

Kingston University Access Agreement

2012/13

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1. Introduction

This Access Agreement sets out how the University will engage with and contribute to social mobility at a university, regional and national level. It is the outcome of a critical review of our record in widening participation. We state our intended fee levels for 2012/13 for our undergraduate, foundation degree and foundation year zero programmes and then describe our approach to safeguarding access both in terms of scholarships, fee waivers and bursaries as well as investments in outreach and retention.

The University will spend 22.5% of the income emanating from the difference between £6,000 and £8,500 and 30% of the income emanating from the difference between £6,000 and £9,000.

The Kingston Scholarship Scheme will be the cornerstone of our approach to providing financial support for Kingston students. This will encompass:

- our engagement with the National Scholarship Programme;
- our Kingston Scholarships aimed at First Generation entrants from low-income backgrounds;
- our renewed and expanded commitment to Looked After Children;
- our International Mobility Bursaries which have proved effective in attracting more students from widening participation backgrounds to study abroad as part of their programme of study.

A programme of activities which will ensure the effective transition of entrants to the University as well as their subsequent retention, attainment and employability will complement the Kingston Scholarship Scheme. The need for these measures has been informed by an evaluation of our access and retention record. We will use initiatives which draw upon best national and international practice and which have been piloted successfully at the University. We will be extending our nationally recognised compact scheme and, using “legacies” from both Aimhigher and Lifelong Learning Networks, we will ensure prospective students are provided with the best possible advice and guidance over their choice of course. We will ensure that they are treated fairly after having made an application and, should they accept a place at the university, they will be invited to participate in a summer school prior to entry which will encourage their subsequent engagement in university life, both academic and social.

The University has developed and published work over the past ten years on a number of approaches to improving the first year experience. This work will now be further increased by the launch of a university first year Academic Mentoring Programme whereby 2nd year students will be trained by senior undergraduate and post graduate students to work with groups of first year students as they navigate their first academic year of study. The second year mentors will have successfully mastered the challenges of the discipline, the learning, teaching and assessment regime, and the challenges of combining work, study and a social life and will share their experiences as well as strategies and approaches in a structured programme based around the crucial occasions of the academic calendar. This approach builds on the rich history of the university’s approach to working with undergraduates and postgraduates as “academic partners” in the learning and teaching and research process, work which has been demonstrated also to have a positive effect on the attainment and employability of the “academic partners” themselves.

In the document we reiterate our commitment to partnership work and collaboration with other universities both regionally and nationally, as well as schools and colleges within our region. We recognise that collaborative work is often the most effective way of working with potential students and this is a further strategy for ensuring that the good work developed by Aimhigher and Lifelong Learning Networks is continued.

In formulating the Access Agreement, the university has communicated its intentions regarding investment in access and retention with the Kingston University Student Union (KUSU) and has taken note of the subsequent briefing paper produced the union. KUSU will be fully involved both in the development of the implementation plans and in the subsequent monitoring and evaluation.

The university has developed an approach to the analysis and use of institutional data which has been disseminated in a number of academic papers and at regional and national conferences. This approach ensures the robustness of our evaluation of our record in access and retention of under-represented groups and the subsequent targeting, monitoring and evaluation of activities and initiatives.

2. Fee Limits and Fee Income

The University is proposing that the HEU Undergraduate and Foundation Degree tuition fees for 2012/13 are as follows:

The general flat fee for the Undergraduate	£ 8,500
A premium fee for Single Honours Art and Design courses and the MPharm Course	£ 9,000
Foundation Degrees	£ 6,000
The Foundation Year Zero	£ 3,000
Early Years Foundation Degree	£ 3,500

Consideration has also been given to the four-year undergraduate masters. These are valued students and we do not want to deter them as they might otherwise pursue a three-year undergraduate degree and one year of postgraduate study, if postgraduate fees remain at a lower level. For these students (around 200), it was agreed to adopt a different pattern of £8,500 for years 1-3 and £5,000 in year 4.

Inflationary increases will be taken into account and applied from 2013-2014.

3. Expenditure on additional access and retention measures

SUMMARY OF COSTINGS FOR OUTREACH, RETENTION AND FINANCIAL SUPPORT TO STUDENTS

Activity	Estimated Costing
Academic Mentoring Scheme	£175,000
Extended Compact Scheme	£225,000
National Scholarship Programme Matched Funding	£792,000
Kingston Scholarship Scheme (including operating costs)	£1,520,000
Expanded IAG	£25,000
Research and Evaluation	£13,000
WPSA Employability Scheme	£60,500
Student Experience Scheme	£65,000
TOTAL	£2,875,500

These figures are based on an assumption of a reduction in Home and EU student enrolments of 10%.

Should student enrolments be reduced by only 5% the amount available for the Kingston Scholarship Scheme would increase proportionately.

We verify that the above expenditure is “countable” as described in the OFFA guidelines

4. Assessment of access and retention record

Kingston University has a strong record in bringing together and using institutional data sets to plan, monitor and evaluate its access and widening participation activities. The methodology and use of these has been presented and published within the institution as well as at national and international conferences.¹

Tables 1b and 2a published in 2009/10 show that Kingston has relatively high proportions of young entrants from lower social class based on parental occupation, young entrants from state schools, and mature entrants. For each of these indicators KU performs better than its benchmark. A relatively low proportion of both young and mature entrants are from low participation neighbourhoods and KU performs below its benchmark on these indicators. Table 3a shows that the first year retention of students is low in comparison with the sector but better than the benchmark for both young and mature students.

Table E shows that the University performs below its employment benchmark.

Figures 1a and 1b show that degree attainment of non-white (BME) students is significantly below that of white students, in line with the situation across the Higher Education sector.

In summary the data analysis below indicates that the measures to widening access at the university have been successful in attracting students from lower social classes (and preparing their successful transition to university), although there remains an issue of participation of students from lower participation neighbourhoods. In addition the data provides evidence to

¹ Examples include:

Woods, J., May, S. & Hill M (2009). The Impact of Compact: One University's Experience, *Face to Face*, Issue 32, pp. 5-11. Available at: <http://www.f-a-c-e.org.uk/f2f/2009autumn.pdf>

May, S (2009). *Access and retention at Kingston University, London, UK*, Access to Success: Fostering Trust and Exchange between Europe and Africa - Reader of articles and background material for Workshop: Access and retention: Comparing best practice between Europe and Africa, pp. 33-40. Available at: http://www.accesstosuccess-africa.eu/web/images/workshop1/reader_%20access%20to%20success_workshop_final.pdf

May, S., & Hill, M. (2008). "Plan - Monitor - Evaluate: Datasets to measure the impact of Widening Participation interventions". *Social Justice and Lifelong Learning: Diversity, Globalisation, Transformation*. eds. T. Acland, G. Atherton, M. Hill, T. Hudson, P. Jones, D. Saunders, M. Mclinden & J. Storan, Forum for Access and Continuing Education, London, pp. 135-143.

May, S., Hill, M., Webb, M., & Allibone L. (2008). *Using institutional data to throw light on the university experience of students from ethnic minorities*, Paper presented at the conference: Exploring the hinterlands: Mapping and agenda for institutional research in the UK, Southampton Solent University - June 2008, available at: <http://www.solent.ac.uk/irconference/resources/May%20et%20al.doc>

May, S., & Hill, M. (2007). Using institutional data to monitor student progression into Higher Education. *Journal of Access Policy and Practice*, vol. 5, no.1, pp. 57-74.

May, S., & Hill, M. (2007). "Development and use of Faculty Profile data sets as a tool to support embedding institutional strategic objectives relating to fair access and progression of students at one Higher Education Institution". *Transformation, Progression and Hope: whatever happened to lifelong learning?* eds. M. Abramson, T. Acland, M. Hill, T. Hudson, P. Jones, R. Kop, A. Lines, D. Saunders, J. & C. Trotman, Forum for Access and Continuing Education, London, pp. 255-265.

support the notion that the University's access agreement should now reflect the commitment of the University to address the retention, attainment and employability of particular groups, most notably students from BME backgrounds and students entering with vocational qualifications.

Key data showing the percentages for a range of HEFCE performance indicators, benchmarks and position within the sector are shown below.

ACCESS - Young

		Population of known values	Value %	BM %	Position within sector	No of HEIs (with known values)
Table T1b - Participation of under-represented groups in higher education: young full-time undergraduate entrants 2009/10	Percentage from state schools or colleges	4060	96.6	93.9	44	122
	Percentage from low participation neighbourhoods	4220	7.1	7.7	95	122
Table T1bi - Participation of under-represented groups in higher education: young full-time undergraduate entrants 2008/09(#4)	Percentage from age-adjusted NS-SEC classes 4,5,6 & 7	3025	39.4	36.2	39	117

ACCESS -Mature

		Population of known values	Value %	BM %	Position within sector	No of HEIs (with known values)
Table T2a - Participation of under-represented groups in higher education: mature full-time undergraduate entrants 2009/10	First degree entrants Percentage with no previous HE & from low participation neighbourhoods (POLAR2)	1540	4.3	4.8	91	115
	All undergraduate entrants Percentage with no previous HE & from low participation neighbourhoods (POLAR2)	2475	4.4	5.5	95	117
	Number of First degree entrants who are mature	5460	26.7		42	123

RETENTION

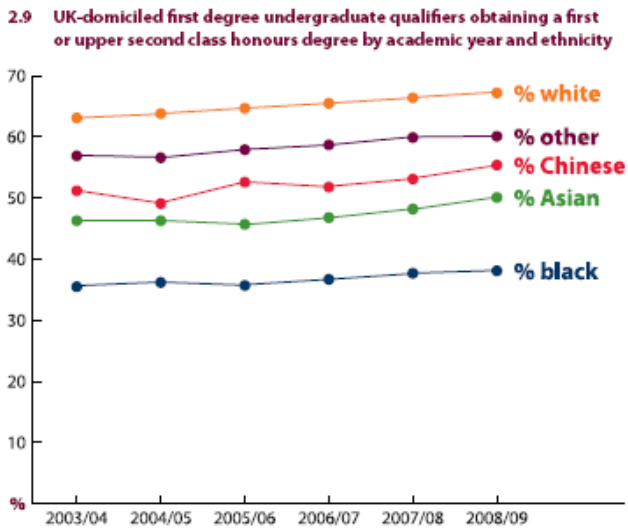
Table	Section	Population of known values	Value (%)	BM (%)	position	No of HEIs (with values)
Table T3a - Non-continuation following year of entry: full-time first degree entrants 2008/09	Young entrants	3730	7.9	9.1	83	122
	mature entrants	1355	12.3	13.8	63	116
	All entrants	5090	9.1	10.4	82	122

EMPLOYMENT

	Section	Population of known values	Value (%)	BM (%)	position	No of HEIs (with values)
Table E Employment indicator for students obtaining qualifications in 2008/9	E1a First Degree FT 0809	2175	82.4	84.9	115	121

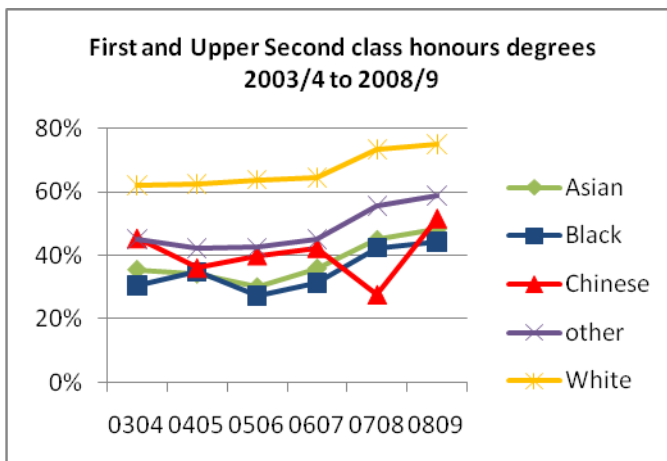
ATTAINMENT –By ethnic group –Figure 1a

Sector



Source: Equality in Higher Education Statistical Report 2010

Kingston University – Figure 1b



Source: KU student returns

Use of data and links to teaching, learning and assessment

To enable monitoring and evaluation at Faculty level, underlying performance indicator data is disaggregated by faculty to highlight differences in performance of access, retention, degree classification and employability as shown below.

ADMISSIONS

Undergrad entrants 2008/09									
Cohort	KU	KU Target	B&L	CISM	ENG	FADA	FASS	HSCS	Sc
BME	53.1%	NA	72.1%	72.6%	39.1%	28.1%	44.7%	52.6%	69.3%
DSA*	2.8%	5.0%	1.7%	2.2%	1.6%	7.4%	2.5%	3.2%	2.0%
Voc Entry Quails	9.5%	NA	3.7%	7.3%	6.1%	17.1%	7.9%	27.5%	5.4%
Low SEC	40.7%	38.9%	42.2%	44.5%	44.7%	29.5%	38.7%	53.3%	45.4%

The table shows the faculty distribution of WP groups.

The underlying data to HEFCE performance indicator table (Participation of under-represented groups in higher education -undergraduate entrants) are used for the BME, Voc Entry Quails and SEC groups, although the SEC population covers only young full-time entrants. The Disabled Student Allowance (DSA) figures use the underlying data to PI table T7 and covers all undergraduate students.

PROGRESSION

Full time, first degree entrants projected to achieve a first degree (PI 0809)										
Cohort	Benchm		KU Target	B&L	CISM	ENG	FADA	FASS	HSCS	Sc
	KU	ark								
All	69.8%	71.7%	71.7%	74.2%	60.4%	67.3%	76.4%	74.3%	65.5%	65.5%
BME	66.0%	71.7%	71.7%	73.8%	56.8%	62.4%	69.0%	70.9%	53.0%	53.0%
DSA	75.2%	71.7%	maintain	NA	NA	NA	84.0%	81.3%	NA	NA
Voc Entry Quails	57.6%	71.7%	71.7%	69.2%	50.2%	51.0%	76.8%	55.3%	40.8%	40.8%
Low SEC	70.6%	71.7%	71.7%	79.5%	59.9%	62.5%	73.0%	73.1%	67.6%	67.6%

This table shows the proportion of student starters projected to achieve a degree based on the progression pattern of all students. The underlying data to HEFCE performance indicator table T5 are used.

ATTAINMENT

Graduates with first or upper second class degrees 0910 (not published)									
Cohort	KU	KU Target	B&L	CISM	ENG	FADA	FASS	HSCS	Sc
All	61.8%	maintain	54.3%	58.8%	65.2%	66.4%	65.9%	67.9%	56.0%
BME	49.9%	>49.9%	48.7%	48.0%	55.9%	44.4%	49.0%	56.0%	51.8%
DSA	60.8%	maintain	42.1%	0.0%	60.0%	66.7%	71.4%	57.1%	52.9%
Voc Entry Quails	63.9%	maintain	45.2%	46.2%	57.4%	75.6%	58.1%	64.5%	52.8%
Low SEC	59.5%	>59.5%	48.7%	59.1%	69.6%	56.9%	64.6%	63.6%	55.1%

The table shows the variation between faculties and WPSA cohorts in numbers of students awarded first or upper second class degrees as a proportion of the numbers graduating.

EMPLOYMENT

Leavers with first degrees from full time courses in employment or further study (PI 2008/09)										
Cohort	KU	BM	Target	B&L	CISM	ENG	FADA	FASS	HSCS	Sc
All	82.4%	84.9%	84.9%	82.1%	77.6%	72.9%	80.3%	86.6%	95.6%	80.8%
BME	77.2%	84.9%	84.9%	80.5%	75.0%	64.6%	66.0%	82.1%	94.4%	75.1%
DSA	77.6%	84.9%	84.9%	71.4%	100.0%	100.0%	80.0%	73.3%	100.0%	57.1%
Voc Entry Quals	79.1%	84.9%	84.9%	77.8%	79.0%	67.4%	78.6%	86.5%	85.7%	73.8%
Low SEC	79.4%	84.9%	84.9%	79.1%	71.7%	81.8%	78.6%	83.7%	100.0%	75.8%

This data is based on the outcomes of respondents to the Destination of Leavers in Higher Education (DLHE) survey used by HEFCE for their PIs. The underlying data to table E1 is used here.

5. Financial support for students

Kingston University intends to invest £792,000 as the University's individual contribution to the National Scholarship Programme. This represents an exact 1:1 match based on the provisional allocation notified in HEFCE Circular Letter 13/2011. Should our final allocation to be notified in July 2011 differ from the provisional allocation, the University undertakes to maintain the 1:1 matched funding level.

The University has developed "The Kingston Scholarship Scheme" to provide fee waivers and scholarships to new students. The amount to be spent on financial support to new students in 2012/13 is as follows:

National Scholarship Scheme Matched Funding	£792,000
Kingston Scholarships	£1,520,000
Total	£2,312,000

These figures are based on the assumption that there would be a 10% reduction in enrolments by Home and EU students in 2012. If there is a 5% reduction, the amount available for Kingston Scholarships would increase proportionately.

Students who started their courses before September 2011 will continue to be eligible for our current bursary scheme and we expect to spend £3,278,800 on this activity in 2012/13.

Amounts of Support and Eligibility Criteria for New Students

National Scholarship Programme (£3000 per student)

Eligibility Criteria (and rationale):

Criterion	Rationale
Household income is £25,000 or lower	£25,000 is the threshold set by BIS for base eligibility for the NSP; £25,000 is the threshold at which the maintenance grant starts to be reduced
First generation Higher Education entrant	Students can self-declare on the UCAS Form; Information will be held by the Education Liaison Team as part of the extended compact scheme
Foundation Year in Science, Engineering and Computing (£3,000 fee) OR Charged £9,000 OR Mature student aged over 25	

Not available to students on other courses charged at £3,500 (FD Early years) or £6,000 (other foundation degrees)	
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We expect to be able to support 528 students through the National Scholarship Scheme representing a total financial commitment of £1,584,000. £2,000 of the each National Scholarship Scheme student’s award will be allocated as fee waivers and with the students being able to choose how the final £1000 will be utilised from the following menu:

- Fee waiver
- Accommodation discount
- Provision of core text books (especially for NSP students on Extended Science, Engineering and Computing courses)
- Money paid to the student.

The Kingston Scholarship Scheme

For students who are charged £8,500 or £9,000 or £6,000 if it is a Foundation Degree.

Students who do not receive the NSP but who have a household income of less than £25,000 and are first generation HE entrants will be eligible to apply for a scholarship of £1,000. We estimate 1,238 students will be eligible for the scholarship based on data from the 10/11 application cycle which identified 45% of our Home undergraduate new students as being first generation HE entrants. Including the National Scholarship Programme, this would offer financial support to approx. 1,750 students. **Additionally, our extended compact scheme will be available to first generation HE entrants thus providing a further mechanism for targeting scholarship support.**

Students who receive the Kingston Scholarship who are on courses where the University plans to charge tuition fees of £9,000 will be eligible for an enhancement to the scholarship of £500. The intention is to give the student the choice over how the payment of the Kingston Scholarship Scheme is utilised from the following menu:

- Fee waiver
- Accommodation discount
- Provision of core text books (especially for NSP students on Extended Science, Engineering and Computing courses)
- Money paid to the student.

We will continue our work with the Frank Buttle Trust to support students who have been in local authority care. Care leavers will be eligible for a bursary from the University of £1,500, provided they have an assessed income of less than £25,000, whether or not they receive the NSP or Kingston Scholarship. We estimate a spend of £45,000 on care leaver bursaries based on 30 care leavers.

Study Support and Retention Fund

A fund of £150,000 will be made available to provide additional on-course support to students from lower income households, whether or not they qualify for either the NSP or Kingston Scholarship. This Fund will be available to students with an assessed household income of £25,000 or less who have taken out their full entitlement to statutory student finance and is designed to assist with the following situations:

- To provide additional course-related support for students who would qualify for support but find themselves in financial difficulty
- To help with cost of travel (eg study abroad schemes, field trips, placements or for very high travel costs for students who have to commute a long distance)
- To help with cost of course materials (for example art and design students and those who are required to purchase specialist equipment for their course of study)
- To help pay for the cost of an educational psychologist's assessment for Specific Learning Difficulties such as dyslexia, dyspraxia, ADHD and autistic spectrum disorder

In the event of any underspend on Kingston Scholarships, these funds will be made available to the Study Support and Retention Fund.

SUMMARY OF COSTINGS FOR OUTREACH, RETENTION AND FINANCIAL SUPPORT TO STUDENTS

Activity	Estimated Costing
Academic Mentoring Scheme	£175,000
Extended Compact Scheme	£225,000
National Scholarship Programme Matched Funding	£792,000
Kingston Scholarship Scheme (including operating costs)	£1,520,000
Expanded IAG	£25,000
Research and Evaluation	£13,000
WPSA Employability Scheme	£60,500
Student Experience Scheme	£65,000
TOTAL	£2,875,500

These figures are based on an assumption of a reduction in Home and EU student enrolments of 10%.

Should student enrolments be reduced by only 5% the amount available for the Kingston Scholarship Scheme would increase proportionately.

6. Working in collaboration

The university has a very strong record of working in collaboration with other universities and educational sectors in widening participation. As well as being an active member of national fora, the university has, since 1999, led and housed projects and partnerships with other universities, Further Education Colleges and Schools in the south and south west of London. The university has recently managed the London South Aimhigher partnership and the South London Lifelong Learning Network (LLN).

The university is committed to maintaining this approach to partnership work recognising that it represents the most cost effective and efficient way of working with prospective students and their supporters.

In the light of the disappearance of Aimhigher and LLN initiatives the university has been in negotiations with partners as to how the legacy of these initiatives can be maintained. We have agreed to collaborate at a number of levels.

1. We aim to work with St George's, University of London on the implementation of this Access Agreement as it affects our joint Faculty of Health and Social Care Sciences.
2. The legacy of the South London Aimhigher partnership: The university has agreed with its sub-regional Aimhigher partners of HEIs, FECs and schools to continue to work collaboratively in sharing intelligence about the requirements of schools and colleges, to agree with HEIs an approach which will avoid duplication of effort with target schools and a sharing of data to identify target groups and the impact of interventions both pre-entry and on-course. The university has housed the South London Aimhigher partnership over the past eight years and this partnership has a robust group of stakeholders who have indicated a desire to continue working together and to expand into other areas of South London and Surrey. The partnership is involved at present at negotiating how this model would fit into a Pan –London approach (see below).
3. The university is involved in the emerging discussions with London Higher and the London Aimhigher partnerships over a possible Pan-London arrangement that would result in sustaining a London wide approach to the delivery of universities' widening participation work with schools and colleges.
4. We will continue to work with individual universities in terms of sharing best practice. In terms of this Access Agreement, we have agreed with St Mary's University College, Roehampton University and the University of Brighton that we will work with them in sharing best practice, identifying opportunities for joint delivery of initiatives, and continue to collaborate on the development of academic and professional staff, the training of students working on widening participation activities, and staff development and awareness raising sessions with lecturers, teachers and advisers from schools and colleges.

7. Investment in outreach and student retention

In this section, we will describe the initiatives funded through the additional fee income which comprise the university's investment in access and retention. In our previous access agreement we allocated £125,000 per annum for the delivery of this work, this figure has been increased in the proposed access agreement to £510,500 per annum.

Prior to a description of the proposed investment activities, it is important to recognise that the university uses funds from its HEFCE Widening Participation allocation to support the work of the university's Education Liaison Team. The work of this team (described below) will underpin the Access Agreement investment activity, although the funding itself, approximately (600K per annum), is **NOT** counted as expenditure in the Access Agreement.

7.1 Education Liaison (EL) Team

The EL team currently work with over 9,000 learners at 75 schools and colleges per year on a variety of aspiration and attainment raising activities. These activities are aimed at learners from year five through to pre enrolment at the University. More specifically this work includes: Primary School Project (Year 5 & 6); Discovery Days (Year 7); Explorer Days (Year 8); Your Futures Conference (Year 9); Ambassadors in Schools (Year 10); Sports Summer School (Year 10); KU + ME – Maths and English GCSE Revision Project (Year 11); Money Doctors, Study Skills (Year 12). The team also provides mentoring for students at regional secondary schools and colleges in Maths, Physics and Chemistry teaching placements in schools for university students looking to gain an insight into teaching as a career. The team supports professionals working with young people with workshops on a range of higher education issues, including the UCAS application process and student funding. The team provides specific events for Care Leavers and Local Authority Care Teams. In this way the university is confident that it will sustain the legacy of "aimhigher type" activity.

7.2 Investment in Outreach and Retention

Kingston University's investment in respect of outreach and retention has five features. These features are based upon evidence which we have captured which demonstrate their validity and relevance in the parameters of outreach and underpinning retention, and they have been designed to broadly complement our participation in the National Scholarship Programme. The features are: the Extended Compact Scheme, the Academic Mentoring Scheme, the International Mobility Bursaries Scheme, the WPSA Employability Scheme and the Student Experience Scheme.

7.2.1 Extended Compact Scheme

The Compact Scheme has grown substantially since its inception in 2006/07. Applications have risen from 185 to 787 in 2009/10 and enrolments from 69 to 542 in 2009/10. There are now a total of over 1500 compact students at the University this academic year (2010/11).

Analysis of the profile of learners in the scheme indicates that appropriate students are being attracted. Compact students are more likely than the general KU undergraduate population to be from a BME group, a low participation neighbourhood, a lower social economic class or from a vocational educational background. There is also a greater percentage of male students in the Compact cohort than the University undergraduate population. It is also worth noting that the conversion rate from the offer of a place at KU to applicant acceptance is significantly higher for Compact students than for the overall undergraduate applicant population.

Conversion rates of compact and non compact applicants across the University since 2007/08

Academic year:	UCAS applicants Conversion Rates					
	University			Compact only		
	0708	0809	0910	0708	0809	0910
Offers made	71%	68%	67%	86%	93%	94%
Applicant acceptance of offer	39%	45%	46%	73%	83%	88%
Enrolment from acceptance	50%	53%	55%	64%	69%	80%
Application to Enrolment	14%	16%	17%	41%	54%	66%

In terms of progression, analysis of the Compact cohorts indicates that as a whole they are at least as likely as the general undergraduate population to be successful in the first year. Some of the first cohort of Compact students has recently graduated with a proportion of first and upper-second class degrees in line with the undergraduate population. The academic year 2009/10 saw over 800 students apply for 500 places.

The enhanced scheme aims to attract a greater number of students (1000 2012/13 intake leading to a total of 3000 students by 2014/15). It will achieve this by extending the scheme from a regional to a national focus. The new scheme will focus on first generation entrants.

Stage One – Preparing to Apply: (Year 12) This stage will consist of a range of activities and online resources facilitated by staff and student ambassadors and aimed at prospective students primarily from our regional partner schools and colleges but also supporting first generation entrants nationally who have an interest in Kingston University. The focus of this work will be to ensure the students are making more informed choices and appropriate applications.

Stage Two – Fair Admissions – At this stage the compact team will work with admissions staff to ensure that the applications from compact students are dealt with fairly and appropriately in the provision of offers. This may entail advising the student to apply for a course more suited to his/her aspirations and predicted grades and likewise advising admissions staff on an appropriate offer which takes account of the student's predicted grade profile.

Stage Three – Summer Schools – (May to September) In this stage, those compact students who have expressed a firm acceptance of an offer will be invited to take up a place on a Summer School. The Summer School will be facilitated primarily by teams of student ambassadors, who in conjunction with academic and professional staff will encourage the compact students' early engagement in the life of Kingston University. Specific issues covered will include learning and teaching in higher education particularly focussing on summative assessment practice which may be new to students who have studied on vocational programmes. Other areas will also be concerned with academic skills, with a particular focus on those relevant for their chosen academic programme. Students will be introduced to the range of academic and pastoral support which will be available to them whilst they are studying and they will be encouraged by ambassadors to recognise the importance of self-directed study and independent learning. A feature of the summer schools will be the forming of learning communities² and social networks which will be maintained once the student has entered the university.

7.2.2 Academic Mentoring Scheme

The aim of this scheme is to improve the retention, progression, attainment and employability of students from WPSA groups, most notably BME students and students entering with vocational qualifications. This will be achieved by the establishment of learning communities in each faculty led and facilitated by student mentors, supported by student interns, academic staff and the university's Academic Development Centre.

Evidence base

The evidence for the need for the scheme comes from the university analysis of data as outlined in Section Two and also through research recently commissioned by the Academic Development Centre and Deputy Vice Chancellor. This research confirmed as a significant issue for this university the underachievement of BME students in both attainment (1sts and 2:1s) and access to

² Wenger, E (1998) *Communities of practice: Learning, meaning and identity*, CUP

graduate employment. Beneficiaries of the scheme will not only be the first year mentees but also the second year mentors and the student interns who will also be drawn from the target group.

Methodology

Teams of second year students identified by each faculty (100 in total) will be allocated 10 first year students (1000 students in total) to mentor through a structured programme (minimum six encounters per annum). The programme will encourage self-efficacy, reflection and raise expectations of success amongst the first year students as they are supported through the transitional first year experience. Mentors will be trained in their role to work with students on the issues they are encountering in their programme of study and to offer strategies to address these issues as well as signposting other areas of support.

The first year students will be identified by faculties before the start of the academic year supported by entry profile data provided by the ADC. The second year mentors will be identified by faculties (towards the end of their first year) and will be trained and supported in their role by staff from the ADC and a team of student interns who will be third year and post graduate students.

Evaluation

Evaluation of the scheme will be built in to all stages of development and delivery with impact being judged through interviews and focus groups with staff and students and through analysis of data on student performance.

7.2.3 International Mobility Bursary Scheme (IMB)

The University's existing Access Agreement provided £50K per annum to support students with a family income of less than £25K per annum to engage in opportunities to study abroad. This approach has now been recognised by OFFA in its guidance document and evidence from the past three years indicates that the scheme has been successful in encouraging students from WPSA backgrounds to engage in international experiences. In 2009-2010 57% of the students who took up the opportunity to study abroad received an IMB. Since 2009, the efforts made by the European and Study Abroad Office and the Faculties to make our students aware of the opportunities to go abroad have been enormously helped by this scheme. One of the main obstacles students face when considering a year or a semester abroad is the cost of the experience and having the possibility of announcing the IMB has represented an important incentive, especially for those students going beyond Europe, for whom the cost of air tickets and visa can act as a deterrent for their decision. Kingston University has a clear strategy of increasing the number of students going abroad. The IMB gives access to this opportunity to many students who would not consider this choice due to their financial situation. In such way, making use of the exchange possibilities represents a new element to improve their student experience. In 2009/10, 110 students qualified for an IMB.

We propose therefore that this fund is continued at the present level of £50K per annum. This is included in the Study Support and Retention Fund.

7.2.4 WPSA Employability Scheme (6000 students in 2012/13)

A feature of this access agreement will be a scheme to help improve the prospects of students from our Widening Participation Strategic Assessment (WPSA) target groups (lower SECs, First Generation, BME, Disability, Looked after children) attain graduate employment. Building on the work which is already provided for the general student population, we will be working with external organisations including the Adab Trust and BP to provide mentoring opportunities for WPSA students, as well as a structured programme of faculty and site level interventions delivered throughout the undergraduate cycle. This programme will focus on equipping WPSA students to fulfil their ambitions in terms of employment through encounters with employers and alumni and through encouraging them to recognise and present the skills and attributes which they have developed at their time at the university.

7.2.5 The Student Experience Scheme

This scheme will be funded at £65,000 each year to a maximum of £195,000. The scheme will be overseen by a sub group of the Student Experience Group. The group will have a majority of student representatives, be chaired by a student and identify innovative initiatives to improve the student experience.

8. Targets and milestones

Following on from section 4 our targets and milestones are given below:

Milestones/targets

Non traditional grouping		measure	Baseline year	Baseline (pop data) [benchmark]	2012-13	2013-14	2014-15	2015-16	2016-17
Students with vocational entry qualifications - BTEC, Access or Foundation year¹		First year retention	0809 to 0910	85.2% (86.5%)	85.7%	86.2%	86.7%	86.7%	86.7%
		Degree attainment	2009/10	63.9% (61.8%)	63.9%	63.9%	63.9%	63.9%	63.9%
		Employment (full time first degree)²	Leavers in 0809	79.1% (82.4%)	79.6%	80.1%	80.6%	81.1%	81.6%
Students from lower socio economic classes.	Young full time undergraduate entrants	Access	2009/10	39.4% [36.2%]	39.4%	39.4%	39.4%	39.4%	39.4%
	Young full time first degree entrants	First year retention	0809 to 0910	88.1% (87.0%)	88.1%	88.1%	88.1%	88.1%	88.1%
	Young full time first degree entrants	Degree attainment	2009/10	58.0% (62.2%)	58.5%	59.0%	59.5%	60.0%	60.5%
	Young full time first degree entrants	Employment²	Graduating in 2008/09	79.4% (82.2%)	79.9%	80.4%	80.9%	81.4%	81.9%

Entrants from Low Participation Neighbourhoods	Young full time undergraduate entrants	Access	2009/10	7.1% [7.7]	7.6%	8.1%	8.6%	9.1%	9.6%
Young Entrants from state schools	Young full time undergraduate entrants	Access	2009/10	96.6% [93.9]	96.6%	96.6%	96.6%	96.6%	96.6%
Mature students		First year retention	0809 to 0910	84.9% (86.5%)	85.4%	85.9%	86.4%	86.9%	87.5%
Black and Minority Ethnic students		First year retention	0809 to 0910	85.0% (86.5%)	85.5%	86.0%	86.5%	87.0%	87.5%
		Degree attainment	2009/10	49.9% (61.8%)	50.9%	51.9%	52.9%	53.9%	54.9%
		Employment (full time first degree)²	Graduating in 2008/09	77.2% (82.4%)	78.2%	79.2%	80.2%	81.2%	82.2%
Care leavers³		Degree attainment	See note 3						
		Employment	See note 3						

Disabled students (DSA)	Enrolled	2009/10	3.3% [5.3]	3.8%	4.3%	4.8%	5.3%	5.3%
	Employment (full time first degree)²	Graduating in 2008/09	77.6% (82.4%)	78.1%	78.6%	79.1%	79.6%	80.1%

Notes

1. Our ongoing work capturing detailed entry qualifications may result in review of these targets
2. Reporting on this data may be delayed by the timing of its availability
3. In line with the requirements of the Frank Buttle (Buttle UK) Quality Mark reporting requirements these figures will be analysed and reported as an annex to the Access Agreement.

9. Monitoring and evaluation

Monitoring and evaluation of progress against targets will be the responsibility of the Director of Academic Development and will be carried out through analysis of a range of data sources:

1. Live student record data which is updated daily into our data warehouse (KUBII).
2. Annual census data produced in December each year (used to inform our HESES return).
3. Our HESA student return submitted at the end of each academic year.
4. HESA data underlying our HEFCE performance indicators – provided by HESA with the PI data.

Using these datasets the ongoing progress and evaluation relating to each of our Access Agreement indicators will be reported to high level university committees which include student representatives (Quality Enhancement and Student Experience) by the Director of Academic Development as new data on access, retention, employment and degree attainment becomes available.

Resultant recommendations will lead to further analysis and evaluation through comparison of cohort data.

The Director of Academic Development will ensure that key staff involved with the student experience related to the areas considered act on recommendations made and are updated as additional data becomes available.

As the data will inform Faculty Action Plans relating to the university Learning Teaching and Assessment Strategy, each Faculty will be provided with regular updates to enable them to monitor the progress within particular student cohorts.

10. Provision of information to prospective students

Kingston University is committed to keeping both its prospective and current students informed about all developments with regard to changes in their tuition fees, and the financial support available. As such, it will employ a variety of communication methods, including its contribution to both the Key Information Set and Wider Information Set. In addition, the following approach will be adopted:

10.1 Students new to Kingston University for 2012

For students scheduled to register for enrolment with Kingston University from 2012 onwards, specific information will be provided in their pre- enrolment packs, the University web pages (currently known as the “Getting Ready” site), and the Kingston University Students’ Union web pages. The parent / guardian pages of the University’s public web pages will also be updated in order to provide existing and current information for this particular cohort. In addition to the above, we will continue to utilise staff and students who have been specifically trained to work face to face and virtually with prospective students and their supporters. Much of this work is described in Section 7.1 and will be delivered by the Education Liaison Team and student ambassadors in conjunction with the UK Recruitment Team.

10.2 Current students

The University is aware that changes being discussed at the moment with regards to tuition fees and funding will create anxiety within the existing student population. In order to minimise such anxieties, information will be provided to our current student cohort via the internal Virtual Learning Environment, Studyspace, and the Kingston University Student’s Union web pages.

FAQs will be compiled for distribution amongst colleagues, both academic and professional, in order that they may feel suitably equipped to answer any queries that arise from the current student population.

Table 5 - Milestones and targets

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

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Non continuation: All (HESA Table T3a)	Increase the first year continuation rate of students with BTEC, Access or foundation year entry qualifications by 0.5% per year for the first three years of the access agreement, then maintain it over the the remainder of the access agreement	2008/09 to 2009/10	0.852	0.857	0.862	0.867	0.867	0.867	Data underlying the Performance Indicator from HESA Table T3a to be used to measure and monitor
Other (please give details in the next column)	Maintain the proportion students with BTEC, Access or foundation year entry qualifications acheiving of first and upper second class honours degrees over the course of the access agreement	2009/10	0.639	0.639	0.639	0.639	0.639	0.639	HESA student return data to be used to measure and monitor
Other (please give details in the next column)	Increase the proportion of students with BTEC, Access or foundation year entry qualifications obtaining graduate employment within six months of graduation by 0.5% each year over the course of the access agreement.	Graduating in 2008/09	0.791	0.796	0.801	0.806	0.811	0.816	Data underlying the Performance Indicator from HESA Table E to be used to measure and monitor. Data for each yearly milestone available from June the previous year.
NS-SEC (location adjusted) (HESA Table T1b)	To maintain the proportion of entrants from low NS-SEC groups above the location adjusted benchmark for the duration of the access agreement	2009/10	0.394	0.394	0.394	0.394	0.394	0.394	As description
Non continuation: All (HESA Table T3a)	To maintain first year continuation rate of young full time first degree entrants from low NS-SEC groups above the overall location adjusted benchmark	0809 to 0910	0.881	0.881	0.881	0.881	0.881	0.881	NS-SEC data from HESA student return used within underlying PI data for HESA Table 3
Socio-economic (other measure - please give details in the next column)	Increase the proportion of students from low NS-SEC groups acheiving first and upper second class honours degrees by 0.5% each year over the course of the access agreement	2009/10	0.58	0.585	0.59	0.595	0.6	0.605	NS-SEC and degree classification data from HESA student return used within underlying PI data for HESA Table 3

Socio-economic (other measure - please give details in the next column)	Increase the proportion of students from low NS-SEC groups obtaining graduate employment within six months of graduation by 0.5% each year over the course of the access agreement.	Graduating in 2008/09	0.794	0.799	0.804	0.809	0.814	0.819	NS-SEC data from HESA student returns used within underlying PI data for HESA Table E
LPN (location adjusted) (HESA Table T1b)	To increase the proportion of entrants from LPN groups by 0.5% each year for the duration of the access agreement	2009/10	0.071	0.076	0.081	0.086	0.091	0.096	As description
State School (location adjusted) (HESA Table T1b)	To maintain the proportion of entrants from state schools above the location adjusted benchmark for the duration of the access agreement	2009/11	0.966	0.966	0.966	0.966	0.966	0.966	As description
Non continuation: Mature (HESA Table T3a)	Increase the first year continuation rate of mature students by 0.5% per year for the duration of the access agreement	0809 to 0910	0.849	0.854	0.859	0.864	0.869	0.874	As description
Non continuation: All (HESA Table T3a)	Increase the first year continuation rate of BME students by 1% per year for the duration of the access agreement	0810 to 0910	0.85	0.855	0.86	0.865	0.87	0.875	Ethnicity data from HESA student returns used within underlying PI data for HESA Table 3
Ethnicity	Increase the proportion of students from BME groups achieving first and upper second class honours degrees by 1% each year over the course of the access agreement	2009/10	0.499	0.509	0.519	0.529	0.539	0.549	Ethnicity and degree classification data used from HESA student return
Ethnicity	Increase the proportion of students from BME groups obtaining graduate employment within six months of graduation by 1% each year over the course of the access agreement.	Graduating in 2008/09	0.772	0.782	0.792	0.802	0.812	0.822	Ethnicity and degree classification data from HESA student return used with underlying data from HESA Table E
Care-leavers	To continue to attract looked after children to the university and provide them with a bursary (see page 13 of the Access Agreement) but also to monitor and improve where appropriate (against university performance) first year retention, degree attainment and employability.								No targets are given because of small numbers, however, detailed reporting will be required under the Buttle UK Quality Mark agreement
Disabled	(HESA Table 7) To increase the numbers of DSA registered students to 5.3% within the first four year of the access agreement	2009/10	0.033	0.038	0.043	0.048	0.053	0.053	As description

Outreach / WP activity (other - please give details in the next column)	Study Skills sessions: Aim to increase this type of activity in line with the extended Compact Scheme provision Year 12 and 13 Study Skills sessions.	2009/2010	880	1000	1100	1200	1200	1200	
Outreach / WP activity (collaborative - please give details in the next column)	Care Leaver events: Building on our existing record of working with the Buttle Trust we aim to offer additional support through a range of initiatives including events to encourage Care Leavers to participate in higher education	new for 2010/11	20	25	30	35	35	35	Specific Care Leaver days with 3 other HEIs and 3 Local Authority
Other (please give details in the next column)	Care Leaver Networks: Building on our existing record of working with the Buttle Trust we aim to offer additional support through a range of initiatives including network events to encourage retention and achievement of Care Leavers in higher education	new for 2010/11		3 events	3 events	3 events	3 events	3 events	To maintain and support Care Leaver students. Detailed reporting to Buttle UK will be undertaken as part of our commitment to our Quality Award with Buttle UK.
Other (please give details in the next column)	Care Leaver Forum: Employment of student ambassadors from a care background to investigate a establish an informal group for care leavers to meet others from similar backgrounds and potentially facing similar issues	new for 2010/11							
Outreach / WP activity (other - please give details in the next column)	Money Doctors: As part of the Compact Scheme expansion work we aim to increase the level of information advice and guidance we provide relating to student finances through our successful Money Doctors (in schools) programme.	2009/2010	700	1000	1100	1100	1100	1100	To help maintain proportion of students from our target WP groups, in particularly Low Socio-Economic, as detailed in Table 5a
Outreach / WP activity (other - please give details in the next column)	HE Talks: With the changes to student funding the demands for these types of initiative have already increased. Therefore we anticipate increasing these activities if resources allow	2009/2010	35	45	45	45	45	45	To help maintain proportion of students from our target WP groups, in particularly Low Socio-Economic, as detailed in Table 5a
Outreach / WP activity (other - please give details in the next column)	HE Fairs: We aim to maintain our participation at HE Fairs.	2009/2010	100	100	100	100	100	100	To help maintain proportion of students from our target WP groups, in particularly Low Socio-Economic, as detailed in Table 5a
Operational targets	Personalised prospectus. The aim of this new approach is to ensure we are reaching individual students across the country both in terms of our general recruitment but more specifically to ensure fair access	2011/2012	18000	18000	18000	18000	18000	18000	These will specifically support our milestone targets, as identified in Table 5.

Annex A: Access agreements for 2012-13: OFFA template for mainstream ITT providers (HEIs and FECs)

Name of institution	Kingston University London
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Please complete this template, and the Excel return at Annex B, and return to us using the HEFCE extranet by 30 March 2012.

Where your arrangements are the same as for other courses, we would encourage you to cross-refer to your main agreement wherever possible, rather than seeking to replicate information from that main document here.

Part one: Introduction to your agreement

A. Your current position in relation to access and, where appropriate, retention

Please use this section to set out any specific issues or aims for your access agreement work in respect of ITT that aren't already set out in your existing agreement for 2012-13. This section doesn't have to be long; however, it will help us to understand what your access agreement is setting out to achieve in respect of ITT. You may wish to consider whether there are separate issues for undergraduate and postgraduate ITT.

You may also wish to cross-refer to the issues or aims stated in your main agreement, if appropriate.

We aim to support all students including undergraduate and postgraduate ITT students through a range of initiatives which are outlined in our published 2012-2013 Access Agreement.

Part two: Fee limits, spend on access and financial support for ITT trainees

B. Fees you are proposing to charge for your ITT courses

Your access agreement should set out the tuition fees you intend to charge new entrants to a) undergraduate and b) postgraduate ITT in 2012-13. There is no requirement or expectation that your fee for undergraduate or postgraduate ITT should be the same as for your other courses – this is a matter for you to decide.

Fee Limits and Fee Income

Annex A

The University is proposing that the HEU Undergraduate and Foundation Degree tuition fees for 2012/13 are as follows:

The general flat fee for Undergraduate and to include ITT and Postgraduate ITT	£ 8,500
A premium fee for Single Honours Art and Design courses and the MPharm Course	£ 9,000
Foundation Degrees	£ 6,000
The Foundation Year Zero	£ 3,000
Early Years Foundation Degree	£ 3,500

Consideration has also been given to the four-year undergraduate masters. These are valued students and we do not want to deter them as they might otherwise pursue a three-year undergraduate degree and one year of postgraduate study, if postgraduate fees remain at a lower level. For these students (around 200), it was agreed to adopt a different pattern of £8,500 for years 1-3 and £5,000 in year 4. Inflationary increases will be taken into account and applied from 2013-2014.

C. Amounts of additional fee income to be spent on access measures

Taking into account any new access agreement investment relating to ITT, as well as your existing agreement, what is your estimated spend on access measures as a proportion of your income over £6,000 per fee?

As a broad guideline, for undergraduate ITT, our starting expectation is the same as that set out in our original guidance on how to produce an access agreement for 2012-13 (see OFFA 2011/01, paragraph 39). For postgraduate ITT, we would expect you to recycle a minimum of around 10 per cent of your fee income over £6,000 on access or retention measures. (Note: we will be taking a holistic view when considering whether your proposed spend is in line with our expectations. In other words, we do not necessarily require you to ring-fence set amounts for undergraduate or postgraduate initial teacher training. You simply need to make sure that the overall levels of spend – including ITT – are in line with our expectations.)

As outlined in our published 2012-2013 Access Agreement we aim to support all students including undergraduate and postgraduate ITT students through a range of initiatives

D. Financial support for trainees

In this section you should set out:

- *what you plan to spend on targeted fee waivers, bursaries and in-kind support for a) undergraduate and b) postgraduate trainees in 2012-13*
- *the amounts of support and the eligibility criteria for new entrants.*

You may wish to state whether the financial support for these trainees is the same or differs from your existing agreement.

As outlined in our published 2012-2013 Access Agreement (see section 5) we aim to support all students including undergraduate and postgraduate ITT students through a range of initiatives

Part three: outreach and retention

E. Outreach and retention work

If you are proposing to introduce additional outreach or retention work in respect of ITT, over and above the outreach/retention work you have committed to in your existing 2012-13 access agreement, please include details here.

Alternatively, please indicate where your outreach or retention work in respect of ITT is already covered by your main agreement.

For the purposes of an access agreement, outreach work includes any activity that involves raising aspirations and attainment among potential applicants from under-represented groups and encouraging them to apply to higher education. This includes outreach directed at young or mature students aspiring to full or part-time study. We particularly encourage sustained, co-ordinated activities that work with pupils and other potential applicants over a number of years.

By retention, we mean the additional (new) retention measures you commit to put in place to improve student retention and success (ensuring that trainees from under-represented groups access the full benefits of higher education).

As outlined in our published 2012-2013 Access Agreement (see section 5 and 7) we aim to support all students including undergraduate and postgraduate ITT students through a range of initiatives

Part four: Targets, milestones and monitoring

F. Targets and milestones

You may choose to develop specific additional targets and milestones which assess your performance in ITT over time – particularly if ITT trainees make up a significant proportion of your overall student body.

Alternatively, you may have targets and milestones in your existing 2012-13 access agreement which you now also wish to apply to undergraduate and/or postgraduate ITT trainees.

These targets may be statistical – based on how representative your entrants are and/or your retention performance – and might include annual or interim milestones to help you monitor whether you are making progress.

You may wish to include criteria around the numbers of trainees in receipt of a full or partial maintenance grant, as financial data will need to be collected to determine bursary support and the data

will also be accessible through the Student Loans Company for HEBSS subscribers. You may also wish to consider the TDA guidance at Annex C which gives information on specific groups that are underrepresented in the teaching profession.

In this section, please state whether you intend to develop additional targets and milestones, or the extent to which you intend to use targets and milestones in your existing agreement which you now wish to extend to apply to undergraduate and/or postgraduate ITT trainees. Where you have new or amended milestones and targets, you should set these out in your Excel template (Annex B) at Table 6.

We will not be developing any additional targets or milestones other than those already set out in our published 2012-2013 Access Agreement

G. Your monitoring arrangements

In your existing 2012-13 access agreement, you set out how you intended to monitor your fulfilment of your agreement. If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

The monitoring arrangements in our existing 2012-2013 Access Agreement include the monitoring of ITT students

Part five: Information to students

H. Provision of information to trainees

As set out in our initial guidance for 2012-13 access agreements (OFFA 2011/01), you must publish clear, accessible and timely information for applicants and trainees on the fees you will charge and any financial support you will offer. This information should make it clear exactly what level of financial support you are offering trainees in each year of their studies. As well as providing clear and up-to-date information through your own information channels (websites, prospectuses etc), you are also committed to provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services. We will assume that this commitment extends to GTTR, where appropriate.

If you wish to add anything further, following the inclusion of ITT in your agreement, you may do so here.

N/A