement by APP Groups with Careers and Employability Service. Improvement of skills employers need.	Type 2- empirical – pre and post attitudinal Publication of interim results will be made available through university webpage: annually in Spring from Spring 2027
Future Recruitment Series	Students engaged in the programme reporting higher careers readiness. Increased understanding of post-HE options. Development of recruitment linked skills.	
Placements	Students gain insight into chosen career. Development of networking skills. Increased belief in own ability.	

More information on evaluation can also be provided in the Evaluation section.

Intervention strategy 7: Care Leaver, Estranged Student and Asylum-Seeking Student Full Lifecycle Approach

Objectives and targets

This intervention strategy supports the achievement of Objective 7: To provide full lifecycle support to underpin success at each lifecycle stage for Care Leavers, Estranged Students or Asylum-Seeking Students.

Risks to equality of opportunity

Knowledge and Skills, Information and Guidance, Insufficient Academic Support, Insufficient Personal Support, Mental Health, Cost Pressures, Progression from HE, Sense of Belonging, Staff Knowledge and Training.

Related objectives and targets

Objective 3 (PTS_5), Objective 6 (PTP_1, PTP_2).

Activity	Description	Inputs	Outcomes	Cross intervention strategy?
Pre-entry Care Leaver information mornings	3 on campus events per year. Events designed to provide Care Leavers with information about the university, and to answer any questions they have about studying at university. New Activity.	0.2FTE Staff Event Costs 4-year cost: £118,000	Increased knowledge of the benefits of HE. Increased knowledge of support available within HE. Increased capacity to make informed decisions about HE / Future.	

Care Leavers' and Estranged Students' Bursary	£1,000 per year bursary + £500 upon graduation to UG Care Leavers' or Estranged Students' that meet the relevant eligibility criteria. Existing.	0.2FTE Staff. Funds to disburse to students 4-year cost: £749,000	Ability to engage with academic programme of study.	IS3, IS6
Article 26 Scholarship	2 scholarships for eligible applicants wishing to study an UG degree that cannot access Student Finance because of their immigration status as Sanctuary Seekers in the UK. Successful applicants for the Article 26 Scholarship will be provided with: Full tuition fee waiver for up to 4-years, cash award of £1,200 each year towards living costs, £250 loaded to the students Keele Card, Personal Support to enable them to identify and overcome barriers to achievement. Existing	0.2FTE Staff Funds to disburse to students 4-year cost: £306,000	Students in receipt of the Bursary / Scholarship are as likely as their peers to progress through their programme of study.	
Financially Prepare for Progress	3 workshops per academic year, available to all Care Leavers, Estranged Students and Asylum-Seeking Students to support financial preparedness for life after HE. To include: setting up a rainy-day fund, external financial support, life after university, career choices and managing financial expectations. New Activity.	0.1FTE Staff Delivery costs 4-year cost: £32,000	Awareness of financial support available after and outside of HE. Improved financial awareness. Reduced need for financial hardship / emergency fund support.	IS3, IS6
Expanded Care Leaver and Estranged Students Action Plan	Integrated support for all Care Leavers and Estranged Students. Implementation of 7 key checkpoints for Care Leaver and Estranged Students during each academic year, by the Student Experience Support Team, utilising an action plan to cover all bases available to support transition. This will consider key aspects and transitions at each point of study. Enhancing Existing Activity.	1FTE Staff Delivery cost 4-year cost: £174,000	Students know where and how to access support. Students know what support they are entitled to. Increased Sense of Belonging.	

Total cost of activities and evaluation for intervention strategy £1,379,000 (please note budget predictions are subject to achieving projected student FTE in forecast).

Summary of evidence base and rationale

We have conducted a literature review, alongside consideration of internal service use data and consultation with students on intervention strategies and intend to continue working with students on our approach to intervention strategies contained within the APP.

Evaluation

We intend to evaluate each activity within this intervention strategy to generate OfS Type 2 standard to establish whether they lead to the intended outcomes. This strategy will start from 2025-26 academic year, and we intend to disseminate a mid-point and end-point report with findings. We will share our findings through our university webpages, and where possible will disseminate findings at conferences and through networks. Further details surrounding how we will evaluate each activity can be found below in Table 8.

Table 8: Overview of evaluation for Intervention Strategy 7

Activity	Outcomes	Method(s) of evaluation	Summary of publication plan
Pre-entry Care Leaver information mornings	Increased knowledge of the benefits of HE. Increased knowledge of support available within HE. Increased capacity to make informed decisions about HE / Future.	Type 2- empirical – pre and post attitudinal	Publication of results will be made available through university webpage:
Care Leavers' and Estranged Students' Bursary	Students are more aware of financial and other support available to them in HE. Students in receipt of the fund are as likely as their peers to progress through their programme of study.	Type 2- empirical – pre and post attitudinal Type 2- empirical – data tracking of students in receipt of Fund /Bursary / Scholarship compared to peers	Mid-point interim update: Spring 2028
Article 26 Scholarship	Students are more aware of financial and other support available to them in HE.	Type 2- empirical – pre and post attitudinal	Full intervention update: Spring 2030
Financially Prepare for Progress	Awareness of financial support available after and outside of HE. Improved financial awareness.	Type 2- empirical – pre and post test	This is due to anticipated small numbers within this intervention to enable aggregation of findings.
	Reduced need for financial hardship / emergency fund support.	Type 2- empirical – data tracking of students who have participated in programmes	
Expanded Care Leaver and Estranged Students Action Plan	Students know where and how to access support. Students know what support they are entitled to. Increased Sense of Belonging.	Type 2- empirical – pre and post attitudinal	

More information on evaluation can also be provided in the Evaluation section.

Whole provider approach

As noted in the introduction, our founding mission to *“making a difference in society by providing innovative, high-quality education for students from all backgrounds and by undertaking world-leading research that transforms understanding and brings benefit to society, communities and individuals”*, has not, and will not change. Keele strives to be a place where learning, living, and working is a positive experience for our entire community. We seek to ensure equity of opportunity to all our applicants with the potential and motivation to succeed, regardless of background.

This plan demonstrates our institutional commitment to embed work to support access, participation and success into wider university practice, structures, and strategies. To support implementation and delivery of the intended impact of our intervention strategies outlined within this plan, the University will build on previously implemented and wider support mechanisms which are detailed below.

Student Services and Success

The university implemented a new Student Experience and Support team in 2021, with a hub and spoke model structure which enables students to access wellbeing advice, guidance and one-to-one support based within their academic School or Faculty. The Student Experience Support team work closely with teams such as Disability Support and Inclusion, Student Financial Support, Counselling and Mental Health, Residence Life and Chaplaincy to ensure that all students can easily access the support they need through a named contact.

In 2022, the university launched a new approach to Academic Mentoring (replacing the Personal Tutor model), which ensures that all students have access to mentoring by a member of academic staff from their subject area, with a focus on ensuring students have a clear source of academic advice, guidance and support regarding their studies, engagement, and are encouraged to reflect upon their academic progress and consider goals for the future. Academic Mentors work alongside the Student Experience and Support team to provide a comprehensive and clearly delineated package of support for students, whilst also providing effective signposting to both internal and external services.

Students can also access a range of other support services, which are detailed below:

Careers and Employability Team

The Careers and Employability team supports students at all stages of their career journeys from deciding what to do with their degree, to making the most of experiential learning and teaching within the curriculum to securing a graduate role. The team offer one-to-one guidance, opportunities to meet employers, a jobs data base and online resources that will help with all stages of the application process. The team also continue to offer support to graduates for up to three years after they leave Keele.

Residence Life Team

The team provide support to students, including transition support, wellbeing support, practical support and personal development. The team are growing social and educational activities for students (both staff and peer led) that build inclusive communities, safe supportive environments, create a sense of belonging and give our students the best chance of success in their studies and beyond. Whilst also continuing to develop methods promoting positive student behaviour and tackling inappropriate student behaviour as swiftly and effectively as possible.

Keele Chaplaincy

The Chaplaincy service offers pastoral support to people of all faiths and none. The service has a particular emphasis on helping foster and create a welcoming, inclusive diverse and cohesive community at Keele. With expertise in cultural and intercultural understanding and the intersection between culture, faith, belief, and the student experience.

Disability Support & Inclusion (DS&I)

The DS&I Team work across the University providing support and advice to students with disclosed Disabilities and long-term health conditions, including discussing support arrangements and helping students to access resources and adjustments for any disability related support. DS&I work with Academic staff in the role of Disability Inclusion Tutors (DIT's), ensuring reasonable adjustments and support are implemented within the Academic School.

Global Opportunities

The Global Opportunities Team offer students life changing experiences to study abroad, gaining invaluable personal and employability skills, with links with over 200 institutions and organisations in over 50 countries across the world.

Placements

The Placements and Projects Team is a newly established team, which aims to increase access and accessibility to experiential learning activities for all students studying within the Faculty of Humanities and Social Sciences and the Faculty of Natural Sciences. They work in partnership with academic schools, to provide students with a portfolio of opportunities to increase their employability and gain real-world experience both within and outside of the curriculum. Schools across both faculties have a dedicated Placements and Projects Manager to support students to secure and prepare for short and long-term placement opportunities.

Academic Services Team

The Academic Services team, based in the library includes both the Campus and Health Library professional librarians and the Academic and Digital Skills team. Work is informed by the university's key strategic aim around enhancing participation and attainment, in tandem with empowering students to be confident in their academic, digital, and information capabilities. The team is focused on delivering high-quality support for undergraduate and postgraduate students to develop the essential skills to succeed in their studies and beyond. The team use a range of approaches according to the needs of our students, including producing accessible and high-quality workshops, one-to-one coaching appointments, and digital learning resources.

Institutional Equity, Diversity, and Inclusion

Our mission is built on a belief in valuing and celebrating the rights, responsibilities, dignity, health and wellbeing of individuals through a living commitment to equity, diversity and inclusion. The term equity accurately captures our approach and commitment within this strategy. We have made a conscious choice to use the term equity as opposed to equality, in recognition that the latter seeks to promote fairness, but will only achieve that goal if everyone starts from the same point and needs the same level of support. At Keele, we recognise that all our students have different circumstances. We strive for equal outcomes, and we will provide resources, opportunities, and support in an equitable way, to support members of our community to be successful.

Keele University's Equity, Diversity, and Inclusion Strategy 2023-2027 commits to translating strategy into practice through the implementation of effective action plans which aim to:

- Encourage the integration of equity into the structures, behaviours, and culture of the University
- Encourage everyone to take responsibility for equity, diversity and inclusion
- Mainstream effective use of resources in the delivery of the equity, diversity, and inclusion agenda, as part of our long term, sustainable approach.

Four objectives are outlined within the strategy, which are:

- Inclusive leadership and decision-making at all levels of the organisation
- Inclusive student experience / student lifecycle
- Accessible and inclusive University
- Inclusive Colleague Experience

These objectives underpin the approach to the University of Keele's APP, and to strengthen the commitment detailed, it is expected that the APP will be aligned with wider institutional Equity, Diversity and Inclusivity strategies and charter marks such as the Race Equity Charter.

Educational Strategies and APP

Learning at Keele is underpinned by the Keele Learning Principles, which set out our model of learning, teaching and assessment. At the core of all teaching is the principle that students learn best when they are actively engaged, interacting with teaching staff and collaborating with other students. Learning, teaching, and assessment at Keele involve the deliberate use of technology to enhance and support learning, and to offer additional flexibility for learners to learn effectively. Students acquire and test new knowledge, build confidence and skills and apply their understanding to settings and tasks which will be relevant to their future. Key principles which underpin our teaching approach are:

- Active social learning
- Digital enhancement of learning
- Flexibility and responsiveness to students' learning and study needs
- Diverse and authentic assessment for learning
- Feedback supporting learning

The Keele Curriculum Expectations & Graduate Attributes underpin the design of our degree programmes. Together they will ensure our students benefit from the highest quality, contemporary educational offer, designed to equip them to be successful graduates of the future with knowledge and skills fit for a changing society. Our curriculum expectations are divided into four key themes: Inclusivity, Digital capability, External engagement, and Active learning. These four curriculum expectations feed directly into our four graduate attributes, which set out the qualities our students will have the opportunity to develop during their time at Keele, through both the formal curriculum and through co-and extra-curricular activities.

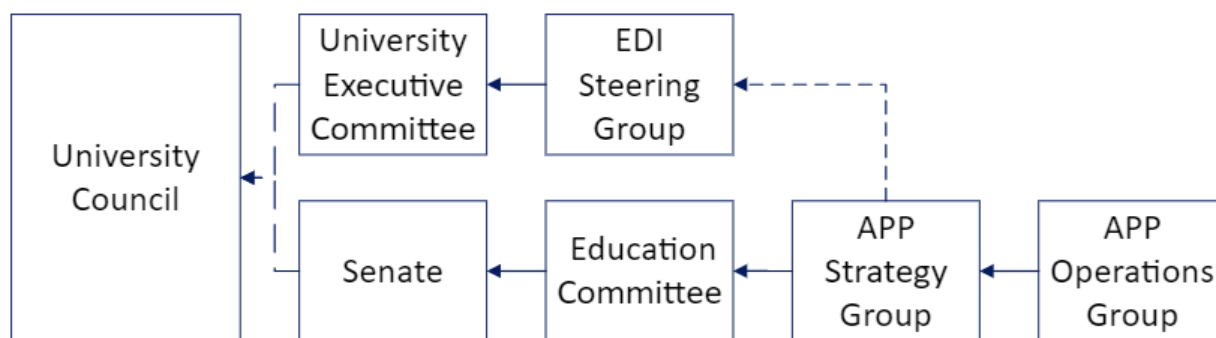
Diverse Portfolio

The University of Keele provides a diverse portfolio of study for students, including the following opportunities:

- Provision of a wide range of 3-year Undergraduate degrees, with 4-year Integrated Masters in a sub-set of disciplines,
- Foundation Year (FY) – our long-established and successful FY aims to bridge the gap between further education and undergraduate studies, particularly for students facing challenges and barriers to higher education. The FY acts as a critical bridge to access all the degree programs available at Keele.
- Apprenticeships - Keele is proud to offer a variety of apprenticeships across different sectors and specialisms. We provide a personalised approach to apprenticeships and have an evolving programme portfolio, based on employer needs established through consultation.
- Accelerated 2-year Undergraduate Law LLB degree programme which incorporates light-touch summer study and is completed over two years rather than the usual three.

Organisational Oversight and Governance

The PVC Education & Academic Registrar are joint strategic leads for access & participation. The governance structure around access and participation reflects the university's ambition to ensure effective collaboration across the university and formal oversight planning, monitoring and evaluating works outlined within the APP. The structure includes an Access and Participation Plan Strategy Group (APPSG) which provides oversight and monitoring of the APP and an APP Operations Group which coordinates operational implementation. The APPSG formally reports into Education Committee and Senate. The APPSG also reports through to the University EDI Steering Group to ensure alignment with wider University EDI strategy. Below is a visual diagram of the APP oversight and governance structure.



Student consultation

Keele has a longstanding commitment to the incorporation of student voice within its decision-making processes, which is demonstrated through student representation within its committee structures. The ethos of the inclusion of student voice within committee structures is to foster strong partnership working between the university and student body and to ensure that student voice is used to enhance the student experience. In line with this commitment, Keele has incorporated student voice representation within its Access and Participation Plan Strategy Group, with both the KeeleSU Education and Wellbeing Officers included within its membership. KeeleSU Sabbatical Officers are also embedded within wider committee structures which have formal oversight of the Access and Participation Plan Strategy Group, including Education Committee and Senate. KeeleSU Officers have also been embedded within APP intervention strategy working groups, directly inputting to dialogue and decision making surrounding the shape and scope of intervention strategies contained within this plan, ensuring the needs and expectations of students are at the heart of APP design.

Led by KeeleSU, a digital approach to wider student consultation around the APP was utilised, ensuring that all students had the opportunity to share their thoughts and feedback around APP priorities and interventions. Particular efforts were made to gather feedback from students within APP groups, through mechanisms such as developing specific communications to key student campaign networks (BAME, Parent & Carer) and to Student Voice Representatives who are proportionally representational to the wider Keele population. To support student engagement with the digital student consultation, several student-led information and engagement stands were set up, providing an explanation of APP and the consultation alongside the opportunity to engage with the consultation to provide feedback.

Student consultation resulted in a significant volume of feedback which informed and endorsed development of interventions proposed for inclusion within the APP, including Mature Student and Students with Disability specific pre-arrival and welcome events; additional future insights support such as careers fairs, skills, CV and job interview sessions.

The feedback will be continually reflected upon in the next phase of planning and implementation during 2024-25, to ensure interventions are shaped with student feedback at the heart of design. During the forthcoming implementation cycle of the plan, students will be engaged within development and implementation of the intervention strategies outlined within the plan through:

- Co-creation approaches
- Ongoing consultation
- Continued inclusion of KeeleSU Sabbatical Officers within the Access and Participation Plan Strategy Group and wider committee structures, providing continual oversight of the plan and its implementation
- Use of student feedback to continually improve and develop intervention strategies through iterative development
- Establishment of a Student Advisory Group within the Mental Health theme

Ongoing integration of student voice within APP is integral to the success of the intervention strategies outlined within this plan. The university will be piloting many of the activities outlined within the intervention strategies during 2024-25. Throughout this period, the University will be working closely with KeeleSU, and the Students Union Student Networks to review and evaluate pilot activities to inform effective implementation of the APP from 2025-26 onwards.

Evaluation of the plan

Evaluation is an important aspect of both Keele and the OfS's approach to Access and Participation. Keele has undertaken a literature review ahead of consideration of interventions, with consideration of TASO's resources (evidence toolkit, evidence ratings, and reports) alongside an institutional literature review focused on identified APP Priority Groups and differing types of interventions to understand current evidence bases around what works.

All interventions contained within the APP are underpinned by a Theory of Change, with the requirement for any new interventions derived from the APP Intervention Innovation Funds to contain a Theory of Change upon application to the scheme. To build Theory of Change expertise across the university, Theory of Change workshops will be delivered to staff throughout the APP period, and use of Theory of Change will also be embedded in wider university structures to support effective decision making in supporting students.

Based on emerging evaluation provision and guidance in the sector (such as TASO resources) Keele will be adopting an institutional framework for evaluation, which will utilise validated questions where possible and will be developed in accordance with OfS good practice guidance.

Keele will continue to develop links with external networks to support the robustness of evaluation and increased understanding of sector evidence base through participation in TASO, Evaluation Collective, APPSIG, NEON.

Provision of information to students

Providing high-quality, timely and impartial information, advice and guidance to our prospective and current students is of the utmost important to us. Moreover, we recognise that it is not only our learners who need this support but also key influencers such as parents, carers, school and college practitioners. We strive to ensure that all information we provide to prospective students is transparent, informative and readily accessible at appropriate points, so that students can make informed, timely decisions about their entry to higher education and their choices of institution. This includes dedicated advice from our Financial Support Team on our website, at applicant open days and in our interactions with schools and colleges, ensuring that teachers are fully aware of developments. Information relating to the financial support we provide is provided on our website and is highlighted to prospective students during key engagement activities such as campus visits, pre-arrival events, IAG sessions in schools and colleges, direct mailing to enquirers, and within our prospectus. Detailed information is made available in hard copy and electronic format for all applicants who receive an offer of a place, taking account of Competition and Market Authority (CMA) guidelines.

We will continue to maintain enhanced information on our website in relation to course costs. This includes the provision of information about all costs relating to a programme of study. To ensure that prospective students from all backgrounds are confident and well-informed about the costs of higher education and the support available, we offer a range of resources, including trained financial specialist talks at our open days and applicant visit days. Sessions are also provided to learners, carers and advisers in school and college settings.

Financial Support

Details of financial support available to students will be made available via the University webpages, which includes:

- Information about the fund

- Information about eligibility criteria
- Information about the application process
- Terms and conditions for each package of support

Printed materials about financial support will provide signposting to the relevant webpages for further information.

An overview of financial support is available below for reference.

Eligibility criteria	Amount	Webpage Link
Hardship Fund		
Any current Keele Student (Undergraduate, Postgraduate, full-time or part-time, including apprentice learners) who are facing unforeseen severe financial hardship	Up to £2,500 per year, per student determined on a needs assessed basis and meeting eligibility criteria	https://www.keele.ac.uk/students/studentfinancialsupport/hardshipfund/
Food Voucher Scheme		
Any current Keele Student (Undergraduate, Postgraduate, full-time or part-time, including apprentice learners) who are experiencing financial difficulties	Up to £50 Food Voucher once per year, per student determined on a needs assessed basis and meeting eligibility criteria	https://www.keele.ac.uk/students/studentfinancialsupport/foodvoucherscheme/
Emergency Loans		
Any current Keele Student (Undergraduate, Postgraduate, full-time or part-time, including apprentice learners) who are experiencing urgent financial difficulties	Up to £100 per year, per student determined on a needs assessed basis and meeting eligibility criteria	https://www.keele.ac.uk/students/studentfinancialsupport/emergencyloans/
Access and Success Fund		
<p>Students must meet all the following criteria:</p> <ul style="list-style-type: none"> • Be a current UK, undergraduate Keele Student • Belong to at least one key student group • Have an annual household income below the threshold for the higher maintenance level (verified by Student Finance)- please note that this figure will be set in accordance with the thresholds for the higher maintenance loan level for the relevant academic year • Demonstrate how the Access and Success Fund would enhance their university experience <p>Key Student Groups:</p> <ul style="list-style-type: none"> • Care Leavers (aged under 25) • Students who are estranged from their families (aged under 25 and have no contact with family) • Students with refugee status 	Up to £1,500 per year, per student, determined on a needs assessed basis and the eligibility criteria	https://www.keele.ac.uk/students/studentfinancialsupport/accesssuccessfund/

<ul style="list-style-type: none"> • Students from a minority ethnic background (Black, Asian, Mixed, or Other) • Mature Students • Students from an IMD Q1 area • Students with a disability (including diagnosed mental health conditions and multiple impairments) <p>Please note that the University will annually reflect and refresh additional key groups eligible for this fund, and information will be added to the webpage.</p>		
Care Leaver and Estranged Student Bursary		
<p>Available for all undergraduate and postgraduate taught students who:</p> <ul style="list-style-type: none"> • Commenced their undergraduate or postgraduate taught master's degree at Keele in or after September 2018 • Are classed as a 'home' student for fee status purposes • Are under the age of 25 at the start of their course at Keele. <p>AND</p> <ul style="list-style-type: none"> • Have spent at least 13 weeks in care since the age of 14 and were in care on their 16th birthday <p>OR</p> <ul style="list-style-type: none"> • Were privately fostered until the age of 16 or were 'looked after' until they were subject to a Special Guardianship Order <p>OR</p> <ul style="list-style-type: none"> • Have been assessed as independent by Student Finance England or other local authority, because they are estranged from their parents or guardian. Postgraduate students must provide evidence from a professional person who can confirm their estrangement. <p>Exceptions:</p> <ul style="list-style-type: none"> • Students studying on a part time basis or professional postgraduate course are eligible for a pro-rata award • Students will not be eligible if they are a Keele Online Student or on an apprenticeship • To be eligible at postgraduate level, students must be studying a minimum of a master's qualification; modular courses and the Postgraduate Certificate / Postgraduate Diploma are not eligible • Students studying a Harper and Keele Veterinary School programme are not eligible for this award as the School has a standalone package. 	<p>£1,000 per year and £500 on graduation</p>	<p>https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatefunding/undergraduatebursariesandscholarshipsuk/careleaversestrangedstudentsbursary/</p>

Article 26 Scholarship

<p>2 scholarships for eligible applicants wishing to study an undergraduate degree programme 1 scholarship for eligible applicants wishing to student a postgraduate taught master's degree programme (part-time or full-time)</p> <p>Applicants must fall into one of the following immigration status groups and be unable to access UK government funding because of their current immigration status:</p> <ul style="list-style-type: none"> • An asylum seeker- a person who has made a claim with the UK for refugee status • A person who has been granted some form of temporary status, such as Limited Leave to remain, in the UK • Dependents or partners of any of the above status groups, whose claim is dependent on a principal applicant. <p>All offers of Article 26 Scholarships are conditional of applicants receiving an Unconditional offer from the University and subject to satisfactorily meeting the right to study check undertaken by the University's Immigration Compliance Team.</p>	<ul style="list-style-type: none"> • Full tuition fee costs for up to a maximum of four years • A cash award of £1,200 each year towards living costs • £250 towards course costs loaded on the student Keele Card in each year of study 	<p>https://www.keele.ac.uk/study/undergraduate/tuitionfeesandfunding/undergraduatebursariesandscholarships/internationalstudents/article26sanctuaryscholarships/</p>
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Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

Assessment of Performance

To produce this report, the University of Keele has used the following datasets:

- Office for Students Access and Participation Plan data dashboard
- Internal institutional data sets to enable greater disaggregation.
- HESA (Higher Education Statistics Agency) data

Throughout this section, reference is made to six-year, four-year and two-year aggregate data alongside individual annual datasets. The use of timeseries data aids insights on population and trends, whilst the use of aggregate data supports the identification of anomalies within year and supports data analysis where there are small numbers in year. Some numbers are restricted within the document due to them being low, which could potentially make students identifiable, these values are presented as:

[low] where there are more than 2 but fewer than 23 students in the denominator,
 [DPH] where the numerator is greater than 2 but is within 2 of the denominator.

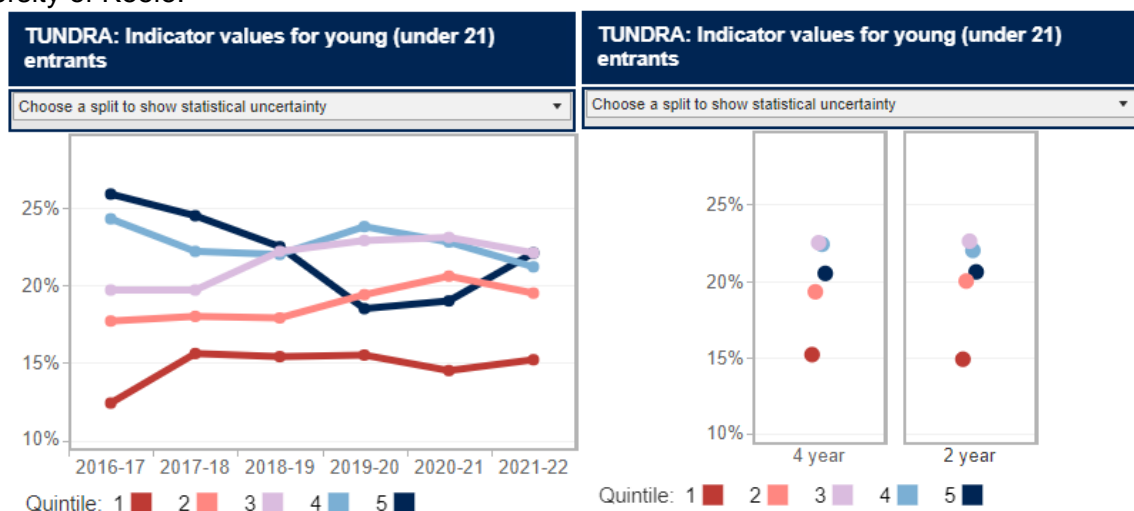
Access

Access is the first stage in the student lifecycle within Higher Education. This measure aims to understand access rates by students from under-represented groups moving through to higher education or an institution more specifically.

TUNDRA Q1

The last year of reported data for Access to Keele in 2021-22 by TUNDRA Q1 students is 15.2%, which is in line with the four-year aggregate of 15.2%, and up from 14.5% in 2020-21.

The charts below are taken from the OfS APP Data Dashboard for TUNDRA Q1 access at the University of Keele.

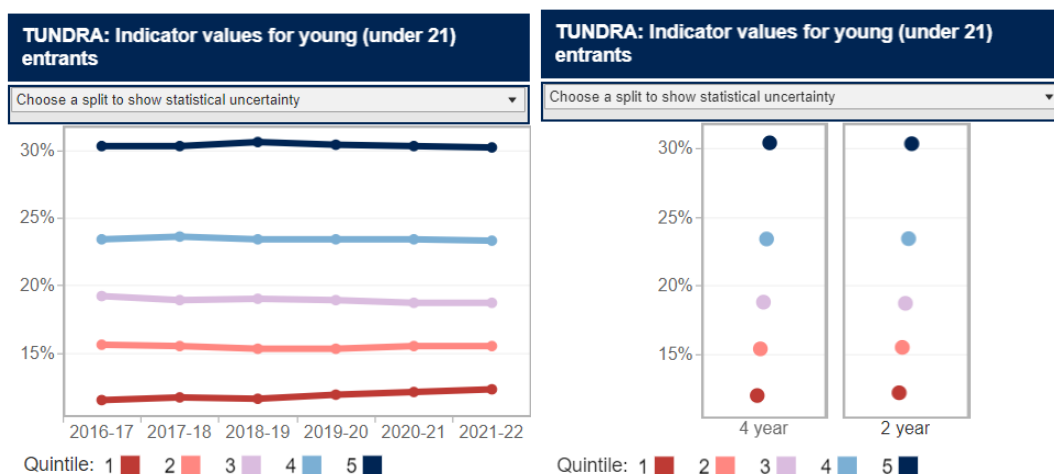


Access to University of Keele by TUNDRA Quintile over a timeseries and by four-year and two-year aggregate

The first chart shows TUNDRA Q1 indicator over a timeseries, plotting all five quintiles within the graph. It demonstrates that at Keele there has been a continual gap in Access between TUNDRA Q1 and other TUNDRA quintiles over the six-year period reported. Whilst this gap narrowed

between 2017-2019, the gap has increased in more recent years, demonstrating that continued work is required to support students from TUNDRA Q1 in accessing higher education at Keele. This is highlighted when considering the OfS data dashboard presentation of aggregate indicator gaps, in the second chart.

Below are charts demonstrating access to higher education across the sector by TUNDRA Quintile.



Access to sector Higher Education by TUNDRA Quintile over a timeseries and by four-year and two-year aggregate

The first chart shows TUNDRA Q1 indicator over a timeseries, plotting all five quintiles within the graph. It demonstrates consistent gaps within Access across the sector by TUNDRA quintile. The second chart demonstrates aggregate access by TUNDRA across the sector by both a four-year and two-year period. The sector charts demonstrate consistent gaps in access by students based on TUNDRA quintile across the six-year reporting period.

To support a greater understanding of Keele’s performance versus sector for TUNDRA Q1 students Accessing Higher Education, Access rates have been plotted in the table below for reference.

University of Keele TUNDRA Q1 Access Indicator values vs Sector

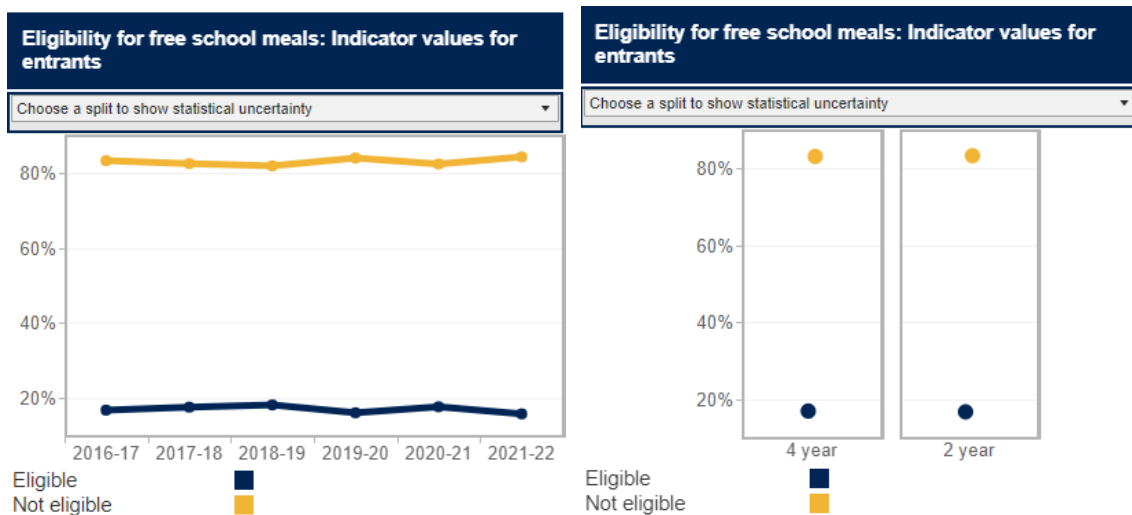
TUNDRA Q1 access	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4-year	2-year
University of Keele	12.4%	15.6%	15.4%	15.5%	14.5%	15.2%	15.2%	14.9%
Sector	11.5%	11.7%	11.6%	11.9%	12.1%	12.3%	12.0%	12.2%

The data demonstrates that Keele is consistently above sector for Access by TUNDRA Q1 students, however it is recognised that to support reduction of the sector gap and to sustain access to Keele by TUNDRA Q1 continued work with this group within Access is required.

Students Eligible for Free School Meals (Association Between Characteristics Measure)

The last year of reported data for Access to Keele in 2021-22 by students eligible for Free School Meals was 15.7%, which is down from the four-year aggregate of 16.8%, and from 17.6% in 2020-21.

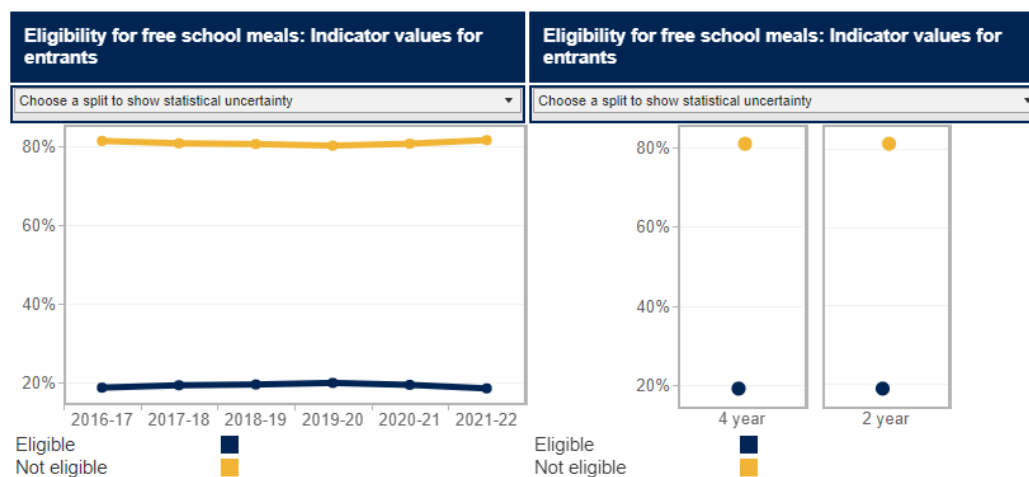
The charts below are taken from the OfS APP data dashboard for access to Keele by students who are eligible for Free School Meals.



Access to University of Keele by students eligible for Free School Meals over a timeseries and by four-year and two-year aggregate

The first chart demonstrates indicator over a timeseries, plotting students eligible for Free School Meals against those who are not eligible for Free School Meals. As demonstrated by this chart, there is a sustained gap in access to Keele between these groups, which is also visible by the second chart which demonstrates aggregate gaps over a two and four-year period.

Below are charts demonstrating access to higher education across the sector by Students who are eligible for Free School Meals.



Access to sector Higher Education by students eligible for Free School Meals over a timeseries and by four-year and two-year aggregate

To support a greater understanding of Keele's performance versus sector for students who are eligible for Free School meals Accessing Higher Education, Access rates have been plotted in the table below for reference.

University of Keele Students eligible for Free School Meals Access Indicator vs Sector

FSM access	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4-year	2-year
University of Keele	16.7%	17.5%	18.1%	16.0%	17.6%	15.7%	16.8%	16.6%
Sector	18.6%	19.2%	19.4%	19.8%	19.3%	18.4%	19.2%	18.9%

The above table demonstrates that more work can be done at Keele to support students who are eligible for Free School Meals in accessing Higher Education.

Access Association Between Characteristics (ABCS) Measure

To understand the Keele context of ABCS, detailed data analysis has been undertaken. Utilising the OfS Data dashboard, the table below has been collated providing data on Keele and Sector ABCS gaps, and the variance between these.

University of Keele and Sector ABCS Q1:Q5 gaps

4-year Aggregate data used	Keele Gap	Sector Benchmark Gap	Keele to Sector Gap Variance
Access	26.0	26.4	-0.4
Continuation	9.0	13.7	-4.7
Completion	16.2	23.2	-7.0
Progress	16.5	21.3	-4.8

Negative variances in the final column demonstrate that the University of Keele's ABCS gap is smaller than sector across each stage of the student lifecycle. As Access holds the smallest variance, further analysis has been conducted around this lifecycle stage to understand characteristic associations which may impact Access.

ABCS characteristics change across the lifecycle. Within the Access stage the following characteristics are considered:

- Ethnicity
- Free School Meals
- Gender (Male / Female)
- Income Deprivation Affecting Children Index Quintile, IDACI (measure of children under the age of 16 in low-income households for an area)
- IMD
- TUNDRA

To understand the composition of Keele ABCS at Access, a matrix table was collated. To note only 68% of the Access population have ABCS data due to data at this stage including 18 /19-year-olds only, and IDACI coverage is not complete. As an overview, the following statistics have been derived from the data surrounding Keele's ABCS Q1 Access data:

- 75% are FSM
- 61% are male
- 53% are TUNDRA Q1
- 48% are IDACI Q1
- 5% are BAME

When considering the ABCS matrix, and taking both TUNDRA Q1 and FSM, the combined coverage extends to:

- 44% FSM only
- 23% TUNDRA Q1 only
- 30% FSM AND TUNDRA Q1

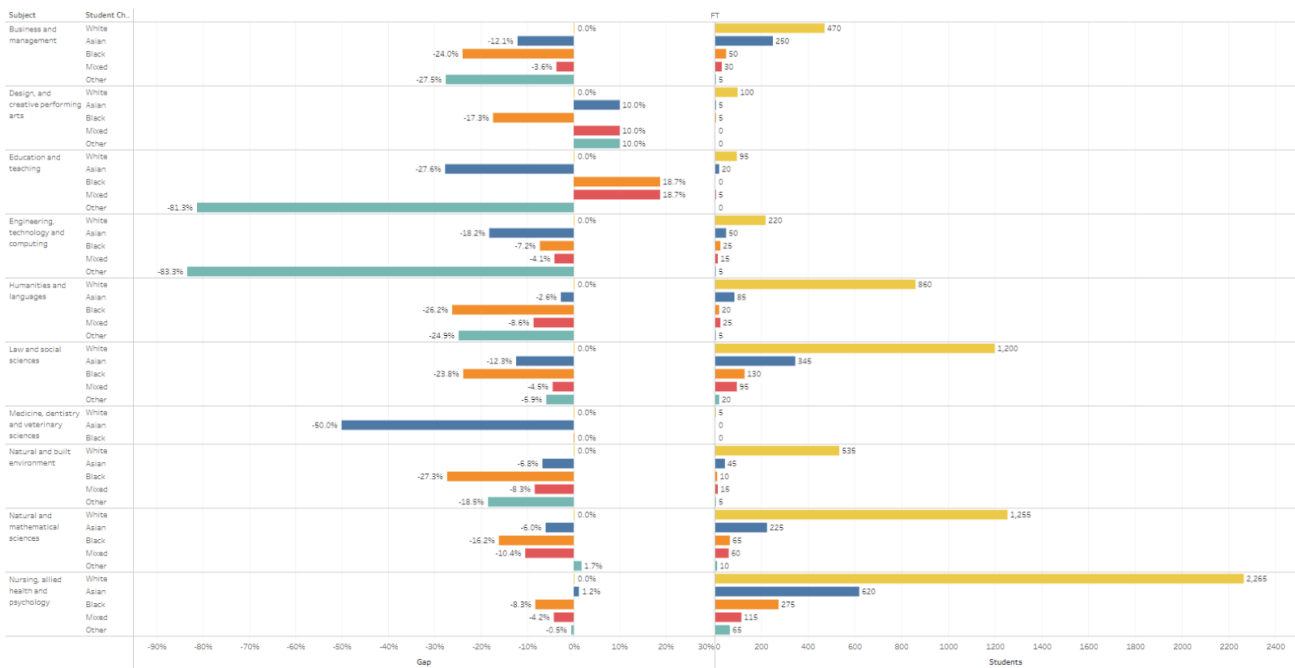
Total coverage between FSM and TUNDRA within Access ABCS is 97% of the cohort population, and so by committing to work with both TUNDRA Q1 and students who are eligible for Free School Meals within Access, it is anticipated that the Access gap within ABCS will reduce for Keele.

Success- Attainment

Attainment in higher education is a part of the success stage of the student lifecycle and considers the academic outcomes achieved by students. Where there are identified gaps in degree outcomes of students achieving a First or 2:1 classification for underrepresented groups, when compared with their peers, this is referred to as the attainment gap. This can also often be referred to as an awarding gap.

Ethnicity (Black, Other, Mixed and Asian)

The chart below illustrates the difference in the percentage of good degrees by ethnic group and subject, aggregating data over 6 academic years for Keele University students. In nearly all subjects Asian, Black, Mixed and Other students have a lower percentage of good degrees than White students.



University of Keele attainment by Ethnicity Type

The chart below is the overall sector position and illustrates that across the sector, Asian, Black, Mixed and Other students had a lower percentage of good degrees than White students. In 2021/22 the Asian to White gap was -8.4 percentage points, the Black to White gap was -20.1 percentage points, the Mixed to White gap was -3.5 percentage points, the Other to White gap was -10.6 percentage points.



Sector attainment by Ethnicity type

An overview of gaps in attainment by ethnicity type is provided for Keele, with White as the comparator group for each row.

University of Keele Ethnicity Attainment gaps compared to White

Ethnicity attainment gaps	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4-year	2-year
Asian	12.1%	10.1%	9.2%	-0.2%	2.1%	11.6%	5.4%	6.7%
Black	19.3%	14.3%	22.7%	6.9%	16.4%	19.1%	16.0%	17.6%
Mixed	14.4%	-8.5%	10.1%	11.5%	-1.3%	9.5%	7.7%	3.8%
Other	[low]	[low]	[low]	[low]	[low]	22.5%	11.5%	11.8%

The data demonstrates that whilst some years demonstrate a reverse gap for specific ethnicity types, there is a consistent gap in attainment between students of Asian, Black, Mixed and Other ethnicity types compared to White students at Keele.

Analysis of relationship between entry qualifications and student attainment

This data has been sourced from the OfS Student outcomes data, looking at the attainment (good degrees) metric in relation to ethnicity and entry qualification groupings. Due to small numbers in some breakdowns the entry qualification categories for A levels (AAA) and A levels (ABB) have been merged, and additionally the data has been aggregated over 3 years (2019/20, 2020/21 and 2021/22).

**Percentage of students attaining good degree by Ethnicity and Entry qualification
(UG Degree, UK domicile, Academic years 2019/0, 2020/1, 2021/2 combined)**

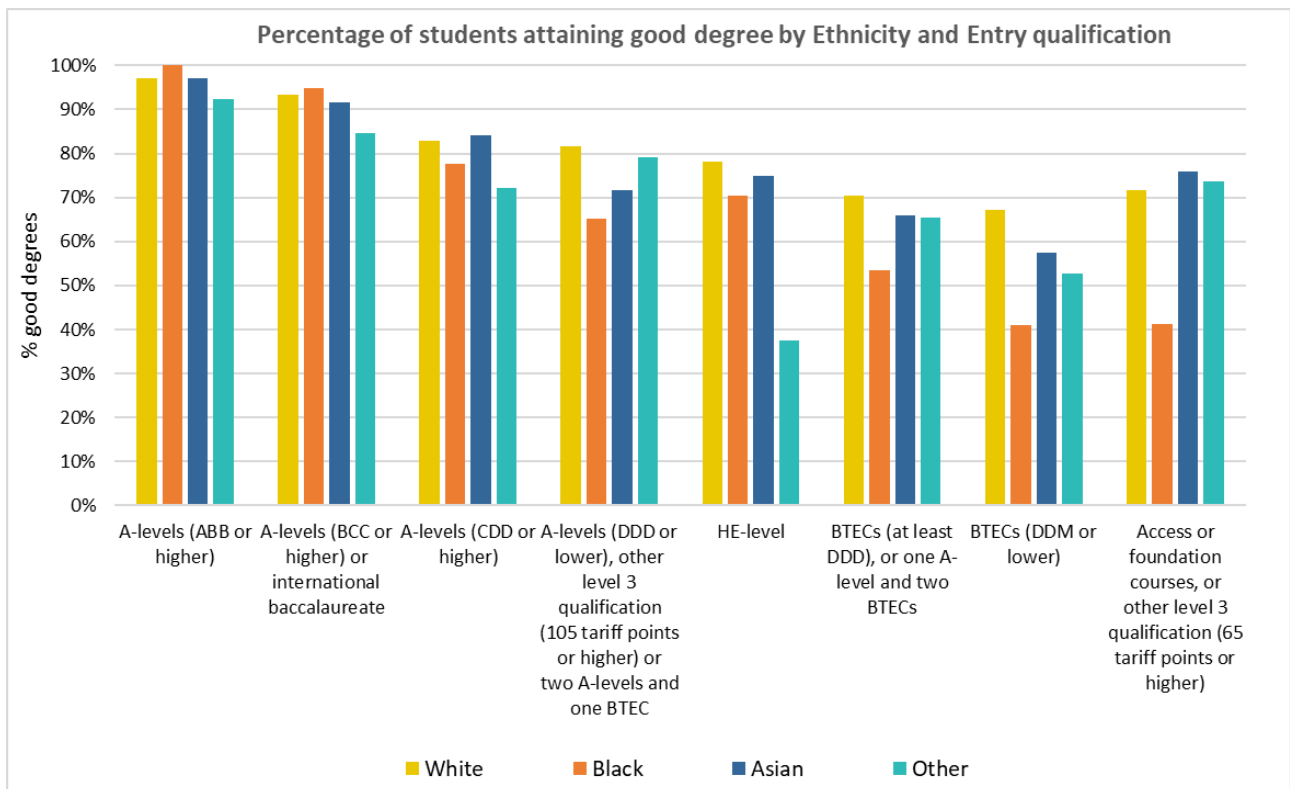
Entry qualification category	White		Black		Asian		Other		Total ABO	
	No.	%	No.	%	No.	%	No.	%	No.	%
A-levels (ABB or higher)	272	97%	7	100%	34	97%	12	92%	53	96%
A-levels (BCC or higher) or international baccalaureate	921	93%	56	95%	195	92%	60	85%	311	91%
A-levels (CDD or higher)	698	83%	66	78%	239	84%	52	72%	357	81%
A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	318	82%	30	65%	109	72%	34	79%	173	72%
HE-level	103	78%	19	70%	15	75%	< 5	38%	37	67%
BTECs (at least DDD), or one A-level and two BTECs	186	70%	16	53%	66	66%	17	65%	99	63%
BTECs (DDM or lower)	96	67%	9	41%	35	57%	10	53%	54	53%
Access or foundation courses, or other level 3 qualification (65 tariff points or higher)	149	72%	14	41%	38	76%	14	74%	66	64%

When looking at the stronger entry qualification categories (ABB or higher, BCC or higher) it is observed that the attainment gap by ethnicity largely disappears, and White, Black and Asian students are all performing similarly well. An exception are students in the 'Other' ethnicity type, who still lag slightly behind the other groups.

However, when looking at A-level results below BCC, or other types of entry qualification, the attainment gap becomes much more prominent, with White students generally outperforming other groups by increasing margins in the other entry qualification categories. An exception to this is the Access or foundation course category, where Asian and 'Other' ethnicity students have achieved slightly higher than White students.

There are sizeable gaps in attainment between Black and other ethnicities, particularly White, for students who are entering with BTECs (any result) or Access or foundation courses. For example, when looking at BTECs (DDM or lower) 67% of White students achieved a good degree compared to 41% of black students.

It is worth noting that even when combining multiple years of data, some of the numbers are still quite low for Black or 'Other' ethnicities students, potentially limiting data integrity.



University of Keele- Percentage of students attaining good degree by Ethnicity type and Entry Qualification

Below is an overview of demographic data looking at the breakdown of entry qualification groups by ethnicity. This is the same population of students from the previous table looking at attainment.

University of Keele Entry qualification by Ethnicity type

Entry qualifications by Ethnicity

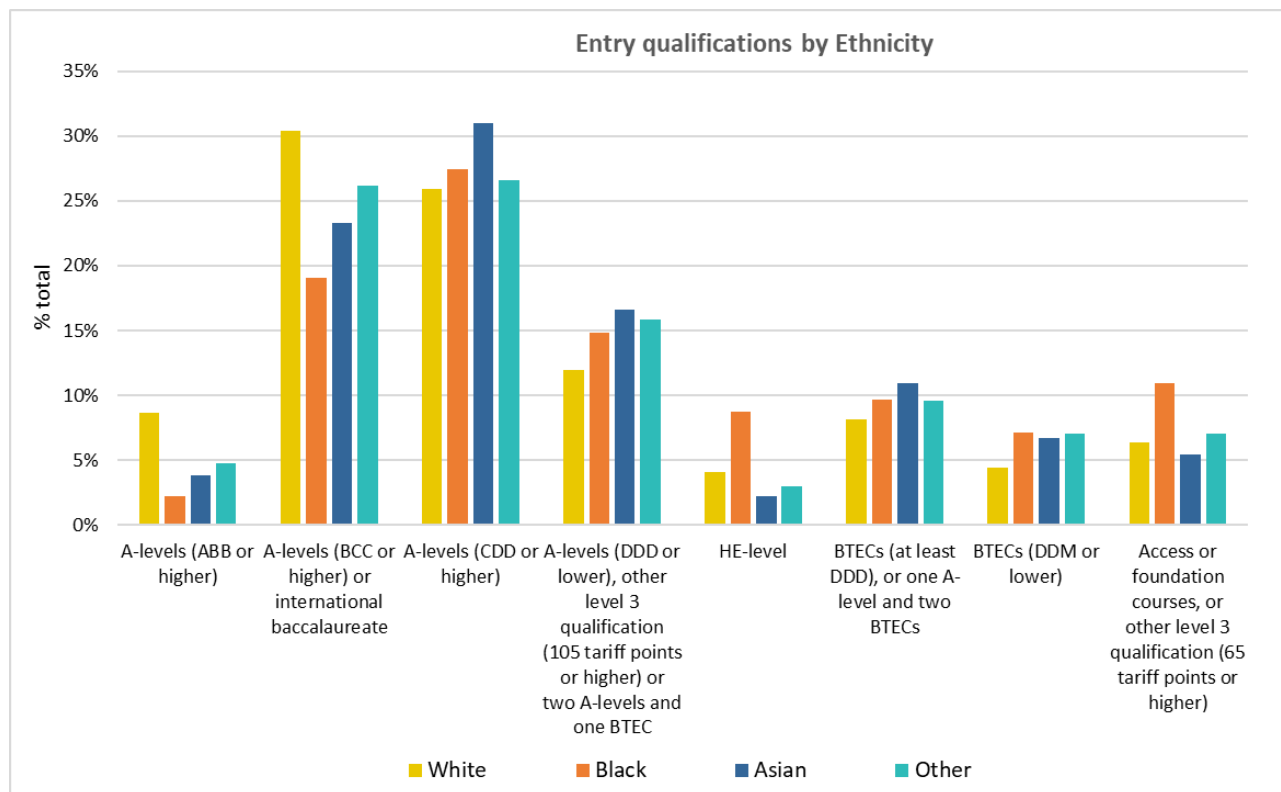
(UG Degree, UK domicile, Academic years 2019/0, 2020/1, 2021/2 combined, attainment metric population)

Entry qualification category	White		Black		Asian		Other		Total ABO	
	No.	%	No.	%	No.	%	No.	%	No.	%
A-levels (ABB or higher)	280	9%	7	2%	35	4%	13	5%	55	4%
A-levels (BCC or higher) or international baccalaureate	987	30%	59	19%	213	23%	71	26%	343	23%
A-levels (CDD or higher)	841	26%	85	27%	284	31%	72	27%	441	29%
A-levels (DDD or lower), other level 3 qualification (105 tariff points or higher) or two A-levels and one BTEC	389	12%	46	15%	152	17%	43	16%	241	16%
HE-level	132	4%	27	9%	20	2%	8	3%	55	4%
BTECs (at least DDD), or one A-level and two BTECs	264	8%	30	10%	100	11%	26	10%	156	10%
BTECs (DDM or lower)	143	4%	22	7%	61	7%	19	7%	102	7%
Access or foundation courses, or other level 3 qualification (65 tariff points or higher)	208	6%	34	11%	50	5%	19	7%	103	7%
Total	3,244	100%	310	100%	915	100%	271	100%	1,496	100%

It is observed that White students have a much higher proportion of strong A-level results compared to the other groups (39% of White students entering with A-levels BCC or higher compared to 27% ABO overall). Black students have a lower percentage than the other groups in this area, with 21% entering with strong A-level results.

Asian, Black and 'Other' ethnicity students are proportionally higher in the lower grade categories of A-levels and other types of entry qualification compared to White students. Access or foundation courses or HE level qualifications are a higher proportion of black students' entry qualifications than the other groups.

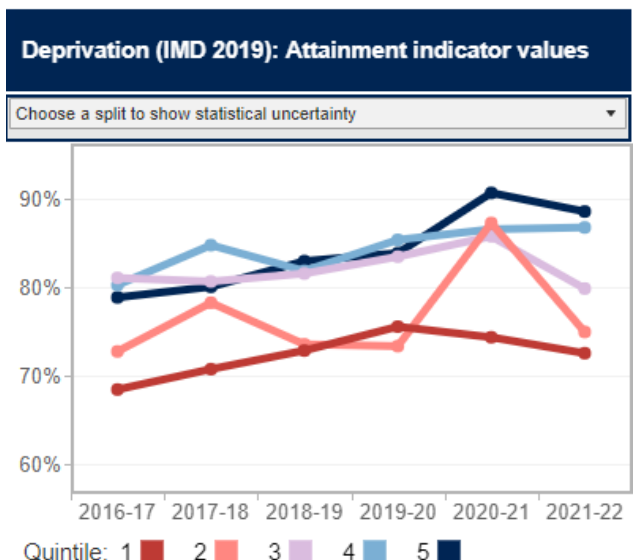
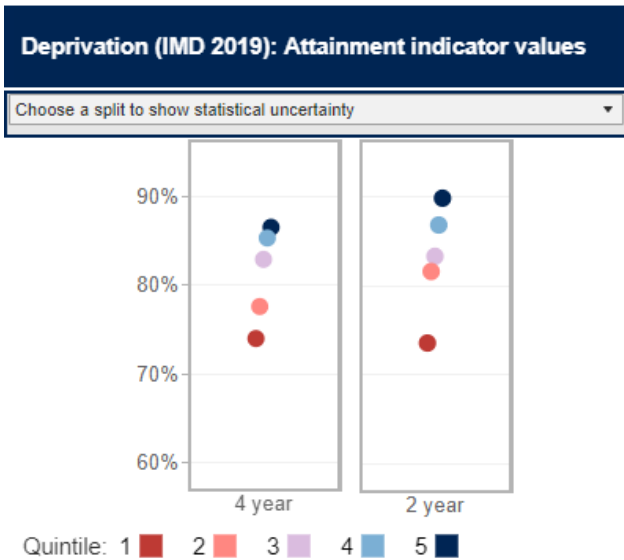
The data suggests that the ethnicity attainment gap is mostly prevalent for students entering with weaker A level results or other types of qualifications, but also ABO students are proportionally more likely to be entering with these qualifications than White students, which may be a driver of the overall attainment gap across the University. Data has been plotted in the chart below to provide a visual overview of entry qualifications by Ethnicity.



University of Keele – Entry Qualification by Ethnicity Type

IMD Q1

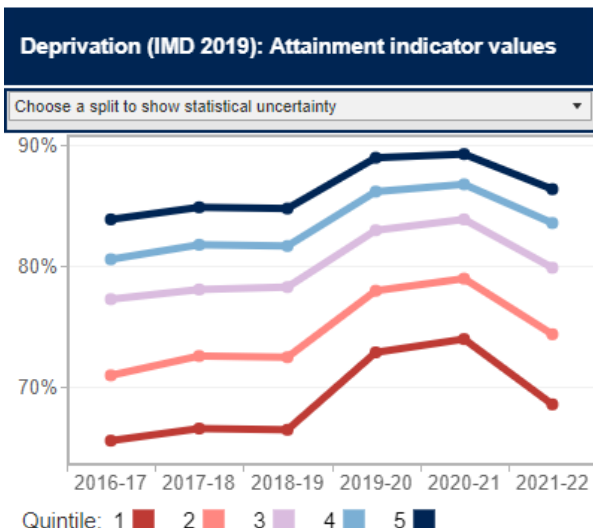
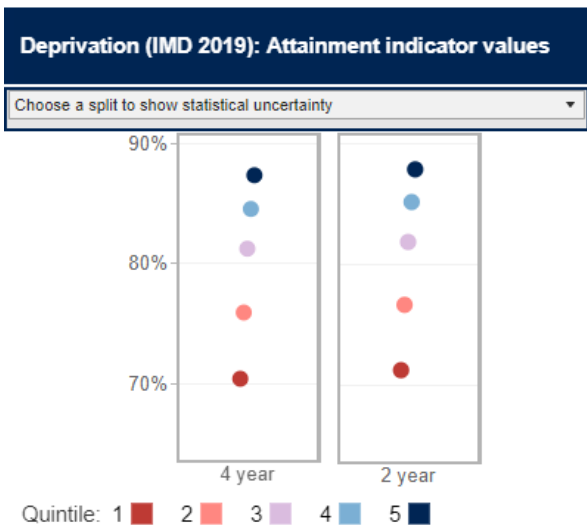
The last year of reported data for Attainment at Keele in 2021-22 for IMD Q1 students was 72.6%, which is down from the four-year aggregate of 73.9%, and from 74.4% in 2020-21. The following charts have been taken from the OfS APP Data Dashboard to demonstrate data for IMD Q1 Attainment. The first chart provides an overview of indicators over a timeseries.



Attainment by IMD Quintile within University of Keele over a timeseries and by four-year and two-year aggregate

The data indicates that IMD Q1 students visibly attain at a lower rate than their peers consistently through the six-year timeseries. The gap between IMD Q1 attainment and Q2-5 is more apparent when considering aggregated gap data over a two and four-year period, with a notably increased gap in more recent years. Whilst this may have been impacted by the pandemic, with students from IMD Q1 backgrounds impacted by remote learning and the digital divide during this period, the sustained gap over the course of the six-year reported periods has highlighted this group as a priority for the University of Keele.

Below is an overview of sector attainment by IMD.



Attainment by IMD Quintile within Higher Education sector over a timeseries and by four-year and two-year aggregate

University of Keele IMD Q1 Attainment vs Sector

IMD Q1 attainment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4-year	2-year
University of Keele rate	68.5%	70.8%	72.9%	75.6%	74.4%	72.6%	73.9%	73.5%
University of Keele gap	10.3%	9.4%	10.2%	8.3%	16.3%	16.0%	16.2%	12.5%
Sector rate	65.5%	66.5%	66.4%	72.8%	73.9%	68.5%	70.4%	71.2%

This comparison demonstrates that Keele is achieving a higher level of IMD Q1 attainment than sector, however, there are gaps in attainment on an institutional level in attainment between IMD Q1 and Q5.

Through undertaking wider analysis, the data demonstrates that IMD Q1 is an intersectional measure within Keele. This intersectionality is anticipated to be due to the geographic nature of IMD and TUNDRA, alongside income deprivation featuring as one of seven domains used within IMD. Keele's IMD Q1 cohort contains on average around 50% of its FSM cohort, and 50% of its TUNDRA Q1 and Q2 cohort. As there are gaps for IMD, FSM, and TUNDRA within Attainment, which are provided in the table below, it is recognised that by focusing on IMD Q1, this will also capture around 50% of both FSM and TUNDRA Q1+2 students.

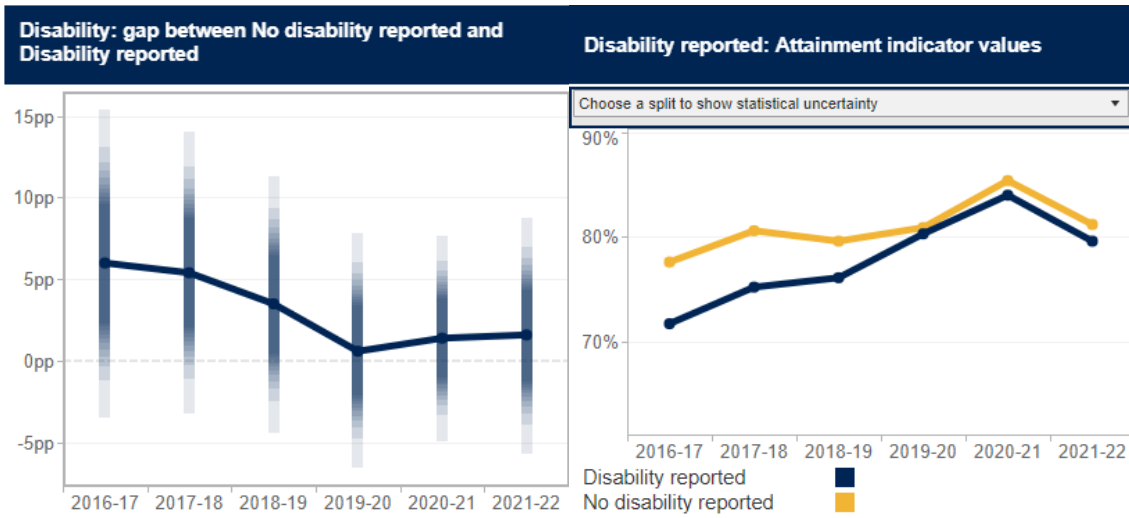
University of Keele vs sector Higher Education IMD Q1, FSM and TUNDRA Q1 and Q2 gaps in attainment

Group	Keele			Sector		
	4-year gap	2-year gap	Last year of data	4-year gap	2-year gap	Last year of data
IMD Q1	12.5	16.2	16.0	16.9	16.7	17.8
FSM	11.0	13.0	17.6	11.6	11.3	12.3
TUNDRA Q1 vs Q5	2.8	3.8	5.3	5.8	6.2	6.4
TUNDRA Q2 vs Q5	2.9	6.9	8.0	3.0	3.4	3.3

Whilst the two-year and last year of data gap for Keele is above sector, it has been agreed that focusing on IMD Q1, given its intersectionality with eligibility for Free School Meals and TUNDRA Q1 and Q2, should lead to gap reductions within these groups. Additional consideration has been given to institutional data sets which are available, and owed to the fact that the Free School Meal measure also relies upon self-reported data by students disclosing prior Free School Meal status, it has been agreed that IMD Q1 is a more reliable measure to utilise within on-course and progress measures.

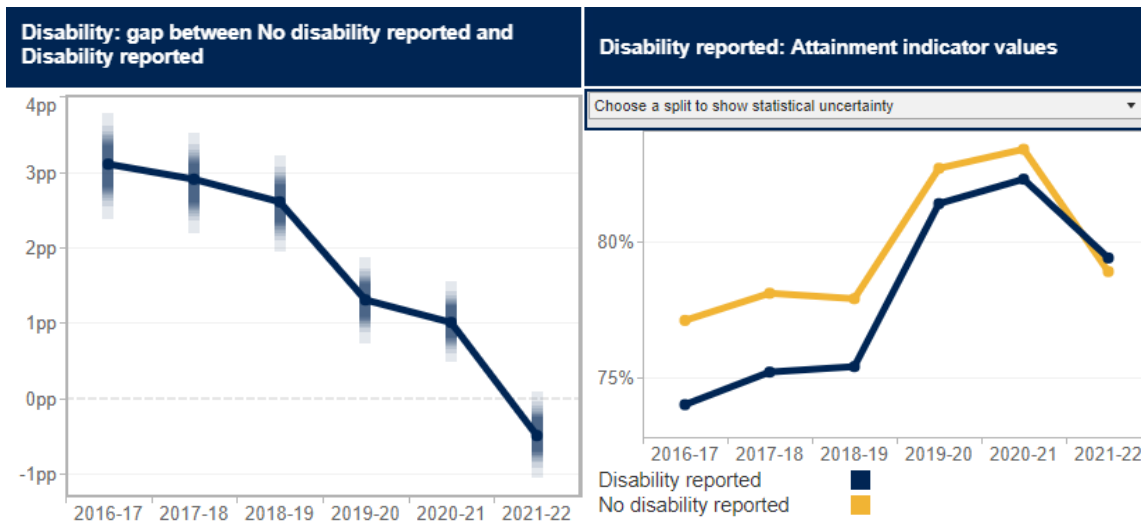
Students with Disabilities

The last year of reported data for Attainment at Keele in 2021-22 for students with a reported Disability was 79.6%, which is down from 84.0% in 2020-21. An aggregate view of attainment by students with disabilities is available in the chart below from the OfS Data Dashboard.



University of Keele Attainment gap and rates by disability status over a timeseries

Below is an overview of sector attainment by Disability reported status for comparison.



Sector Attainment gap and rates by disability status over a timeseries

Attainment rates have been added to the table below for reference.

University of Keele Disability Reported vs No Disability Reported attainment over time and gaps in attainment.

Disability Status attainment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Disability Reported	71.7%	75.2%	76.1%	80.3%	84.0%	79.6%
No Disability Reported	77.6%	80.6%	79.6%	80.9%	85.4%	81.2%
Gap Disability vs No Disability	6.0%	5.4%	3.5%	0.6%	1.4%	1.6%

As demonstrated, the attainment gap at aggregate level for disability reported vs no disability reported reduced dramatically between 2016-17 to 2019-20 and has sustained a small gap over the remaining reported period. However, when considering disability at a disaggregated level, gaps are visible.

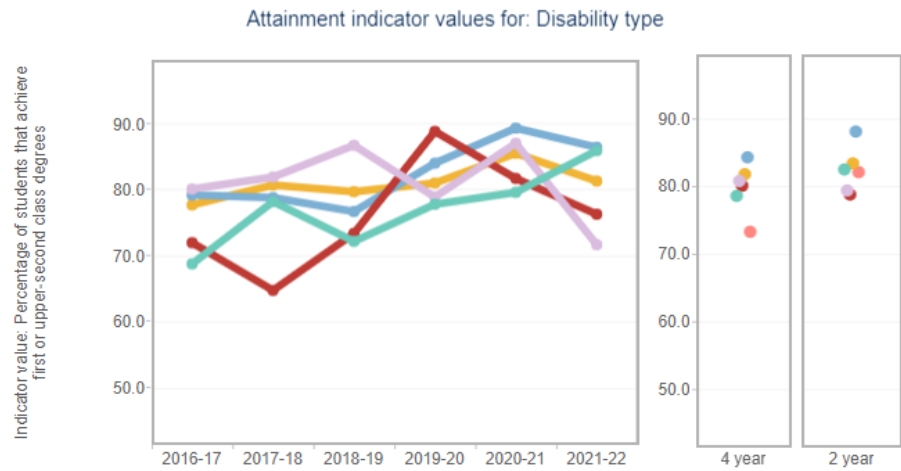
Student lifecycle stage

Access Continuation Completion Attainment Progression

Chart type

Indicators Gaps Ratios

Show statistical uncertainty
 (Overall)



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Cognitive or learning difficulties	68.7%	78.1%	72.1%	77.7%	79.5%	85.8%	78.6%	82.5%
Mental health condition	80.0%	81.8%	86.6%	78.8%	86.9%	71.6%	80.8%	79.4%
Multiple impairments	71.9%	64.7%	73.3%	88.7%	81.6%	76.2%	80.1%	78.8%
No disability reported	77.6%	80.6%	79.6%	80.9%	85.4%	81.2%	81.8%	83.4%
Sensory, medical or physical impairment	79.1%	78.7%	76.6%	83.9%	89.2%	86.3%	84.3%	88.1%
Social or communication impairment	[low]	[low]	[low]	[low]	[low]	[low]	73.3%	82.1%

- Key**
- Cognitive or learning difficulties
 - Mental health condition
 - Multiple impairments
 - Sensory, medical or physical impairment
 - Social or communication impairment
 - No disability reported

Attainment by Disability type reported within University of Keele over a timeseries

As demonstrated by the data in the chart above, whilst the aggregate gap for students with reported disabilities is low, when considering data at a disaggregated level based on disability type, both students with Mental Health disabilities and Multiple Impairments have declining attainment trends and are outliers within the four and two-year aggregate data sets. This, paired with sector emphasis on Mental Health, and the inclusion of Mental Health as a risk within the EORR, has led to identification of this group of students as a priority focus within the University of Keele’s APP.

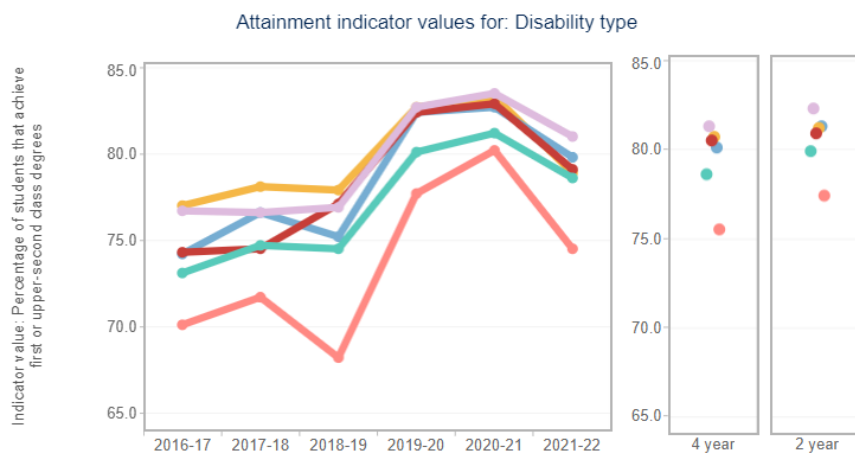
Student lifecycle stage

Access Continuation Completion Attainment Progression

Chart type

Indicators Gaps Ratios

Show statistical uncertainty
(Overall)



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4 year	2 year
Cognitive or learning difficulties	73.1%	74.7%	74.5%	80.1%	81.2%	78.6%	78.6%	79.9%
Mental health condition	76.7%	76.6%	76.9%	82.7%	83.5%	81.0%	81.3%	82.3%
Multiple impairments	74.3%	74.5%	77.1%	82.4%	82.9%	79.1%	80.5%	80.9%
No disability reported	77.0%	78.1%	77.9%	82.7%	83.3%	78.9%	80.7%	81.2%
Sensory, medical or physical impairment	74.2%	76.6%	75.2%	82.4%	82.7%	79.8%	80.1%	81.3%
Social or communication impairment	70.1%	71.7%	68.2%	77.7%	80.2%	74.5%	75.5%	77.4%

Key

- Cognitive or learning difficulties
- Mental health condition
- Multiple impairments
- Sensory, medical or physical impairment
- Social or communication impairment
- No disability reported

Attainment by Disability type reported across Sector Higher Education over a timeseries

Both sector and institutional attainment rates increased between 2018-2020 and began to decline from 2020 (other than Cognitive or learning difficulties for Keele). This demonstrates that Keele's attainment trend is in line with sector trends. An overview of attainment by students with Mental Health disabilities and Multiple Impairments at both Keele and across the sector are provided within the tables below.

University of Keele Mental Health attainment vs sector

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4-year	2-year
Mental Health attainment								
University of Keele rate	80.0%	81.8%	86.6%	78.8%	86.9%	71.6%	80.8%	79.4%
University of Keele gap	-2.4%	-1.2%	-7.0%	2.2%	-1.5%	9.6%	1.0%	4.0%
Sector	76.7%	76.6%	76.9%	82.7%	83.5%	81.0%	81.3%	82.3%

Whilst four of the six years reported gap data demonstrate a reverse gap in attainment for students with Mental Health, this gap increases dramatically in 2021-22 at Keele. There is a slight decrease in attainment at sector level for students with reported Mental Health, however, it is apparent that this change in performance is more dramatic at Keele.

University of Keele Multiple Impairments attainment vs Sector

Multiple Impairments attainment	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	4-year	2-year
University of Keele rate	71.9%	64.7%	73.3%	88.7%	81.6%	76.2%	80.1%	78.8%
University of Keele gap	5.8%	15.9%	6.2%	-7.8%	3.9%	5.0%	1.6%	4.6%
Sector	74.3%	74.5%	77.1%	82.4%	82.9%	79.1%	80.5%	80.9%

There is a continued gap in attainment by Students with Multiple Impairments at Keele across the six-years of reported data, other than in 2019-20 where the gap reversed. It is anticipated that 2019-2021 datasets will have been impacted by the pandemic, so whilst the gap is reversed / reduced during this period, careful consideration has been given to aggregate gap data and 2021-22 attainment gap data returning to similar levels as pre-pandemic gaps, so this group has been highlighted as a priority for work within the University of Keele's APP.

Students with Mental Health and Students with Multiple Impairments are on aggregate attaining at a lower rate than compared across the sector, and therefore, both groups of students have been highlighted as APP Priority Groups within this plan.

Continuation and Completion

Continuation is a measure of students moving into their second, or later years of study within Higher Education. Completion is a measure which examines the proportion of students who complete their studies and gain a higher education qualification.

Mature Students

The last year of reported data for Continuation at Keele in 2020-21 for Mature Students 86.6%, which is down from with the four-year aggregate of 90.5%, and from 94.0% in 2019-20.

The last year of reported data for Completion at Keele in 2017-18 for Mature Students 86.0%, which is down from with the four-year aggregate of 87.8%, and from 88.2% in 2016-17.

Continuation by Mature Students

The following charts have been taken from the OfS APP Data Dashboard to demonstrate data for Mature Student Continuation. The first chart provides an overview continuation by Mature Students at the Keele.

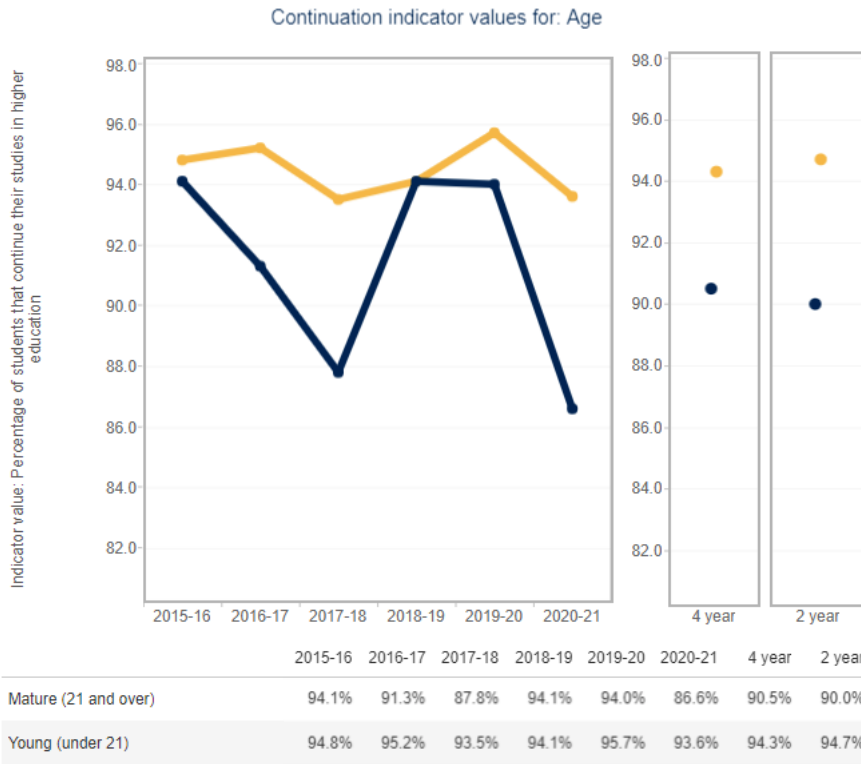
Student lifecycle stage

Access Continuation Completion Attainment Progression

Chart type

Indicators Gaps Ratios

Show statistical uncertainty
[Overall]



Key
 ■ Mature (21 and over)
 ■ Young (under 21)

Continuation by Mature Students within University of Keele over a timeseries

The chart above demonstrates an inconsistent trend in continuation over the six-year reported period. There is an increased aggregate gap over two-years compared to four-years, which is strongly influenced through the final year of reported data in 2020-21.

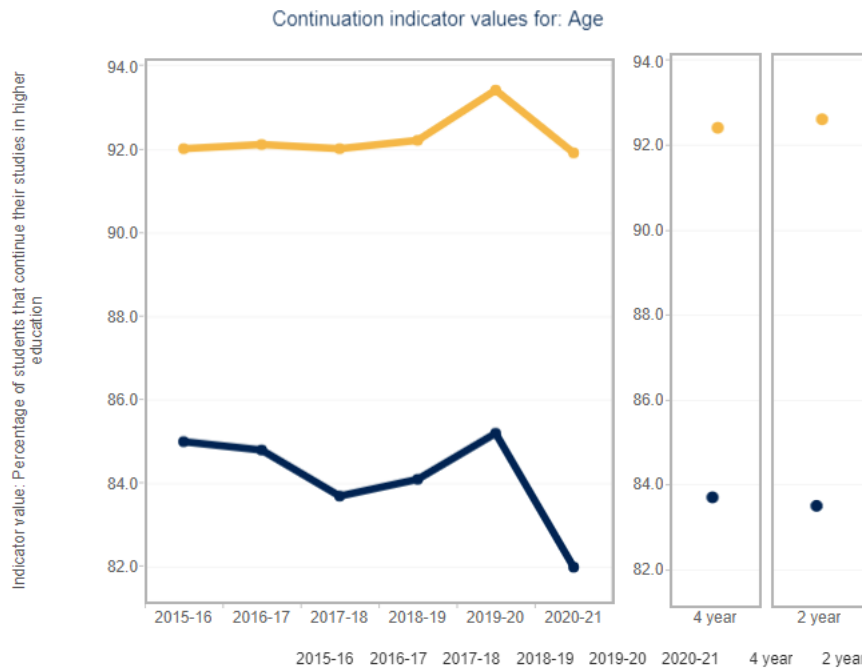
Student lifecycle stage

Access Continuation Completion Attainment Progression

Chart type

Indicators Gaps Ratios

Show statistical uncertainty
(Overall)



Key
 ■ Mature (21 and over)
 ■ Young (under 21)

Mature (21 and over)	85.0%	84.8%	83.7%	84.1%	85.2%	82.0%	83.7%	83.5%
Young (under 21)	92.0%	92.1%	92.0%	92.2%	93.4%	91.9%	92.4%	92.6%

Continuation by Mature Students across Sector Higher Education over a timeseries

The chart above demonstrates continuation by Mature Students vs Young Students across the sector. The sector trend demonstrates a similar trend to that observed within Keele, however, increases and decreases in sector trends are more moderate.

Below is a table view of data from both Keele and sector for Mature Student Continuation.

University of Keele Mature Students Continuation vs sector

Mature Students continuation	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	4-year	2-year
University of Keele	94.1%	91.3%	87.8%	94.1%	94.0%	86.6%	90.5%	90.0%
Sector	85.0%	84.8%	83.7%	84.1%	85.2%	82.0%	83.7%	83.5%

Completion by Mature Students

The following charts have been taken from the OfS APP Data Dashboard to demonstrate data for Mature Student Completion. The first chart provides an overview of indicator over a timeseries.

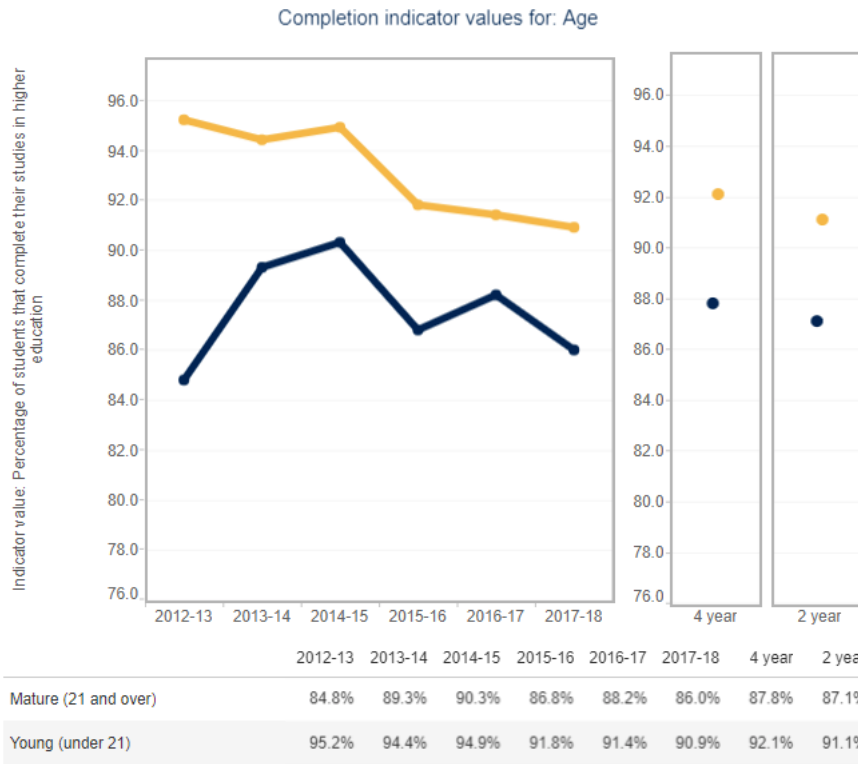
Student lifecycle stage

Access Continuation Completion Attainment Progression

Chart type

Indicators Gaps Ratios

Show statistical uncertainty
(Overall)



Completion by Mature Students within University of Keele over a timeseries

As demonstrated by the chart above, Mature Student completion has declined from 2014-15 to the latest reported data in 2017-18, with the lowest reported completion by Mature Students at the university since 2012-13.

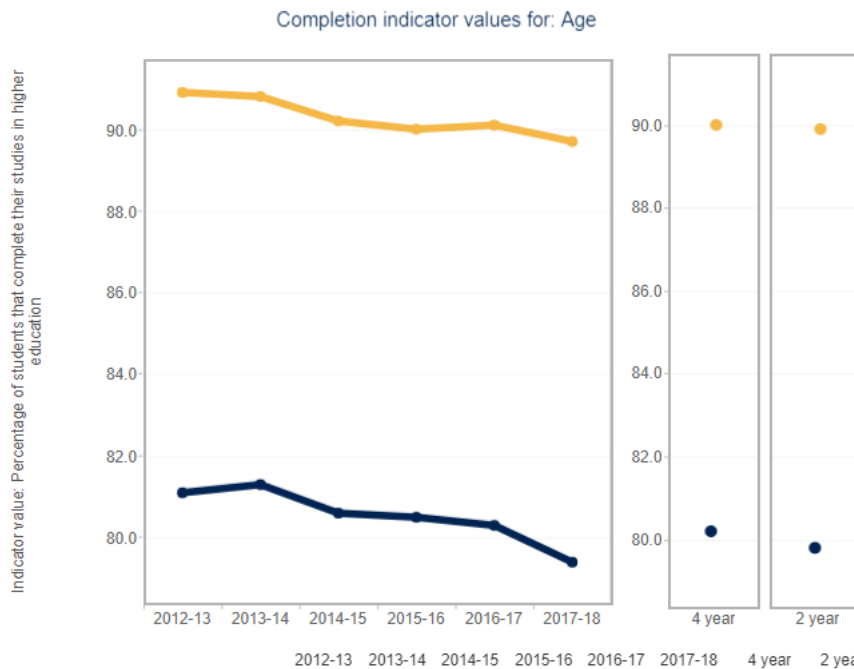
Student lifecycle stage

Access
Continuation
Completion
Attainment
Progression

Chart type

Indicators
Gaps
Ratios

Show statistical uncertainty
(Overall) ▼



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4 year	2 year
Mature (21 and over)	81.1%	81.3%	80.6%	80.5%	80.3%	79.4%	80.2%	79.8%
Young (under 21)	90.9%	90.8%	90.2%	90.0%	90.1%	89.7%	90.0%	89.9%

Key
■ Mature (21 and over)
■ Young (under 21)

Completion by Mature Students across Sector Higher Education over a timeseries

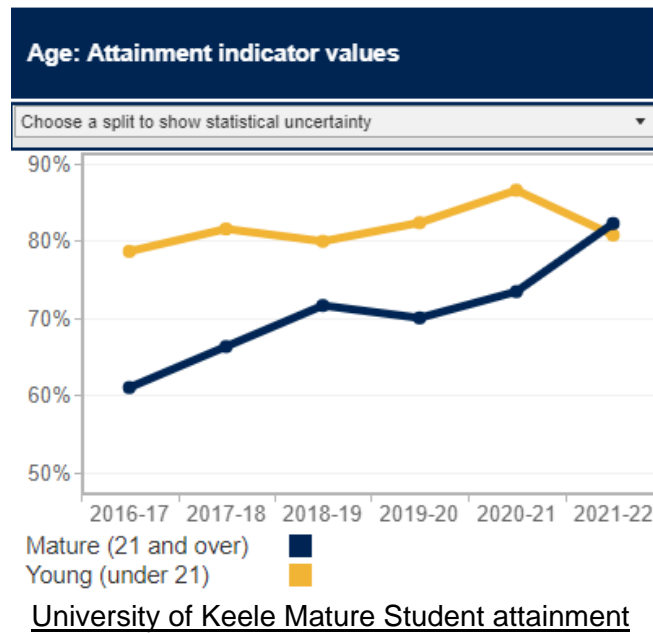
The chart above demonstrates a similar declining trend within Mature Student completion across the sector, to that observed by Keele.

Below is a table view of data from both Keele and Sector for Mature Student Completion.

University of Keele Mature Students Completion vs sector

Mature Student completion	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	4-year	2-year
University of Keele	84.8%	89.3%	90.3%	86.8%	88.2%	86.0%	87.8%	87.1%
Sector	81.1%	81.3%	80.6%	80.5%	80.3%	79.4%	80.2%	79.8%

In the previous APP for the University of Keele, Mature Students were highlighted as a priority group due to gaps within attainment, however attainment by Mature Students has been increasing over the reported period and closed in the latest year of report in 2021-22, as seen in the chart below. As attainment, continuation and completion are the three success lifecycle stages for students, it is apparent that they should be considered in tandem, as students attaining at a lower level are more likely to withdraw which risks increasing gaps within continuation and completion.



Whilst the University of Keele is performing above sector for both Mature Student Continuation and Completion, there is a declining trend, and a gap between both Continuation and Completion between Mature Students and Young Students (under 21), which is the rationale for selecting these gaps as priorities for the university.

Progress

These examine students' progression into the labour market and other destinations after leaving higher education and report on whether they are employed in managerial or professional roles, undertaking further study or in other positive outcomes.

IMD Q1

The last year of reported data for Progress at Keele in 2020-21 for IMD Q1 Students is 71.7%, which is down from with the four-year aggregate of 74.0%, and from 73.1% in 2019-20.

Below are charts providing progress data showing progress indicators and gaps over a timeseries for IMD Q1 students at the University of Keele.

← Return to overview Help guide

Select a provider
University of Keele

Current mode and level:
Full-time All undergraduates

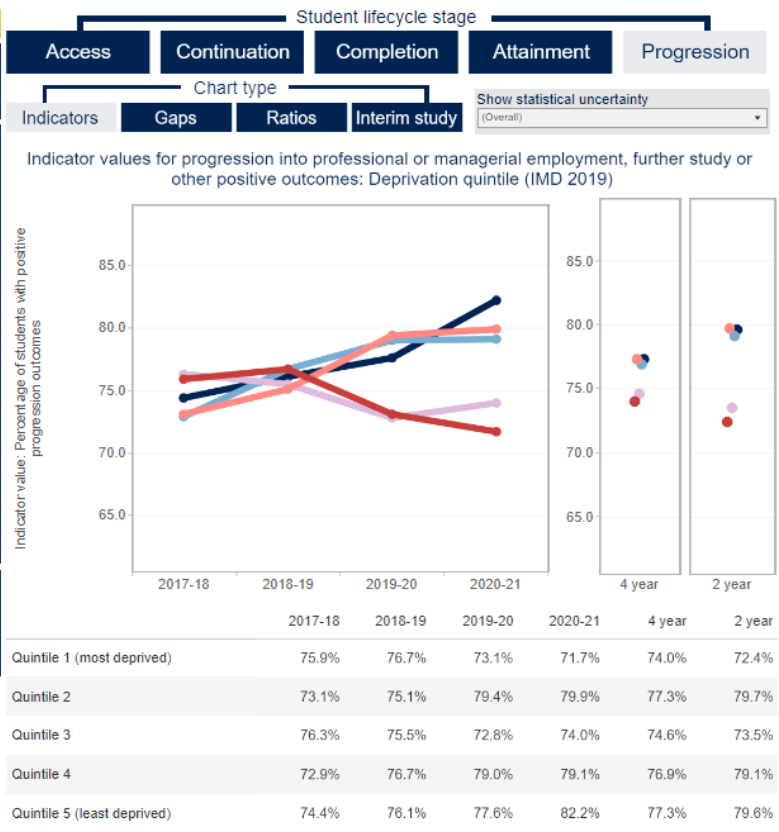
Click a yellow cell below to change the mode and level of study

Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	99%	1%
Other undergraduate	0%	1%
First degree	90%	0%
Undergraduate with postgraduate components	9%	0%

Select a split indicator type
Deprivation quintile (IMD 2019)

Select a single split indicator

- Key
- Quintile 1 (most deprived)
 - Quintile 2
 - Quintile 3
 - Quintile 4
 - Quintile 5 (least deprived)



University of Keele IMD Progress

← Return to overview Help guide

Select a provider
University of Keele

Current mode and level:
Full-time All undergraduates

Click a yellow cell below to change the mode and level of study

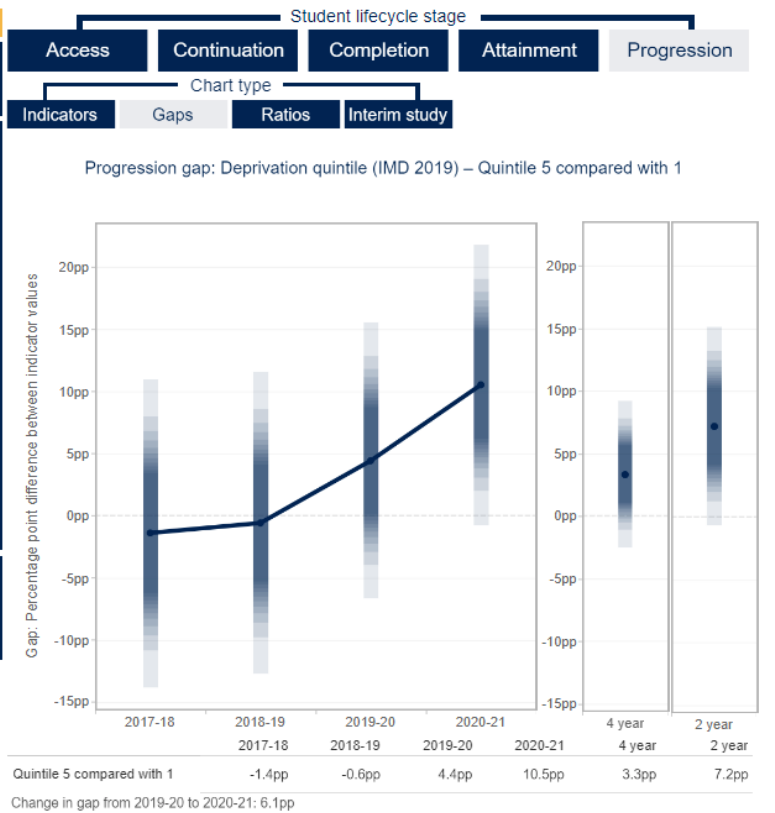
Level of study	Mode of study	
	Full-time	Part-time
All undergraduates	99%	1%
Other undergraduate	0%	1%
First degree	90%	0%
Undergraduate with postgraduate components	9%	0%

Select a split indicator type
Deprivation quintile (IMD 2019)

Select a comparison
Quintile 5 compared with 1

Key

- Gap

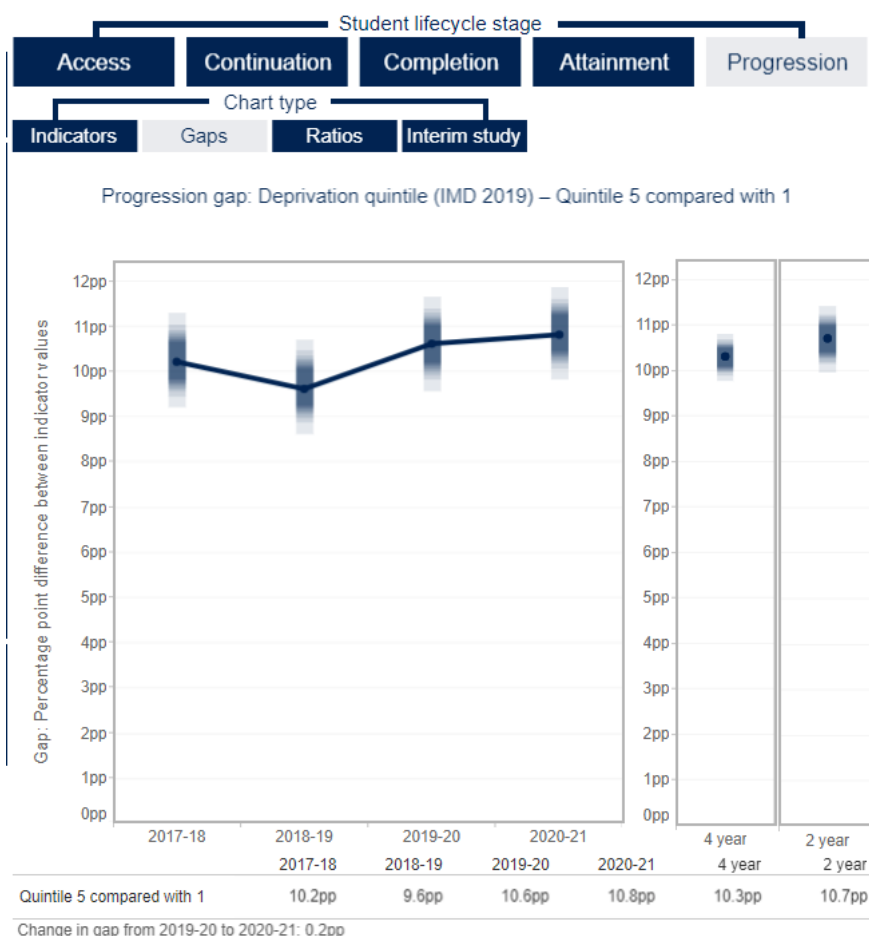


University of Keele gap in Progress between IMD Q1 and IMD Q5

As demonstrated in the charts above, IMD Q1 students previously outperformed IMD Q5 students in progressing from university to good outcomes between 2017-18 to 2018-19, however a reversal

of this gap in performance has been developed since 2018-19, which has grown to 10.5% in the latest reported year (2020-21).

Below is a chart demonstrating IMD Q1 vs IMD Q5 progress gaps within the sector.



Progress gaps between IMD Q1 and IMD Q5 within sector Higher Education

The chart above demonstrates a consistent gap within progress by IMD Q1 student's vs IMD Q5 students at sector level over a four-year period.

Both Keele and sector gaps in progress performance between IMD Q1 and IMD Q5 are detailed in the table below.

University of Keele IMD Q1 progress gap vs Sector

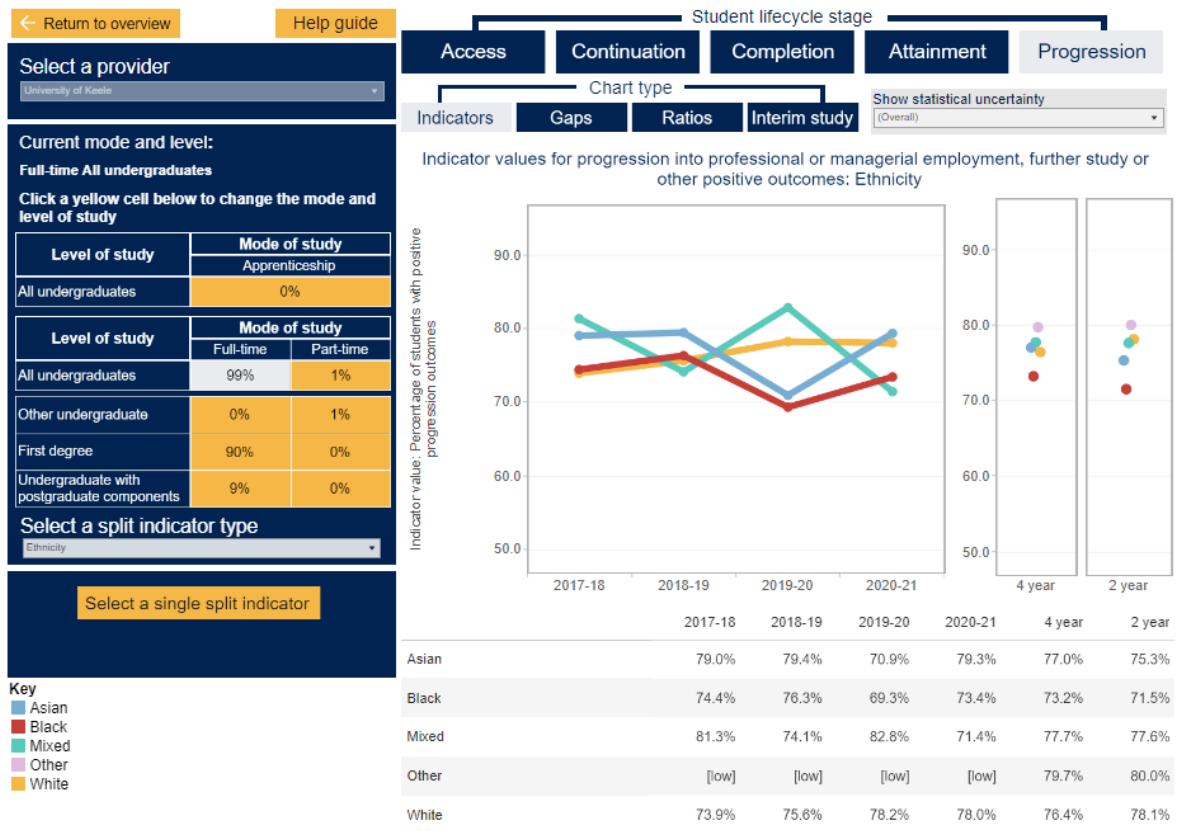
IMQ Q1 vs IMD Q5 gap in progress	2017-18	2018-19	2019-20	2020-21	4-year	2-year
University of Keele	-1.4%	-0.6%	4.4%	10.5%	3.3%	7.2%
Sector	10.2%	9.6%	10.6%	10.8%	10.3%	10.7%

Whilst Keele's gaps for IMD Q1 progress have been consistently below sector gaps, the recent trend observed in a growing gap at Keele is the rationale for prioritising this gap within the plan.

Black Students

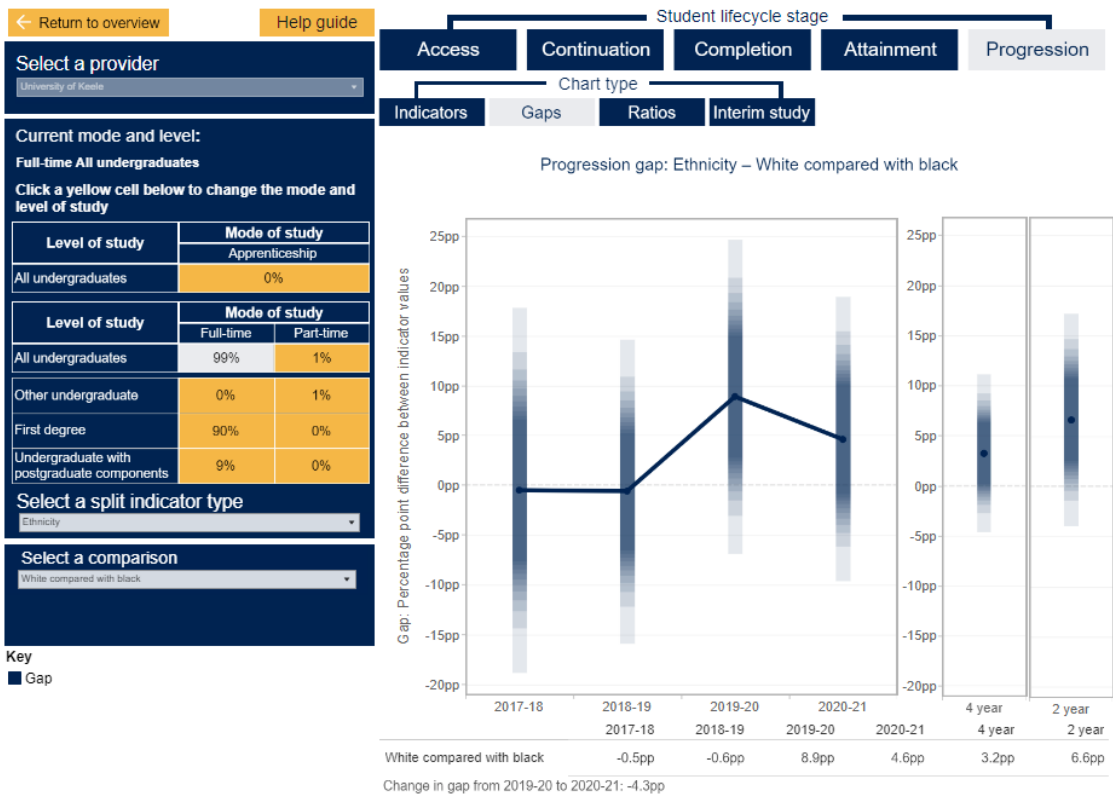
The last year of reported data for Progress at Keele in 2020-21 for Black Students is 73.4%, which is up from with the four-year aggregate of 73.2%, and from 69.3% in 2019-20.

Below is a chart providing progress data showing progress indicators over a timeseries for students by ethnicity at Keele.



University of Keele Student Progress by Ethnicity type

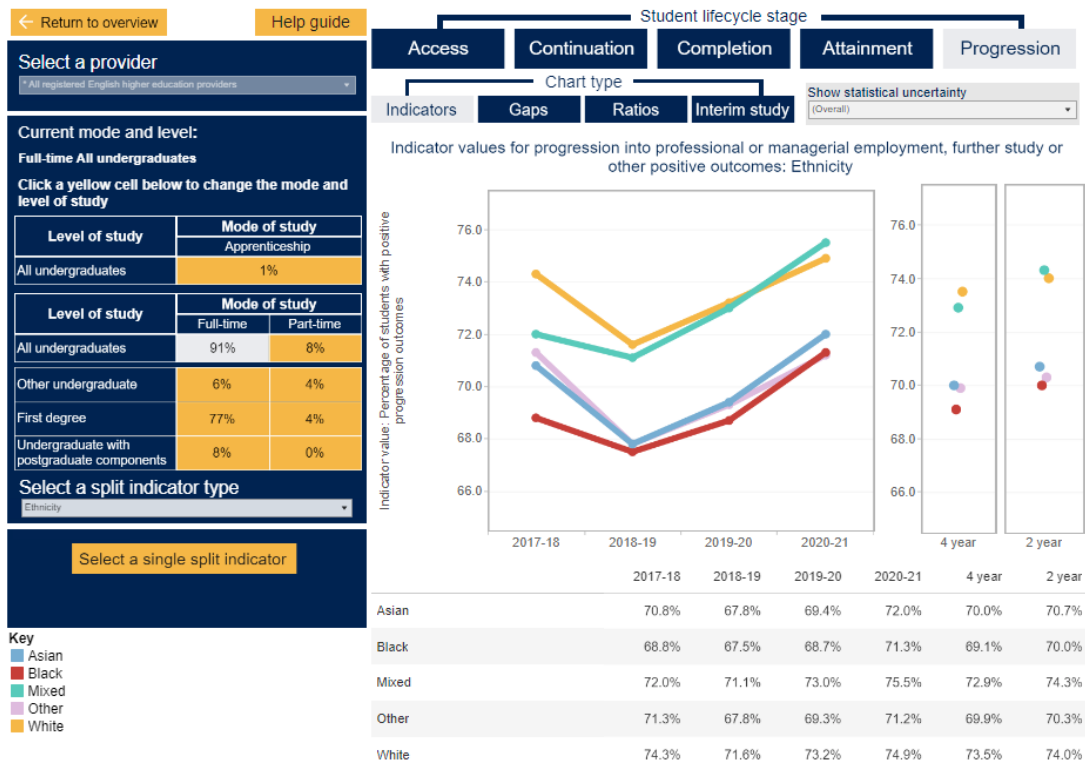
Below is a chart providing gaps in progress between Black student's vs White students at the Keele.



University of Keele Student Progress gaps: Black Student progress vs White

As demonstrated by the charts above, there was a reverse gap in progress for Black students between 2017-18 and 2018-19, however, a gap has now formed since 2019-20 at Keele.

Below is a chart demonstrating progress performance by ethnicity type within sector Higher Education.



Progress over a timeseries by ethnicity within sector Higher Education

Whilst progress at sector demonstrates a parallel trend between ethnicity type, gaps in actual progress performance are visible, with Black students progressing at a lower rate into a good outcome post higher education.

Both Keele and sector progress rates for Black Students are detailed in the table below.

University of Keele Black Student Progress vs Sector

Black Student progress	2017-18	2018-19	2019-20	2020-21	4-year	2-year
University of Keele rate	74.4%	76.3%	69.3%	73.4%	73.2%	71.5%
University of Keele gap	-0.5%	-0.6%	8.9%	4.6%	3.2%	6.6%
Sector	68.8%	67.5%	68.7%	71.3%	69.1%	70.0%

Whilst Keele has consistently outperformed sector by Black Student progress rates post higher education, through consideration of the gap in performance between Black Student vs White Student progress, this is an area for work to prevent further widening of the progress gap.

Full Lifecycle Approach

This takes into consideration all stages of the student lifecycle: access, attainment, continuation, completion and progress.

Care Leavers and Estranged Students

The table below shows the numbers of new and continuing care leaver at the University of Keele.

University of Keele Number of new and Continuing Care Leavers and Estranged Students

Academic Year	New students only	New and continuing students
2014-15	12	32
2015-16	17	39
2016-17	12	40
2017-18	23	49
2018-19	28	62
2019-20	18	56
2020-21	26	68
2021-22	29	73
2022-23	32	82
2023-24	54	108

Nationally, numbers of children in care have risen in 2023, as reported by National statistics²:

- The number of children looked after on 31st March 2023 was up 2% to 83,840 compared to 2022.
- The number of children who started to be looked after was up by 6% to 33,000 in 2023 compared to 2022.
- The number of children who ceased to be looked after was up by 5% to 31,680 in 2023 compared to 2022, however, children who ceased to be looked after, who were adopted was down by 2% to 2,960 in the same period.

The following table has been created through use of Gov.uk explore education statistics.³

National Statistics: Number of 17–21-year-old care leavers who left foster care aged 18 and were eligible for care leaver support (staying put)

Number for '17-21 year old care leavers who left foster care aged 18 and were eligible for care leaver support (staying put) - NATIONAL' for 1. Young people who ceased to be looked after in a foster placement on their 18th birthday and were eligible for care leavers support, 18 years, 19 to 20 years, 19 years, 2. Total living with former foster carers in the current year and 2 other filters in England between 2019 and 2023

Move and reorder table headers

	1. Young people who ceased to be looked after in a foster placement on their 18th birthday and were eligible for care leavers support					2. Total living with former foster carers in the current year					3. Percentage living with former foster carers in the current year				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
18 years	3,440	3,410	3,550	3,620	3,620	1,970	1,980	2,140	2,240	2,230	57%	58%	60%	62%	61%
19 to 20 years	6,470	6,760	6,890	6,980	7,160	1,700	1,890	2,060	2,190	2,290	26%	28%	30%	31%	32%
19 years	3,310	3,460	3,430	3,560	3,620	1,050	1,170	1,250	1,320	1,370	32%	34%	36%	37%	38%
20 years	3,160	3,300	3,460	3,430	3,540	660	710	820	870	930	21%	22%	24%	25%	26%

The table above demonstrates a growing number of 17-21-year-olds who have left foster care and are eligible for care leaver support, and who would be eligible for Care Leaver support if moving into Higher Education. This continued growth demonstrates a need for continued commitment to Care Leavers within Higher Education.

Asylum Seeking Students

Student Action for Refugee's notes that 'about 1% of the world's refugees call the UK home'. Whilst people seeking asylum receive home office support, this is equivalent to £5.66 per day, and they are unable to work to supplement this, which can mean affording essential items such as food and clothing can prove difficult. In the UK, immigration status can impact student eligibility for student finance. Whilst a refugee status or Humanitarian Protection enables eligibility for student finance on the same basis as a British Citizen covering course fees and living costs, for students seeking asylum, student finance is not available.

Article 26 of the Declaration of Human Rights states that "Everyone has the right to Education". Keele is committed to supporting students from all backgrounds to access Higher Education and provide scholarships for asylum seekers and forced migrants who are seeking sanctuary in the UK.

Keele provides funding via Article 26 for up to two Undergraduate Students per year for students falling into one of the following immigration status groups and who are unable to access UK government funding because of their current immigration status.

- An asylum seeker – a person who has made a claim with the UK for refugee status.
- A person who has been granted some form of temporary status, such as Limited Leave to remain, in the UK.
- Dependents or partners of any of the above status groups, whose claim is dependent on a principal applicant.

University of Keele Equity of Opportunity Risk Register (EORR)

An institutional EORR has been constructed for Keele. We have taken the decision to shift the terminology from equality of opportunity to equity of opportunity to ensure alignment with our internal terminology linked to EDI, supporting integration of APP interventions with our broader portfolio of interventions. The move to use of equity also recognises that each individual has different circumstances and may require differing levels of support to reach an equal outcome.

Equity of Opportunity Risk Register Methodology

To develop our EORR, we have conducted institutional analysis of both Office for Students (OfS) data dashboards and internal institutional data to determine indications of risk associated to APP defined groups of students across the full student lifecycle. Once identified, we considered risks to equity of opportunity for each group by:

- Utilising OfS guidance to understand risks associated with specific lifecycle stage indications of risk across the sector, to inform an understanding of which risks are most predominant based upon indication of risk, or gaps noted within data analysis
- Utilising OfS guidance surrounding which risks can impact equity of opportunity across the sector by specific APP defined groups, highlighted by institutional indications of risk
- Consideration of internal data and knowledge to determine localised institutional understanding of risks to equity of opportunity for students across the full lifecycle

From this analysis, an institutional heat mapped EORR was constructed to demonstrate key risks to equity of opportunity which supported wider institutional work to address risks for identified groups of students. Keele's EORR has been utilised to inform the institutional approach to intervention strategy design and placement ensuring that the greater the risk to equity of opportunity, the greater the level of provision committed to within the Access and Participation Plan.

Keele's EORR acknowledges the following OfS goals for quality and standards and equity of opportunity:

- Students receive high quality academic experience that improves their knowledge and skills with increasing numbers receiving excellent provision
- Students are rigorously assessed, and the qualifications they are awarded are credible and comparable to those granted
- Graduates contribute to local and national prosperity and the government's 'levelling up' agenda
- Students access, success and progression are not limited by their background, location or characteristics
- Providers encourage and support an environment conducive to the good mental health and wellbeing that students need to succeed in their higher education

Keele's EORR has been compiled to support risk mitigation at an institutional level and to support the enhancement of a sector-wide evidence-base surrounding 'what works' to reduce risks to equity of opportunity. The EORR contains all twelve of the OfS defined risks and incorporates known localised risks: Risk 13: Sense of Belonging and Risk 14: staff knowledge and training.

Localised risks have been formulated with the understanding of Keele's local context. As a campus-based university, Sense of Belonging is identified as key to ensuring that inclusion is at the heart of intervention design, enabling students to feel secure and supported, free to be themselves, safe to offer their own perspectives, and that their contributions matter. We believe that by instilling a Sense of Belonging within our student population, we will enable students to aspire and achieve their potential.

To enable students' Sense of Belonging and wider risk mitigation, Risk 14: staff knowledge and training is a fundamental aspect of the University of Keele's approach to APP. The incorporation of staff knowledge and training within the APP, aims to improve staff levels of awareness of APP, further develop their skills and expertise to support the student experience, whilst also increasing motivations, appetite, and commitment to enabling equity of opportunity for students across the full student lifecycle.

Lifecycle stage	EORR Detail	1 TUNDRA Q1 Access	2 FSM Access	3 Ethnicity Attainment	4 IMD Q1 Attainment	5 Disability Attainment	6 Mature Student Continuation & Completion	7 Black Student Progress	8 IMD Q1 Progress	9 Care Leaver and Estranged	10 Asylum Seekers
Access	1 Knowledge and Skills	Medium	Medium	Medium	Low	Medium	Low			Medium	Low / Medium
Access	2 Information and Guidance			Medium	Low	Low	Medium			Medium	Low / Medium
Access	3 Perceptions of HE	Low/ Medium	Low/ Medium							Low / Medium	Low / Medium
Access	4 Application Success Rates	Low	Low							Low	Low
Access	5 Limited choice of course type and delivery mode	Low	Low	Low	Low	Low / Medium	Low			Low	Low
Success	6 Insufficient academic support			High	High	High	High	High	High	High	High
Success	7 Insufficient Personal Support			High	High	High	High	High	High	High	High
Success	8 Mental Health			High	Medium	High	Medium	High	Medium	High	High
Success	9 Ongoing impacts of Covid	Low	Low	Low	Low	Low	Low	Low	Low	Low	Low
Success	10 Cost Pressures			Low	Medium	High	High	Low	Medium	High	High
Success	11 Capacity Issues			Low	Low	Low	Low	Low	Low	Low	Low
Progress	12 Progression from HE							High	High	Medium	Medium
Keele Risk	13 Sense of Belonging	High	High	High	High	High	High	High	High	High	High
Keele Risk	14 Staff Knowledge and Training	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium

To note: darker shading denotes greater risk to equity of opportunity, and therefore it is anticipated that more work will be undertaken to mitigate risk within these areas

Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

This plan provides a range of intervention strategies which have been developed through institutional knowledge and expertise and informed by the sector evidence base surrounding 'what works'. A collaborative approach to intervention design has been utilised to produce the intervention strategies included within this plan, through collation of interventions from the following processes:

- APP Roadshows delivered across the university, providing an overview of OfS regulatory updates and information surrounding highlighted lifecycle gaps, the institutional EORR and priority APP Groups for the APP 2025 plan.
- Data was provided to Directorates and Faculties for consideration surrounding lifecycle gaps, with the opportunity for colleagues to present current and proposed intervention strategies to mitigate risks to equity of opportunity for highlighted student groups.
- Thematic analysis was undertaken of proposed intervention strategies to inform an institutional approach to supporting students.
- Thematic working groups were commissioned to collate information on proposed intervention strategies. Working groups comprised staff and SU Sabbatical Officers.
- Working groups considered the impact and outcomes intended through an embedded Theory of Change approach within project briefs, and the underlying evidence base within the sector to support intervention development.

Below is an overview of rationale, assumptions and evidence base for each intervention strategy included within the APP.

Intervention Strategy 1

To sustain the proportion of students studying at the University of Keele from TUNDRA Q1 and Free School Meals Backgrounds

Steps2Medicine, Future Vets and Future Vets+

In the most selective courses at Keele, there remains the largest gap between the most and least represented groups in higher education. In choosing to focus our work on our most imbalanced areas, we seek to address some of the big challenges in access to these professions.

Design of the programme is based around combining a multi strand intervention project that we know to be the most effective, alongside the use of the Keele campus as a key location for delivery (Higher Horizons, 2024). We also seek to include as many practical experiences for young people, addressing a work experience barrier that is prevalent among those least likely to progress (Millburn, 2012).

In facilitating access to university for students on these programmes, we have a contextual offer scheme in place, recognising the challenges that they have faced during their educational experience but also the skills and competencies developed as part of the programmes. Evidence of similar schemes and here at Keele that these students continue to succeed on course even with the reduced grade profile (BMJ, 2008).

Skills and myth busting sessions in School (Y10 and Y11)

Research from across the access sector is clear that the role of Information, Advice and Guidance is still essential in supporting students from backgrounds underrepresented in higher education to access university (Harding and Bowes, 2022). In design of our outreach offer here at Keele, we

seek to provide students with a range of opportunities to engage with IAG activities throughout their course of study in school or college, recognising that multiple interventions have the best potential to support access to university (Higher Horizons, 2023).

Recognising the success of the UniConnect programme in supporting Keele's target learners in progressing to higher education (Burgess et al, 2021), we seek to learn from our Higher Horizons partners in learning from their successes in our local area. Based upon extensive evaluation of the activities delivered to local learners, we will use this evidence to ensure that we design a programme of activities that is well received by learners and schools and has the best probability of achieving impact (Higher Horizons, 2024).

Y10 and Y11 Academic Taster Day on campus and Y12 Academic Taster Days on campus

Campus visits have shown to be particularly influential in supporting students' understanding of and likely progression to higher education (Merry, 2023). In design of our interventions, we are looking to make the best possible use of our campus with the highest impact for students taking part in our activities. Blending the campus experience with academic taster days and insights, we are seeking to ensure that students are exposed to a wide range of disciplines that they may not have considered previously, in the environment where there is likely to be the biggest impact (Higher Horizons, 2023). In offering these activities at various stages of the research period, we will look to provide varying levels of detail in sessions, becoming more specialist as students become older. We also anticipate these sessions feeding into the attainment of young people at Key Stage 4 (TASO, 2021).

Partnerships with Colleges and Academic Masterclasses – CPD

Keele has been working in partnership with local further education and sixth form providers for some time. These formal partnerships are designed to harness the full capabilities of the institution, but to be flexible to the needs of the partner (JUK, 2017). Crossing a range of areas to include outreach and admissions, networking and CPD, and curriculum and portfolio design, our college partnerships are integral to ensuring that the university is well placed to support our local learners.

A key component of the partnership is offering CPD for teaching staff in colleges. Focusing on academic areas primarily, we will offer teaching staff the opportunity to engage with academic content on the Keele campus, enhancing their own subject knowledge to take back into the classroom. Evidence points to this type of intervention as a key way to increase student attainment (EPI, 2020). As well as academic CPD, we will also run activity that encourages best practice sharing between our partner colleges and the university, helping colleges to support each other and the university to learn directly from those most experienced in delivering to our target audience.

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Intervention Strategy 2

To ensure that Black, Asian, Mixed and Other Ethnicities Students have equal opportunity to attain a degree award that reflects their academic capabilities at the University of Keele by reducing the attainment gap.

Study Assessment and Skills Toolkits and Reassessment Support

Insufficient academic support can increase the risk of reduced attainment, continuation, and completion by students within Higher Education.

Hermida (2009) asserts that most first-year students lack basic and necessary academic skills to succeed within Higher Education such as reading, because academic reading differs dramatically from the reading undertaken at prior levels of study within education. Cohn (2021) argues that online toolkits can provide inclusive academic skills support which can help students to prepare for their studies and assessments. Advance HE (2022) recognises that Higher Education Providers should prepare students for learning and assessments they are required to engage in for their course, rather than assume students possess the knowledge and skills. Assumptions about prior knowledge and experience disadvantages students who have not had the same equity of opportunities to build the skills, which in turn negatively impacting on academic success and wellbeing.

Keele undertook a university-wide review of student-facing academic skills training, information gathered during this process revealed two significant findings what underpin the Study Assessment and Skills Toolkit design:

- Students were generally unaware of the academic skills support available for them and requested improved communications around the provision of academic support.
- Students requested academic skills training through asynchronous digital resources and an increase in the breadth and coverage of the overall offering.

Whilst each of the toolkits will focus on the academic, information, and digital skills required for success at each level, they will be linked by an emphasis on time management, academic integrity, and wellbeing. These are key problems affecting students in the targeted APP groups, who are disproportionately represented in academic misconduct investigations (Davis, 2022). Toolkits will be co-created in partnership with students in key APP target groups, valuing students' expertise and helping to ensure the project is shaped by authentic student engagement. This partnership approach is intended to ensure the toolkits are relevant to students' diverse needs and to maximise student engagement with the toolkits by empowering the student partners to distribute the resources via their professional and social networks (Chiu et al. 2022).

Students generally report high levels of stress, anxiety, and shame around reassessments during the one-to-one appointments, often centred around the assessment criteria, low confidence in their academic capabilities, and apprehensions around academic integrity in a higher education context. Johnson (2020) notes that Universities should support students to build their feedback literacies and ensure assessment feedback is clear without requiring students to infer meaning, which 'can be particularly damaging for non-traditional students' and 'reinforce social inequalities' (Johnson 2020).

Data and Retention Project, Intervention referral matrix and Academic Mentor Training

Early intervention is a recognised strategy in supporting students across the education sector, with the expectation that early intervention can mitigate risk by providing effective early support to those who are at risk of underperformance. Effective early interventions work to prevent problems occurring, or to tackle these head-on when they do occur to prevent problems from worsening (Early Intervention Foundation). It is understood that student attrition is highest within the first year of higher education study, and to combat this, there is a need for proactive and holistic interventions which support student engagement and success.

Nelson, Duncan and Clarke (2009) detail a project monitoring of engagement behaviour and the contacting of students at risk of leaving or failure which proved successful in providing proactive

personal contact with students deemed at risk. Payne (2016) provides an overview of three different models to understand and investigate student engagement: force field model (factors that drive for or against student engagement), levels of engagement (fully to totally disengaged and differently engaged), and dimension of engagement (intrinsic and extrinsic motivation, functional connectedness and emotional connectedness. Ortiz-Lozano et al (2020) also asserts that academic performance data is a good predictor and 'early' academic monitoring through the first semester improves predictive accuracy of performance. Keele will look to utilise findings from these studies and wider sector emerging evidence to understand differing needs, motivations, and challenges such as attendance, submissions and use of university services.

A recent study by Andrews et al (2023) found that using and developing learning analytics by 'collecting, interrogating and / presenting quantitative data on the nature and extent of the awarding gap' to be an approach utilised by Higher Education providers in addressing an ethnicity degree awarding gap, and use of data to inform action was highlighted as a recommendation to the sector to reduce this gap. Rimmington (2024) discusses the effectiveness of the University of Keele's use of an engagement dashboard to monitor student engagement and support academic and personal improvement. This real-time data is key in identifying students who need academic or well-being support and allows for targeted interventions that can be nuanced and holistic in nature. The dashboard helps to instigate meaningful and insightful mentor-mentee conversations, helping foster a more supportive environment. Whole cohort data assists in identifying student groups who may be facing similar challenges and effectively guides tailored support and interventions.

Access and Success Fund

It is widely accepted that 'low household income' is not the only cause of disadvantage in Higher Education; there are a wide range of key groups who are both under-represented in Higher Education and who typically have lower retention, progression, and success rates. Traditional bursaries which are solely based on household income do not consider the many other key groups, and there is a very limited evidence base into the effectiveness of bursaries in Higher Education (Kaye, 2019). Following internal focus groups within Keele University with recipients of our previous traditional bursary and students from other under-represented groups, we found that the traditional bursary was not effective in equitably supporting students from key groups and was not bespoke enough to instil a sense of belonging. Further internal student surveys enabled us to understand more detail about the barriers that our key group experience and the different ways that additional funding could help.

Financially Futureproofing Programme

In 2018 Money & Pensions Services conducted a financial capability survey which found that 39% of adults (20.3 million) don't feel confident managing their money, 11.5 million have less than £100 in savings nearly nine million of us are in serious debt, and only around a third receive help. More recently, Blackbullion (2023) surveyed students at a wide range of HEIs and found that 2 in 5 students do not feel optimistic about the future because of money worries, and 87% students are currently worried about money. Evidence also suggests that students' money worries are significantly impacting student mental wellbeing. Save the Student (2023) conducted an annual survey which found 64% of students say that they wish they had had a better financial education and feel that the 'life lessons' of money had been missing. In 2024, the House of Lords detailed that financial education forms part of the school curriculum across all UK nations, however, concerns have been raised that financial education is not being adequately provided in UK schools. The House of Lords noted that research has shown the positive impact that financial education can have on the financial literacy of children and young people. Financial organisations and charities have called for more to be done to support financial education.

Supporting our Students

Booker et al (2016) demonstrates the use of diversity training as being beneficial in personal growth which is evidenced through attitudinal and curricular changes which supported students experience of a greater sense of community and personal growth. In a study on bystander training by Haynes-Baratz et al (2021) results indicate that post workshop, participants endorsed higher levels of likelihood of bystander intervention and higher levels of bystander efficacy to deal with

micro aggressive events (compared to pre-test 4 days before the workshop); scores on these measures remained significantly greater than pre-test at both 6-week and 12-week follow-up. Furthermore, preliminary evidence suggests that both likelihood of bystander intervention and bystander efficacy scores predicted self-reported bystander behaviour at both 6 and 12 week follow up. These findings suggest that bystander training may be a promising approach to tackling microaggressions faculty experience in higher education.

Furthermore, with a range of sector updates to regulatory expectations surrounding Access and Participation Plans by the OfS, it is apparent that to ensure staff understanding of APP and localised implications of this work, further work is required to provide support to staff in enhancing student experience through recognition of sector evidence base and the introduction of the EORR.

Evaluation, Research and Impact

The OfS has placed an increased emphasis surrounding evaluation and adding to the sector evidence base of 'what works.' To ensure that evaluation is embedded within all works outlined within the APP, it is recognised that colleagues across the university will be required to understand emerging sector evidence, sector standards of evidence, alongside having the provision of support to evaluate interventions to the appropriate standard by utilising sector toolkits and templates such as those developed by TASO.

APP Intervention Innovation Funds

Through APP 2025 development at Keele, a range of gaps have been identified alongside an institutional EORR which identifies risks to equity of opportunity. Keele has worked to a short timeframe to understand current and future interventions to support students, through consultation with staff and students. Due to short regulatory timescales required for submission, it is recognised that more work could be undertaken throughout the duration of the APP 2025 period to continually develop innovative ways of supporting students, ensuring that the university can continue to be agile in its approach, through reflection upon its own and sector knowledge of good practice and "what works" to support students. This project provides funds to support continual innovation in practices via an innovation fund which can be applied for by staff and students throughout the APP period. As a part of the application process for funds, underpinning evidence and a Theory of Change will be required.

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Intervention Strategy 3

To reduce the attainment gap for IMD Q1 students at the University of Keele.

Pre-arrival events

There is a range of evidence which underpins the importance of transition into higher education, noting that support during this time can improve belonging, provide supportive peer relations, opportunities for meaningful interactions with staff whilst also developing knowledge, confidence and identity (Bolam and Dodgson, 2003, Thomas, 2012). It's recognised that during this transitional period, many students experience psychological distress, anxiety, depression, sleep disturbance, a reduction in self-esteem and isolation (Fisher & Hood, 1987, Harris, 2019, Gall et al, 2000 and Stanley et al, 2009). It's recognised that many students withdrawing from university in the first year, withdraw within the first few weeks due to experiences within this period (Palmer et al, 2009). Transition days are useful in supporting students bridging transition between previous education and University by providing an outline of sources of support to them when at University (Mills, 2003). Transitional support is also highlighted as impacting students' confidence within their academic studies (Blake, et al, 2022).

HE Buddy Scheme and Peer Assisted Learning

Insufficient academic support, personal support and low sense of belonging can contribute to lower performance on-course and can impact attainment, continuation, and completion by students. Peer Assisted Learning and the HE Buddy Scheme linked to academic areas facilitate cross-year academic and social support between students on a programme basis. The connection between students with an academic link can support the development of learning communities, explained by Tinto (2008) can support increased sense of belonging and performance, particularly for students from low-socioeconomic backgrounds. Thomas (2012) notes that student belonging is achieved through supportive peer relations, developing knowledge, confidence, and identity as a successful HE learner and a HE experiences relevant to students' interests and future goals. Sneyers & De Witte (2017) also asserts that mentoring has a positive impact on retention and graduation. EAB (2019) observe that peer mentors in academic experiences enhance not only sense of inclusion by enabling students' space to connect and learn from one another, it also increases performance by students academically. Whilst Learning Communities can support success for mentees in increasing sense of belonging and wider success, they can also provide benefits to students in peer leadership roles such as content knowledge, academic success and career readiness (Riser, Da Silva and Clarke, 2021).

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Intervention Strategy 4

To improve attainment outcomes for students with disabilities, specifically: Mental Health disabilities, Multiple Impairments.

Inclusive Education Framework

It is understood that all students should have equity of opportunity to succeed in higher education regardless of background, characteristics, or circumstance. Lack of understanding within higher education surrounding inclusivity in breadth or depth can mean that whilst there are aspirations to be inclusive, this is not met in practice. QAA (2023) provide a framework which covers five core areas of activity which include: structures and processes, curriculum design and delivery, assessment and feedback, community and belonging and pathways to success. This framework also highlights six key principles or ways of working:

- Clear, consistent language and communication
- Leadership, responsibility, and accountability
- Wellbeing, empathy, and authenticity
- Development and training to empower individuals and teams
- Partnership working across an institution
- Evidence, reflection, and evaluation.

Hockings (2010) notes research synthesis defining 'inclusive learning and teaching as the ways in which pedagogy, curriculum and assessment are designed and delivered to engage students in learning that is meaningful, relevant, and accessible to all. It embraces a view that diversity stems from individual differences that can enrich the lives and learning of others.' Thomas and May (2010) details that 'the sector-wide commitment to broadening access and ensuring success requires institutions to have a more sophisticated understanding of diversity and to engage in institutional development and change to attract these students into HE and enable them to successfully complete their HE study and become effective graduates.'

The Higher Education Academy (2015) points out 'inclusive learning and teaching recognises all student's entitlement to a learning experience that respects a diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.' Gov.uk (2017) notes that due to DSA reforms and increasing requirements around compliance surrounding consumer protection, higher education providers are required to maintain and where possible enhance levels of support to students. This report also refers to the need to move away from a student service-based provision for students with registered disabilities, to an approach which empowers students and is accessible and benefits all.

Partnership working with the NHS and other external agencies

It's recognised that collaborative and partnership working across organisations such as universities, NHS and Social Care providers is necessary to ensure that individuals receive effective care and support which is integrated (British Medical Association, 2017 and South East Clinical Senate, 2017). The University Mental Health Charter (2019) notes 'while universities cannot control the responses of local NHS services, they can commit to principles of collaboration and, through better collaboration, make every effort to close the gap between Higher Education and healthcare'. Universities UK (2023) provides a range of strategies, but two most important areas of focus are transitions and working with the NHS to improve access and coordination of care is crucial to a successful strategy.

Data informed and targeted support services

See evidence base provided for: Data and Retention Project, Intervention referral matrix and Academic Mentor Training. This intervention aims to utilise a data informed approach to adapt and target support services for students.

Transition into and from breaks in study

Transitions are highlighted as key phases for students in supporting student experience, alongside evidence that interventions aiming to prepare students for transitions can have a positive impact (Lieberman & Remedios, 2007, Thompson et al, 2013, McBurnie et al, 2012, and Matthewman et al, 2018). The Mental Health Charter asserts that transitions with placements are important due to the potential workplace issues students are exposed to such as isolation, financial difficulties, and burnout (Gair & Baglow, 2018, Hughes & Byrom, 2019). Unplanned breaks in study such as leave of absence due to illness are also key transitional periods, and maintaining contact with university along with receiving ongoing support is evidenced as supporting successful transition back into university (Story et al, 2019).

Student Advisory Group to help inform work within this intervention strategy

The inclusion of student voice is of great importance across the higher education sector, enabling providers to understand the needs and wants of students to refine services to support an enhanced student experience. Student voice and participation is also highlighted as a key aspect within the Mental Health Charter, which notes that a key component in empowering those with mental health problems is "participation in decisions" (Baumann, 2014). To support good mental health, it's necessary to understand context and direct experiences of current students (Piper & Emmanuel, 2019). Hughes & Spanner (2019) explain that student voice should be utilised alongside research, evidence, and relevant professional expertise to triangulate evidence in order that interventions and strategies can 'be more targeted, relevant and effective'.

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Intervention Strategy 5

To reduce continuation and completion gaps between Mature Students and their peers.

Fundamental Academic Skills

Increasingly students are coming into HE through non-traditional routes and with different and often lower academic and vocational qualifications. It's considered that students who are struggling with their studies, or who are attaining at a lower rate, may be more susceptible to withdrawing (Thomas, 2012). There are a range of studies which suggest implementation of study skills for Mature Students can increase attainment and retention of students (Bolam and Dodgson, 2003) and higher levels of confidence with academic writing (Hillege et al, 2014). A more recent study also suggests that students accessing support from meetings and workshops are more likely to continue their programme and was linked to higher attainment and going on to further study (Glew et al, 2019), as engagement with academic support led to better academic performance and indirectly influenced student progression, attainment, and retention. Key APP groups accessed this support including non-school leaver (mature students) resulting from older students being able to identify areas of challenge and being motivated to ask for help.

Keele Essentials Plus (digital skills development)

It is understood that to succeed within university, students are required to have strong digital skills to complete academic work and to utilise university e-learning environments, and that those who are confident in their digital skills are 'digitally ready' to engage with e-learning environments (Kim et al, 2019). Other studies suggest embedding digital literacy development across a university with a focus on accessing digital learning platforms and software by building online resources into programmes and providing development of digital support with assessments to support academic success (Ahmed and Roche, 2021). Age is considered to impact in the context of technology, with gaps between the so-called baby boomers, Gen X, millennials and Gen Z, and so digital skills development is considered to have a positive and significant effect on student performance (Youssef et al, 2022). Reid et al (2023) also asserts that engagement with digital technologies and specific generations are evident, however, exposure to digital technologies along is not sufficient, and instead an embedded digital skills education is required to ensure students can access the information or learning resources to enable them to succeed.

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Intervention Strategy 6

To improve progression outcomes for students from IMD Q1 and Black students at the University of Keele

Educational Gains Project

In 2015-2018 the Office for Students commissioned work across the sector to explore 'learning gain'. It concluded that there was no single, scalable metric which could be used sector wide to measure learning gain (hereafter referred to as 'educational gain'). Instead, some common dimensions of educational gain emerged in relation to how we measure the changes in students' knowledge, skills, work-readiness, and personal development. Kandiko Howson (2018) provides evaluation of pilot projects leading towards a broad understanding of educational gain as "a change in knowledge, skills, work-readiness and personal development, as well as enhancement of specific practices and outcomes in defined disciplinary and institutional contexts". There is a range of literature surrounding educational gains providing methods and tools used to measure educational gain, and necessary considerations for the development of robust pilot projects (Hoareau et al, 2015). Some argue that learning or educational gain should be integral to curriculum design and delivery (Evans et al, 2018). Haski-Leventhal et al (2019) considered benefits of university students undertaking volunteering activities and agreed with results of earlier studies in terms of benefits to students. Benefits include employability and career-related development (e.g., Cunningham et al, 2013; Miller et al, 2018), personal and life skills development (e.g., Astin and Sax, 1989), and development of learning outcomes (e.g., Anderson and Green 2012; Kilgo et al, 2015; O'Brien and Sarkis, 2014; Fung, 2024).

UpReach

Many views on utilising work informed learning (WIL) and a wide range of experiential learning (Uptree, 2024) to bridge the gap for those from disadvantaged groups compared to advantaged groups, since being formed in 2012 upReach has built its services around this approach (upReach, 2022). Research by Jackson and Rowe (2023) sought to explore the impact of a range of WIL and co-curricular activities on labour force outcomes among new higher education graduates. Findings

were informed by national survey data for 51,883 domestic graduates in Australia. They point to a strong labour market advantage from WIL for graduate. There were consistent, positive results for industry mentoring and leadership/award programmes for increasing the chances of securing full-time work. Students undertaking experience reported enhanced motivation and work experience provided a great opportunity for students to reflect, feedback and connect with academic study – linking theory and practice. With the upReach 22/23 Rise Associates being 11.5% black African Caribbean/black British and 56% from Polar 4 Quintiles 1-2 all showing progression across 10 key graduate employability skills. Leading to Keele graduates securing a range of graduate roles, internships, and further studies, we aim to use these outcomes to use the power of narrative, storytelling (Savikas, 2005) from their own perspective (Bujold, 2004) to show how individuals build their careers and journeys to support aspirations and encourage others from similar backgrounds into their chosen paths.

Keele Career Readiness Programme

There is a range of literature and sector evidence surrounding use of careers networking and alumni or guest speakers providing industry insights. Wolff and Moser (2009) found that exposure to networking relates to concurrent salary and salary growth over time, alongside concurrent career satisfaction. Research suggests that students who seek out or are exposed to employability support are more inclined to take control of their own career and develop human capital (Baruch and Lavi-Steiner, 2015, Donald et al, 2017, Wilton, 2014), which can also relate to networking (Seibert et al, 2001). The need to develop an understanding of aspirational career and identifying, a means to achieve career aims is important (Arthur, 2014, Bridgstock, 2009). Literature also suggests that students understand the role of careers fairs and talks, building networks and job application support, and want alumni to talk about their careers, sharing their experiences (Donald et al, 2018) and that there is a need for collaboration between universities and employers (Modise, 2016).

There is a strong link between career counselling and graduate career choice Whiston et al (2017). Percy and Emms (2020) found that students who found their current role through their university Careers Education Information Advice and Guidance (CEIAG) services were earning more on average than those who had found employment through an alternative method. Literature suggests that students want tailored approaches from careers services (Donald et al, 2018).

Future Recruitment Series

There is evidence of positive association between IAG interventions and recipients' ability to make effective career choices (Whiston et al, 2017, TASO, 2023). Another study by OfS (2019) found that students from ethnically diverse backgrounds and neighbourhoods with low levels of education participation who took part in IAG sessions which provided information around postgraduate options were 22% more likely to progress to postgraduate education.

Placements

There is a range of underpinning evidence surrounding use of placements to support student technical skills, motivation, confidence, and enhanced CV benefits (Tonge & Willett, 2011). It is considered that learning experiences which replicate workplace settings are essential in optimising graduate employability outcomes and can also enhance student experience (Ferns & Lily, 2015). Whilst the main impact for placements is undoubtedly progression by students, it can also support attainment by students, Moores et al (2017) noted that implementation of placement years reduced the ethnicity attainment gap. Jackson and Rowe (2023) also detail a strong labour market advantage from placements, noting that work experience provides a great opportunity for student to reflect, feedback and connect with academic study by linking theory to practice.

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Intervention Strategy 7

To provide full lifecycle support to underpin success at each lifecycle stage for Care Leavers, Estranged Students or Asylum-Seeking Students.

Care Leaver Information Mornings

A recent TASO report by Styrnol et al (2021) provides an overview of research conducted surrounding supporting access and success for students who are care experienced. The report details that pre-entry IAG supports students in overcoming information barriers such as understanding of cost and benefits of higher and further education. Promotion of inspirational success stories, clear and direct access to contact details of staff within HE and easy to navigate information within a webpage were valued by students. The report notes that studies with both narrative and empirical evidence bases suggest positive correlation between the provision of IAG sessions and increased access and retention rates alongside self-reported improvements of student experience.

Care Leavers' and Estranged Students' Bursary

Office for Students (2021) recommend access to additional funding via a specific bursary or priority to hardship funding for care leaver students. Care leavers and estranged students share many of the same barriers to accessing, progressing, and succeeding in Higher Education, as both student groups are studying without the support of family. As such, unlike most other students, care leavers and estranged students are not able to turn to family for either regular financial support or in times of financial hardship. Local authorities in the UK must provide financial assistance for students who have left care, but only around 60% of care leavers are able to receive this due to the strict criteria imposed (Unite Foundation, 2015). For estranged students, there is no such financial assistance available from local authorities. The lack of familial financial support can cause significant financial difficulties, with financial stress being the main factor of care leavers and estranged students withdrawing from their Higher Education course (Stand Alone, 2015). Financial stress is also reported as one of the top three concerns of care leavers and estranged students (HEPI: Ellison, 2022). The cost-of-living crisis has also had a further significant detrimental impact on the financial wellbeing of care leavers, as found by the National Leaving Care Benchmarking Forum (2022), with 74% of care leavers reporting that the rise in prices was impacting their mental health. Unite Foundation (2015) recommends that Higher Education Institutions offer a bursary to support care leavers and estranged students, particularly to address the risk of homelessness that these groups face. NNECL have also recommended a financial bursary for care leavers as part of their Quality Mark (2021).

Article 26 Scholarship

A recent article from Times Higher Education (Coskeran, 2022) states that there are now 27 million refugees across the world, but just 5% have access to Higher Education. Student Action for Refugee's notes that 'about 1% of the world's refugees call the UK home'. Whilst people seeking asylum receive home office support, this is equivalent to only £5.66 per day, and they are unable to work to supplement this, which is not sufficient to cover all essential living costs. In the UK, immigration status can impact student eligibility for student finance. Whilst a refugee status or Humanitarian Protection enables eligibility for student finance on the same basis as a British Citizen covering course fees and living costs, for students seeking asylum, student finance is not available; and therefore, Higher Education is not accessible. To combat this, 80 Higher Education Institutions (STAR, 2024) offer Article 26 Sanctuary Scholarships; providing tuition fee waivers and living cost bursaries for students who hold asylum seeker status. The Helena Kennedy Foundation (2012) completed an evaluation of Article 26 Sanctuary Scholarships and found that the scholarships enabled students who would otherwise not be able to access Higher Education to

attend university and found that even a relatively modest living cost bursary has a considerable impact on their ability to complete their course.

Financially Prepare for Progress

See intervention strategy IS2 Financially Futureproofing Programme.

In addition to this evidence base, Care Leaver students accessing higher education are entitled to financial support not only through Student Finance, but also through their Local Authority via a one-off Higher Education Bursary (which is non-repayable), and in some instances financial support via a higher education provider (Care Leavers' Association, 2014, Propel by Become, 2024). Whilst the Staying Put programme enables young people to stay with foster carers for longer, most leave care on or before their eighteenth birthday. Unfortunately, many care leavers do not have access to financial education to support their confidence in managing money, which can lead to them struggling to pay bills and vulnerable to falling into debt (Become, 2024).

Expanded Care Leaver and Estranged Students Action Plan

A recent TASO report by Styrnol et al (2021) asserts that care experienced students referenced feeling isolated and unaware of relevant support on campus and that students were cautious of contacting university support services as it was felt they didn't care about individuals. Where students were able to identify a key member of support staff to liaise with and gain advice from, this was considered a key supportive factor (Ellis and Johnston, 2019), and this also means that students do not need to disclose traumatic or personal information multiple times to different people (Stevenson et al, 2020). In addition to this report, OfS (2021) considered obstacles which care leavers face, such as: financial, accommodation, and notes that care leaver students are less likely to progress into Level 5 or achieve a 2:1 or 1st. Atkinson and Hyde (2019) also recognise barriers such as insufficient recognition of and lack of support for the psychological dimensions of transitions.

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Annex D: Glossary of Terms

Access

Activity to support under-represented groups to access higher education. This may include:

- Sustained and progressive programmes of targeted outreach with schools, colleges, and job centres
- Broader collaborative activities with employer, third sector organisations and other education providers
- Activities may include summer schools, peer mentoring schemes or progression agreements

Access is the first stage in the whole student lifecycle.

Activities

Work to improve access, success, and progression, as opposed to financial support given to students. For example, mentoring is an activity, but scholarship is not.

Attainment Gaps

Attainment in higher education is part of the success stage of the student lifecycle and considers the academic outcomes achieved by students.

There are identified gaps in degree outcomes for underrepresented groups when compared with their peers. We refer to this difference as the attainment gap.

BAME (black, Asian and minority ethnic groups)

The term BAME refers to black, Asian and minority ethnic groups.

There are significant equity gaps between different ethnic groups in terms of access, success, and progression in higher education. The extent of these gaps vary depending on ethnic group and stage of the student lifecycle.

Care leavers and looked-after children

In England, most young people remain in care until age 18, although young people can leave care from the age of 16.

If the young person has been in care for a minimum of 13 weeks, some of which was after age 16, they are entitled to continuing support from their local authority until age 25. This includes support from a Personal Adviser until they are 25.

Carers

The Carers Trust defines young adult carers as 'young people aged 14-25 who care, unpaid, for a friend or family member who could not cope without their support'.

Continuing students

Students in their second, or later, years of study.

Completion

Completion is a measure which examines the proportion of students who complete their studies and gain a higher education qualification.

Disability

Under the Equality Act 2010, a person has a disability 'if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

Estranged students

In higher education, the term 'estranged' applies to students who are aged 18 to 24 and have no communicative relationship with either of their parents. In addition, these students often lack the support of their wider family.

Students may be estranged before entering higher education but can also be at risk of becoming estranged during their studies.

Ethnicity

There are significant equity gaps between different ethnic groups in terms of access, success, and progression in higher education. The extent of these gaps vary depending on ethnic group and stage of the student lifecycle.

IMD: Indices of Multiple Deprivation

This is an overall measure of multiple deprivation experienced by people living in an area and is calculated for every Lower-layer Super Output Area (LSOA), or neighbourhood, in England.

IMD comprised of seven distinct domains of deprivation, which when combined and appropriately weighted, are:

- Income (22.5%)
- Employment (22.5%)
- Health Deprivation and Disability (13.5%)
- Education, Skills, Training (13.5%)
- Crime (9.3%)
- Barriers to Housing and Services (9.3%)
- Living Environment (9.3%)

Information, advice, and guidance

Information, advice, and guidance provided by higher education providers plays an important role in students' choices from pre-entry to higher education, throughout their studies and through to progression into employment or further study.

Intersections of characteristics

The intersection of two or more indicators of underrepresentation (for example, white British males from low socioeconomic backgrounds) to enable a broader understanding of a provider's student population. This is used to identify barriers to equity of opportunity.

Mature learners

Mature students are typically defined as those aged 21 or over when they enter higher education. Mature learners are more likely than their younger counterparts to have characteristics associated with underrepresentation in higher education.

Non-continuation gaps

Continuation is part of the success stage of the student lifecycle and refers to a students' continuation from one year of study to the next.

It is often used when considering the rate of non-continuation between the first and second year of study. There are particular gaps in non-continuation for underrepresented groups when compared to their peers.

Progress

These examine students' progression into the labour market and other destinations after leaving higher education and report on whether they are employed in managerial or professional roles, undertaking further study or in other positive outcomes.

Success

Part of the whole student lifecycle which focuses on addressing the barriers that prevent underrepresented students from continuing and therefore succeeding in higher education.

TUNDRA

TUNDRA (tracking underrepresentation by area) is an area-based measure that uses tracking of state-funded mainstream school pupils in England to calculate young participation. It is an official statistic.

TUNDRA classifies local areas across England into five equal groups – or quintiles - based on the proportion of 16-year-old state-funded mainstream school pupils who participate in higher education aged 18 or 19 years.

Quintile one shows the lowest rate of participation. Quintile five shows the highest rate of participation.

The measure focuses on state-funded mainstream students who are typically included in geographically based outreach. Its main objective is to help outreach programmes identify and target areas of low participation more effectively.

Whole-provider approach

A holistic approach that:

- sees the adoption of the whole student lifecycle
- is embedded at all levels of a provider
- engages all areas of the provider's work and senior management
- includes the breadth and diversity of the student population

Whole student lifecycle

The stages of an individual's journey as they consider, apply for, participate in, and move on from higher education.

The three stages of the student lifecycle are:

- Access
- Success
- Progression

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Keele

Provider UKPRN: 10007767

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X
The University intends to charge the maximum fee limit, subject to fee limits set out in Regulation.

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	9250
Foundation year/Year 0	Online course which runs from January to July	N/A	7000
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree		N/A	11100
Sandwich year		N/A	1850
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

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

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	We do not offer part-time study routes for new UK undergraduate entrants. However, we do occasionally offer this route to continuing students, for example due to extenuating circumstances, or where students are required to repeat part of their previous year of study part-time. There is an expectation that such students will subsequently return to full-time study (this fee relates to students commencing study prior to 2017-18).	N/A	6935
First degree	We do not offer part-time study routes for new UK undergraduate entrants. However, we do occasionally offer this route to continuing students, for example due to extenuating circumstances, or where students are required to repeat part of their previous year of study part-time. There is an expectation that such students will subsequently return to full-time study.	N/A	6935
Foundation degree	*	N/A	*
Foundation year/Year 0	We do not offer part-time study routes for new UK undergraduate entrants. However, we do occasionally offer this route to continuing students, for example due to extenuating circumstances, or where students are required to repeat part of their previous year of study part-time. There is an expectation that such students will subsequently return to full-time study.	N/A	6935
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 4b - Sub-contractual part-time course fee levels for 2025-26

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

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Keele

Provider UKPRN: 10007767

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OIS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£457,000	£471,000	£487,000	£504,000
Financial support (£)	NA	£2,426,000	£2,534,000	£2,588,000	£2,588,000
Research and evaluation (£)	NA	£276,000	£284,000	£291,000	£296,000

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£109,000	£112,000	£116,000	£120,000
Access activity investment	Post-16 access activities (£)	£119,000	£122,000	£126,000	£130,000
Access activity investment	Other access activities (£)	£229,000	£237,000	£245,000	£254,000
Access activity investment	Total access investment (£)	£457,000	£471,000	£487,000	£504,000
Access activity investment	<i>Total access investment (as % of HFI)</i>	1.6%	1.5%	1.5%	1.6%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£457,000	£471,000	£487,000	£504,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£2,184,000	£2,292,000	£2,346,000	£2,346,000
Financial support investment	Fee waivers (£)	£56,000	£56,000	£56,000	£56,000
Financial support investment	Hardship funds (£)	£186,000	£186,000	£186,000	£186,000
Financial support investment	Total financial support investment (£)	£2,426,000	£2,534,000	£2,588,000	£2,588,000
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	8.2%	8.2%	8.2%	8.2%
Research and evaluation investment	Research and evaluation investment (£)	£276,000	£284,000	£291,000	£296,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.9%	0.9%	0.9%	0.9%

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of Keele

Provider UKPRN: 10007767

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To sustain the proportion of students studying at the University of Keele from TUNDRA Q1	PTA_1	Access	Tracking Underrepresentation by Area (TUNDRA)	TUNDRA quintile 1	N/A		No	The access and participation dashboard	2021-22	Percentage	15.2	15.2	15.2	15.2	15.2
To sustain the proportion of students studying at the University of Keele who are eligible for Free School Meals	PTA_2	Access	Eligibility for Free School Meals (FSM)	Eligible			No	The access and participation dashboard	2021-22	Percentage	15.7	15.7	15.7	15.7	15.7
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the attainment gap for Black Students to 17.1p.p by 2029	PTS_1	Attainment	Ethnicity	Black	White		No	The access and participation dashboard	2021-22	Percentage points	19.1	18.6	18.1	17.6	17.1
To reduce the attainment gap for "Other" Students to 12.5p.p by 2029	PTS_2	Attainment	Ethnicity	Other ethnicity	White		No	The access and participation dashboard	2021-22	Percentage points	22.5	20.0	17.5	15.0	12.5
To reduce the attainment gap for "Mixed" Students to 7.1p.p by 2029	PTS_3	Attainment	Ethnicity	Mixed	White		No	The access and participation dashboard	2021-22	Percentage points	9.5	8.9	8.3	7.7	7.1
To reduce the attainment gap for Asian Students to 8.3p.p by 2029	PTS_4	Attainment	Ethnicity	Asian	White		No	The access and participation dashboard	2021-22	Percentage points	11.6	10.8	10.0	9.1	8.3
To reduce the attainment gap for IMD Q1 students to 14p.p by 2029	PTS_5	Attainment	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1	IMD quintile 5		No	The access and participation dashboard	2021-22	Percentage points	16.0	15.5	15.0	14.5	14.0
To reduce attainment gap for students with Mental Health to 5.6p.p by 2029	PTS_6	Attainment	Reported disability	Mental health condition	No disability reported		No	The access and participation dashboard	2021-22	Percentage points	9.6	8.6	7.6	6.6	5.6
To reduce attainment gap for students with Multiple Impairments to 3p.p by 2029	PTS_7	Attainment	Reported disability	Multiple impairments	No disability reported		No	The access and participation dashboard	2021-22	Percentage points	5.0	4.5	4.0	3.5	3.0
To reduce continuation gaps by Mature Students to 5.1p.p by 2029	PTS_8	Continuation	Age	Mature (over 21)	Young (under 21)		No	The access and participation dashboard	2020-21	Percentage points	7.1	6.6	6.1	5.6	5.1
To reduce completion gaps by Mature Students to 4p.p by 2029	PTS_9	Completion	Age	Mature (over 21)	Young (under 21)		No	The access and participation dashboard	2017-18	Percentage points	5.0	4.75	4.5	4.25	4.0
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression targets

