



Queen Mary, University of London

Access Agreement 2012-13

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ANNEX B

Table 1	Fee limits and predicted student numbers
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Table 5	Targets and milestones 2012-13 to 2016-17

SECTION 1: INTRODUCTION

- 1.1 This is Queen Mary's Access Agreement for 2012-13. It demonstrates the College's commitment to maintaining its strong tradition and good track record in supporting widening participation and fair access in the face of higher tuition fees and the new arrangements for funding higher education introduced in September 2012. It sets out Queen Mary's tuition fee charges for new entrants from September 2012, and describes the programme of additional access measures that will be put in place to ensure that the College continues to recruit and support talented students from all backgrounds.
- 1.2 Sections 2 and 3 and Annex B of the agreement set out Queen Mary's proposals for tuition fee charges from September 2012, and describe the significant level of new investment in access measures and how this will be targeted. Section 4 describes how we will deliver a balanced package of widening participation and access activities, which will include an enhanced outreach programme, structured long-term support for targeted schools and colleges, a programme of work to support student retention, success and employability, and a carefully targeted package of bursaries that will include full participation in the National Scholarship Programme.
- 1.3 Section 5 describes Queen Mary's strategy for providing clear, accessible and timely information on tuition fees and the financial support available for existing and prospective students. It explains how we will ensure high quality information, advice and guidance support for all students throughout their life-cycle, and how we will target specific support at students from under-represented groups. Section 6 describes how Queen Mary will monitor and evaluate the 2012-13 Access Agreement, and report on progress towards achieving targets and milestones. Section 7 and Annex B set out clear targets and milestones, and explain the methodology used to decide these.
- 1.4 The Access Agreement refers to Queen Mary's 2010-15 Strategic Plan, 2010-15 Widening Participation Strategy and 2009-12 Widening Participation Strategic Assessment, and these documents are available on Queen Mary's website at <http://www.qmul.ac.uk/>

SECTION 2: TUITION FEE CHARGES FROM SEPTEMBER 2012

2.1 Background

- 2.1.1 Queen Mary is a leading College of the University of London, and its place in the top group of research-led universities was confirmed by the results of the 2008 Research Assessment Exercise (RAE). Queen Mary has been ranked 13th in the country out of the 132 institutions that submitted for the RAE according to tables published in the *Times Higher Education*, and 11th according to the *Guardian*. The College has 15,000 students and 3,500 staff, and it operates on a global scale with a clear commitment to international excellence in research and teaching. Many of its courses are highly competitive, and this has been reflected in increases in entry requirements for several courses over the past two years.

2.1.2 Queen Mary's 2010-15 Strategic Plan sets out as its key objective that the College "will build on its distinctive position as a leading research-based higher education institution with a strong commitment to engagement in its London location, to be fully established by 2015 within the top ten universities in the UK on the basis of objective and widely respected criteria"¹. Alongside this ambition Queen Mary has an equally strong commitment to maintaining the diversity of its student intake. According to 2009-10 HESA undergraduate student data, 63% of Queen Mary's students are from Black, Asian and Minority Ethnic groups, and 5% have declared themselves as disabled. Women make up 52% of the undergraduate student cohort. In addition, we have an excellent record in attracting talented students from a wide range of social backgrounds. We are proud of the diversity of our students and of our reputation in promoting widening participation and the social mobility that this supports.

2.2 Charges for tuition fees for new entrants in 2012-13

2.2.1 Queen Mary's proposed tuition fees for new entrants from September 2012 are set out in Table 1 of Annex B.

2.2.2 Rather than simply charging what we believe the market will bear, the proposed fee is based upon a detailed evaluation of Queen Mary's current and prospective cost base. Costs of teaching and support, reduced by a range of efficiency measures, have been taken from the Transparent Approach to Costing Return (TRAC) that is submitted annually to the funding council. TRAC returns are subject to independent audit and benchmarking.

2.2.3 The costs that Queen Mary has taken from the TRAC return exclude costs of updating and maintaining its buildings and infrastructure. The College has prepared conservative estimates of these costs based on independent insurance replacement values and current prices. Given that grants for buildings and general infrastructure have been substantially reduced, it is essential that universities make provision for these costs in order to provide a competitive and appropriate environment for learning.

2.2.4 We are a research-led institution and our teaching is substantially informed, shaped and enhanced by that research. If this vital contribution to teaching by research is to be maintained, an element of tuition fees should support research. In calculating support for research from tuition fees, account has been taken of the subsidy for research in the form of the funding council's continuing but reducing research grant. Tuition fees for international students are higher because those fees include full support for research without subsidy.

2.2.5 Queen Mary has an excellent track record in outreach and widening participation and a very high commitment to supporting students throughout the course of their studies. The cost of maintaining and enhancing performance in these areas is also included.

¹ 'Queen Mary, University of London Strategic Plan 2010-15', p 5

2.2.6 For each of Queen Mary's Faculties, the total cost of teaching, providing a contemporary environment for learning, supporting research led teaching and optimising student access and support, exceeds £9,000. The College is proposing to charge £9000 because it is necessary to maintain quality of provision to students in 2012-13 and subsequent years.

2.3 Real terms inflationary increases from 2013-14

2.3.1 Tuition fees for new entrants for all courses will be £9,000 from September 2012. Subsequently, Queen Mary will apply annual increases to fees each year in accordance with the inflationary increases allowed by Government regulations.

SECTION 3: EXPENDITURE ON ADDITIONAL ACCESS MEASURES

3.1 Assessment of Queen Mary's access and retention record

3.1.1 Queen Mary has a strong record in recruiting students from under-represented groups, and we work hard to support student retention, success and employability. We have assessed our proportion of under-represented students as slightly above average, and our record on retention as in need of further improvement. Evidence for this assessment is found in the table below, which uses HESA data for the two-year period from 2008-09 to 2009-10:

	Queen Mary actual performance	HESA benchmark for Queen Mary	HESA location-adjusted benchmark for Queen Mary
2009-10 entrants			
young full-time first-degree entrants from state schools	85.3%	84.3%	81.6%
young full-time first-degree entrants from low participation neighbourhoods	6.0%	8.0%	4.8%
young full-time first-degree entrants from National Statistics Socio-Economic Classification groups (NS-SEC) 4-7	29.3%	24.8%	25.5%
2008-09 young full-time first degree entrants not in higher education in 2009-10	10.1%	5.6%	
2008-09 entrants			
young full-time first-degree entrants from state schools	85.7%	86.3%	83.6%
young full-time first-degree entrants from low participation neighbourhoods	5.3%	8.5%	4.9%

	Queen Mary actual performance	HESA benchmark for Queen Mary	HESA location-adjusted benchmark for Queen Mary
young full-time first-degree entrants from National Statistics Socio-Economic Classification groups (NS-SEC) 4-7	36.6%	29.3%	30.3%
2007-08 young full-time first-degree entrants not in higher education in 2008-09	9%	6.2%	

3.2 Estimate of expenditure on additional access and retention measures

3.2.1 The increase in the level of tuition fees charged for all courses from September 2012 is substantial, and we do not underestimate the potential impact on recruiting students from under-represented groups and on student retention. In 2012-13 we will therefore commit 30% of the additional fee income raised from tuition fees above £6,000 to support additional outreach and retention measures. Details of how this significant level of additional investment will be spent are set out in Table 3 of Annex B.

SECTION 4: PROGRAMME OF ADDITIONAL ACCESS MEASURES

4.1 Widening participation and outreach programme

4.1.1 In 2012-13 Queen Mary will target expenditure on an outreach programme that will focus on raising student aspiration and achievement and on providing appropriate information, advice and guidance to support students in making the right choices for successful progression to higher education. It will combine projects involving a wide range of schools and colleges with the development of long-term structured interventions with a smaller number of partner schools. Work will focus mainly, though not exclusively, on schools and colleges in east and north London and in the wider Thames Gateway area. Many of the activities will support the Level 3 attainment of students in the target cohorts, and help them either to achieve the grades required for competitive programmes at Queen Mary or to secure access to other appropriate higher education programmes.

4.1.2 Full details of this programme can be found in Queen Mary's 2010-15 Widening Participation Strategy and 2009-12 Widening Participation Strategic Assessment. Activities will include:

- a summer school programme aimed at students in Years 9-12
- an evening revision programme in a range of subjects targeted at AS and A2 students
- Year 10 and Year 12 masterclass programmes in a range of subjects
- a school visit programme for primary and secondary school students that will include taster lectures in a range of subjects and question-and-answer sessions with student ambassadors

- specific curriculum-related activities such as a Physics Practical School to stretch and challenge A2 level physics students

4.1.3 Widening participation at Queen Mary is fully integrated into our overall recruitment objectives. The widening participation team sits within the Education Liaison and Access Office, which in 2012-13 will deliver a range of activities that support and complement the widening participation programme. These will include general information and advice and guidance talks to students, parents and carers on a range of themes. About 25% of these talks each academic year will be delivered in schools and colleges with a high percentage of widening participation cohort students. Queen Mary students will work as mentors in schools and colleges in east London that have a high number of students in widening participation target groups. A separate scheme will place Queen Mary students as classroom assistants in primary and secondary schools in Tower Hamlets, an area of high social and economic deprivation.

4.1.4 Queen Mary is one of the country's top research institutions, and this strength will be used to enhance widening participation and access through the role of academic schools. Schools will develop and deliver an extensive range of widening participation activities in addition to the projects offered through the central widening participation team. These will include taster days and lectures, summer schools, targeted workshops and activities organised around events such as National Science and Engineering Week. Other activities will include *cs4fn* (computer science for fun), an innovative widening participation campaign that uses the web, printed magazines and a programme of school outreach activities to inspire young people about computer science and its interaction with other disciplines such as mathematics, physics, biology, philosophy and psychology.

4.1.5 Queen Mary is committed to working with partners in the community to drive regeneration and to raise the aspirations and academic attainment of young people in socially deprived areas. This is supported by a number of initiatives, including the following long-term interventions with schools and colleges in areas of low progression to higher education and considerable social and economic disadvantage:

- (i) Queen Mary is the lead education partner in St Paul's Way, which is Tower Hamlets' first Foundation Trust School. Senior members of staff from the College chair the Trust Board and the Governing Body. In 2012-13 we will continue to support the school in its aspiration to become a centre of excellence in science and in the visual and performing arts. We will do this through a tailored programme of activities including student mentoring and tutoring projects, curriculum support through taster sessions, master classes and a school visit programme, and continuing professional development support for teachers. We will support the school in its development of post-16 provision from September 2011 through curriculum support activities and professional development sessions for staff.
- (ii) The College works with the Drapers' Company as co-sponsor of the Drapers' Academy school in Havering, a science and mathematics

specialist school that aims to improve educational standards in an area of high worklessness, economic deprivation and low participation rates in higher education. Our support will include the provision of three governors and the involvement of academic staff. We support the development of the sixth form from September 2012, and will provide INSET sessions for the sixth-form tutors. Progression to higher education will be supported by the development of a progression agreement for students from the new school who meet the appropriate academic requirements.

- (iii) Queen Mary has a well-established partnership with the Bridge Academy School in Hackney, and we will continue to support the school through a range of activities including a one-to-one-mathematics tutoring scheme and a series of 'maths challenge' activities.
- (iv) We will also work in partnership with other targeted local school sixth forms and post-16 institutions. We will offer support through a range of activities including information, advice and guidance talks to students and their parents and carers, mock university interviews and personal statement workshops, INSET sessions for teachers, attendance at partner college in-house careers and higher education events, subject taster afternoons at Queen Mary and research skills workshops to support students studying for the extended project qualification. These activities are targeted carefully, and research has demonstrated that a high percentage of students admitted to Queen Mary from partner schools and colleges are from widening participation cohort groups.

4.1.6 The College will continue to host and support the Centre of the Cell, an innovative bioscience education centre at the heart of its medical school. This is a resource for schools to stimulate awareness and understanding of bioscience and the careers to which it can lead. Academic departments at Queen Mary will work with the Centre of the Cell to deliver outreach activities that will inspire young people to study bioscience subjects, and appreciate the opportunities that they offer.

4.1.7 Queen Mary has approved the establishment of a Centre for Public Engagement, a major new outreach initiative that aims to set a new international standard for the way higher education institutions (HEIs) engage with the public. It will build upon the extensive tradition of the College in public engagement that can be traced back to the foundation of the People's Palace in the 19th century, and continues to the present day with established activities that include the Centre of the Cell, cs4fn, People's Palace Projects and the Mile End Group. It will further reinforce Queen Mary's commitment to engaging with individuals and groups outside the College including schools, government agencies and politicians. The Centre for Public Engagement will help pull together already existing components of excellence in outreach and engagement activities throughout the College and enhance their profile. It will support student retention, widening participation and social mobility at all levels.

4.2 Collaborative working

- 4.2.1 Queen Mary is committed to collaborative working to support widening participation and access in the broadest possible sense. We have demonstrated this through our role as lead partner for the London East Thames Gateway Aimhigher partnership, lead partner for the London Excellence Hub (which supported work with gifted and talented young people throughout London), and active member of the London West, Central and North Aimhigher partnership. We recognise the importance of these collaborative networks, which we have worked hard to build. We will commit resources to help maintain them, and Queen Mary will work with the schools, further education colleges, HEIs, local authorities and other organisations currently involved in Aimhigher to explore the best way to maintain formal and informal networks in London. To facilitate this, we are in discussion with the developers of AccessHE, a new social enterprise that is seeking to take forward some selected aspects of the collaborative and targeted programmes of the current Aimhigher partnerships in London. These discussions are taking place through our established regional membership association, London Higher. We will also explore other models for continued collaborative working at both a regional and sub-regional level.
- 4.2.2 We will continue to commit resources to collaborative work with charities and other external organisations involved in widening participation and access. This will include groups such as IntoUniversity, a well established programme that supports young people from disadvantaged backgrounds to progress to higher education, and Generating Genius, which seeks to encourage and develop talented students from under-represented backgrounds to aspire to professions in scientific research, medicine and engineering. We will also work in collaboration with the Social Mobility Foundation, an education charity that supports high achieving Year 12 students from low income backgrounds.

4.3 Student retention, success and employability

- 4.3.1 We are committed to supporting student retention, success and employability, and our 2010-15 Widening Participation Strategy describes in detail the extensive range of activities already in place to support this². We have assessed our retention record as in need of further improvement, and a new target has been set to address this.
- 4.3.2 We will expand our Peer Assisted Study Support scheme (PASS), which is run by the widening participation team in partnership with academic schools. While we recognise that transition issues can be particularly pressing for those with little or no family experience of education, there will be no ‘screening’ of mentors (higher-year undergraduates) or mentees (first-years) by widening participation criteria. The strength of the PASS scheme is integration with, not separation from, fellow students, and this helps to ensure that students from under-represented groups access the full benefits of higher education. In 2012-13 we will develop and pilot other mentoring models, complementary to PASS, to expand our provision. We will also seek to draw in and share experience of other mentoring

² ‘Queen Mary, University of London 2010-15 Widening Participation Strategy’, pp 7-10

projects across the College, and we will formalise this through the establishment of a Mentoring Hub, embodied by a biennial conference.

- 4.3.3 Queen Mary's mentoring activity will promote student retention, success and employability. Careers colleagues are closely involved in mentor training and PASS will be integrated within college-wide employability and entrepreneurship initiatives.
- 4.3.4 The PASS scheme has increased from three participating schools and 20 mentors in 2007/8 to ten participating schools and 128 mentors in 2010/11. Two new schemes in the schools of English and Geography will be added in 2011/12. Careers sessions are a part of all PASS training to help make students aware from the start of the transferability of the skills they will be acquiring through mentoring. Extra opportunities offered to PASS mentors also extend and expand their skills and desirability. For example, two PASS mentors and two PASS organisers ran a workshop at the 3rd National Transition Conference at UCL in June 2011. They were the only student presenters in a day of papers and workshops from academics and senior administrators. Details can be found at <http://www.ucl.ac.uk/transition/transition-conference-2011>
- 4.3.5 Certificates issued to PASS mentors after training and a year of mentoring will carry a statement on graduate attributes. Former PASS mentors now in training and employment have reported that their mentoring experience has helped them with applications and interviews.
- 4.3.6 In 2011-12, a student mentor from each of the participating schools will take part in a new personal and employability development project. This is a one-day bespoke adaptation of one of the management training programmes offered by Theatreworks at the National Theatre. This training will then be cascaded to other mentors.
- 4.3.7 Graduating PASS mentors will be invited to become part of *PASS It On*. This initiative is a "bank" of recently graduated mentors willing to give informal email advice to current mentors in their final year about how to cope with final projects and exams and entering the world of further study and work. Recent examples include a PASS alumnus studying for a PhD at another institution giving email advice on applications and funding to a first-generation university entrant in her final year, now seeking to continue her studies further.
- 4.3.8 Queen Mary is committed to ensuring the best possible employment outcomes for all its students. This is reflected in the Quality Assurance Agency 2010 Institutional Audit Report that commends "the opportunities the institution makes available to students for enhancing their employment prospects". Building on this success we will enhance the support for students to develop and practise employment-relevant attributes and skills and provide clear pathways for students to develop their employability. Our academic faculties and professional services departments will achieve this by working collaboratively to:

- embed our employer-endorsed statement of graduate attributes into all curricular and on-campus extra-curricular provision and thereby enhance student learning for employability
- increase the opportunities for students to engage in work experience and other forms of extra-curricular activity from Year 1
- increase the opportunities for students to reflect on their learning and monitor their progress in developing their employability (for example, through our Drapers' Skills Certificate and Award)
- engage students in career decision-making and preparation for employment from Year 1
- network our students with alumni to raise aspirations and ease access to the graduate labour market
- ensure appropriate types and quality of information on employability is available to all prospective and current students
- provide intensive support for unemployed graduates.

4.3.9 Our Advice and Counselling Service will provide specialist, one-to-one financial advice and guidance to any student who is considering applying to Queen Mary. This service has proved to be of particular benefit to students who are parents (especially lone parents), students with a disability or medical condition and students from low-income households. Support is offered regardless of whether an applicant decides to come to Queen Mary, and the focus is to help students to understand how they can afford to engage in higher education generally, as well as the specifics relating to Queen Mary. The service is specifically designed to support outreach and retention work, and it is available throughout the student's time at Queen Mary. Other aspects of specialist welfare rights and financial advice available in the Advice and Counselling Service are aimed at developing financial literacy and life skills, to support students to develop as independent learners and adults who are more able to achieve their academic potential.

4.3.10 Queen Mary will support all students by providing advice on how they should approach employment applications (including bespoke writing support) and job interview practice. We are committed to increasing the number of student roles on campus. Students who work on the PASS scheme, and on other widening participation projects as ambassadors and mentors, will gain experience that will enhance their skills and employability. Such opportunities for local work experience are particularly important to those students with less family experience of graduate employment opportunities and recruitment practices. In addition, the Provide Student Volunteering scheme will continue to offer Queen Mary students the opportunity to get involved in the local community through a range of projects that will develop their skills and enhance their employability.

4.3.11 Queen Mary's Disability and Dyslexia Service will support students with disabilities and specific learning difficulties from the point of application through to graduation. It will assist applicants to the College and contact each successful applicant who declares a disability, to begin the process of identifying the support that the student will need to engage successfully with their academic programme. A full-time mental health coordinator will provide support for students with mental health disabilities.

4.4 Financial support for 2012-13 entrants through the National Scholarship Programme and the Queen Mary Bursary Scheme

- 4.4.1 Queen Mary will provide targeted financial support for students from low-income backgrounds through participation in the National Scholarship Programme and the Queen Mary Bursary Scheme.
- 4.4.2 Queen Mary will fully match-fund the 2012-13 allocation of £399,000 for the National Scholarship Programme, and we will offer a total of 266 one-year scholarships worth £3,000. The scholarships will be awarded only to undergraduate students with a residual household income of £25,000 and under and who qualify for a full non-repayable higher education maintenance grant.
- 4.4.3 The process for gaining an award under the NSP will be competitive, and the following selection criteria will apply:
- students will be English-domiciled undergraduates, and will come from households with a residual household income of £25,000 or less, and will be in receipt of a full non-repayable Government maintenance grant
 - students will have achieved above a certain level of UCAS tariff points
 - the tariff level is expected to be in the region of 400-440 points, and this will be confirmed at the time of the A-Level results being issued
 - some contextual information may be used to decide on allocations. This will not relate to personal student data, but might involve weighting between different subject areas.
- 4.4.4 Approximately 10% of NSP places will be held back for clearing. These will be allocated on a first come, first served basis, and students must achieve the same UCAS tariff points threshold as students allocated NSP places before clearing.
- 4.4.5 Each student in receipt of an award through the National Scholarship Programme will receive a tuition fee waiver of £1,500. The remaining £1,500 will be allocated as a cash bursary of £1,000 and in-kind benefits of £500.
- 4.4.6 NSP Payments will be made on a termly basis, in three equal instalments. It might not be possible to allocate the exact number of NSP awards before the beginning of the 2012-13 academic year, and if necessary, a second round of NSP allocations will be held on 1 December 2012.
- 4.4.7 The Queen Mary Bursary Scheme will offer a £1,500 cash bursary per year of study to 2012-13 undergraduate entrants who come from households with a residual income of £25,000 or less, and who qualify for a full non-repayable higher education maintenance grant. Students who receive a one-year award of £3,000 under the National Scholarship Programme will not receive a Queen Mary Bursary in the same year, but will receive the £1,500 cash bursary through the Queen Mary Bursary Scheme in subsequent years of their course.

- 4.4.8 We believe that students from slightly better-off backgrounds also need financial support to help with the costs of study. The Queen Mary Bursary Scheme for 2012-13 undergraduate entrants will therefore offer a cash bursary of £1,200 per year of study to students who come from households with residual incomes of between £25,001 and £42,600 and who qualify for a partial non-repayable higher education maintenance grant.
- 4.5.9 In subsequent years, we expect to apply the annual inflationary increase announced for tuition fees to both the Queen Mary £1,500 bursary and the Queen Mary £1,200 bursary.
- 4.5.7 The National Scholarship Programme and the Queen Mary Bursary Schemes described above will apply to full-time undergraduate students who start a course at Queen Mary in the academic year 2012-13. Students who started a course before the 2012-13 academic year, and who are already in receipt of a bursary, will continue to receive their bursaries based on the current schemes described in the 2009-2012 Access Agreement.
- 4.5.8 Queen Mary will provide a Hardship Fund of £325,000 to provide assistance for students who may need extra financial support to access and remain in higher education. The fund will be used to assist students who need extra financial help to meet specific costs that are not already met from statutory or other sources, to help students in financial hardship by providing emergency payments for unexpected financial crises, and to intervene in cases where a student may be considering giving up their course because of financial problems.

4.5 Use of contextual data in admissions

- 4.5.1 We are committed to attracting the most able students from a range of backgrounds, and to ensuring that our admissions processes are able to identify students of outstanding achievement and potential. We recognise that not all students have enjoyed equality of opportunity to good primary and secondary education, and applications are considered carefully to ensure that all relevant information on an applicant's background and achievement is used to make a balanced decision. Queen Mary will continue to review its applications procedures to ensure that contextual information is used where appropriate.

4.6 Level of investment as compared to arrangements prior to 2012-13

- 4.6.1 Queen Mary currently commits substantial resources to support widening participation, outreach activities, student success and retention. The 2009-10 Access Agreement and Widening Participation Monitoring Return submitted to OFFA in January 2011 confirmed expenditure on this at £9.2 million for the 2009-10 academic year, of which £4.7 million was countable in the 2009-12 Access Agreement.
- 4.6.2 Queen Mary will in 2012-13 commit 30% of the additional fee income raised from tuition fees above £6,000 to support additional access and retention measures, and the detail of how this will be spent is found in Table 5 in Annex B. The total countable expenditure for the 2012-13 Access Agreement is £6.134m.

SECTION 5: PROVISION OF CLEAR INFORMATION TO EXISTING AND PROSPECTIVE STUDENTS

5.1 Provision of clear information to existing and prospective students

- 5.1.1 Queen Mary is committed to the clearest possible communication of information to all our students. Information on new tuition fees levels and financial support arrangements from September 2012 will be available on the Queen Mary website from July 2011, together with information about fee levels and financial support for existing students. All information will make it clear that no student will be required to pay fees until after graduation and until they reach specified minimum thresholds of earnings.
- 5.1.2 We will provide clear information to applicants and students about Queen Mary's courses and entry requirements so they are able to understand exactly what they will be studying. This will be provided as web-based information and through our printed prospectus.
- 5.1.3 Provision of clear and accurate information to teachers and to parents and carers is important, as they are in a position to advise and influence students about the financial as well as academic aspects of their future studies. This can play a crucial determining role in deciding whether or not to progress to higher education. The Education Liaison and Access team will provide information, advice and guidance for schools and sixth-form colleges through regular publications that will include an annual parents' guide to higher education and a teachers' guide to higher education. There will be five editions annually of *OnQ*, our newsletter for teachers and careers advisers, and these will include regular articles on fees, bursaries and other aspects of student finance. Regular postal mailings of *OnQ* will be supplemented by *Qmail*, a new email update magazine for teachers and advisers.
- 5.1.4 Sessions on student finance will be incorporated into outreach activities and will be included in information, advice and guidance work with schools. An additional part-time Widening Participation post will be funded to support this work.
- 5.1.5 Care leavers are significantly under-represented in higher education, and a particular problem for this group of students is a lack of clear information about the financial and other support available to them. This will be addressed through specific targeted materials. There will be a key contact at Queen Mary who will be responsible for supporting care leavers, and information on this will be included in the targeted materials.
- 5.1.6 We will ensure that clear and timely information on our tuition fee levels and financial support for students is provided for UCAS and the Student Loans Company to enable them to populate their applicant-facing web services.

SECTION 6: MONITORING AND EVALUATION

6.1 Monitoring and evaluation strategy

6.1.1 The 2012-13 Access Agreement will be will be monitored by:

- (i) using annual HESA statistics and data provided through Queen Mary's Student Information System as clearly measurable evidence of progress towards meeting targets and milestones set out in Annex B.
- (ii) a series of detailed case studies that will look at the longer-term impact of established widening participation programmes. This will include a case study on the Year 12 Health Professions Summer School, which will involve tracking of the participants back to 2006-07 to identify academic attainment at Level 3 and progression to higher education at Queen Mary or other HEIs.
- (iii) rigorous evaluation of individual outreach and retention projects, with full evaluation reports produced for each project to inform future planning and to ensure effective targeting.

6.1.2 The delivery of the measures set out in the 2012-13 Access Agreement will be monitored by the Marketing, Recruitment and Admissions Group, which is a sub-group of Queen Mary's Senior Executive Group.

SECTION 7: TARGETS AND MILESTONES

7.1 Setting targets and milestones

7.1.1 Queen Mary has a strong record in attracting students from the three main groups identified as under-represented in higher education: state school students, students from NS-SEC classes 4-7, and those from low participation neighbourhoods. We understand the challenge of sustaining this in the light of the substantial increase in tuition fees from September 2012 and our institutional objective of enhancing the quality of undergraduate intake through higher entry requirements for competitive courses.

7.1.2 We are committed to maintaining high standards. The targets in Table 5 were originally proposed to be set at a level well above the HESA location adjusted benchmarks for students from state schools, low participation neighbourhoods and socio-economic classes 4-7. We believed that all of these targets were challenging when seen in the context of our 2010-15 Strategic Plan, with its key performance indicator of being placed in the top decile of UK universities with respect to the entry qualifications of admitted students by 2015. Attracting the highest UCAS tariff score students while keeping our current student diversity would be a huge achievement. It is because we recognised the challenge of maintaining our above-

sector benchmarks performance in widening participation that we chose to allocate a very high percentage (30%) of the additional fees to access measures.

On OFFA's advice, these targets have been raised even higher. In all 3 areas, these are significantly different to the demographics of students entering higher education with 3 A levels at AAB. For socio-economic classes 4-7, our target is 28.5% against a national average of 21.3% for students with AAB. This could create a conflict with the White Paper incentive of allowing universities to compete and expand through recruitment of AAB students and we would hope that the methodology for calculating location-adjusted benchmarks will be reviewed to ensure that this does not happen.

- 7.1.3 The proportion of first-year full-time first-degree students at Queen Mary in receipt of the Disabled Students Allowance has increased slightly over the two-year period from 2007-08 to 2009-10. We aim to improve further on this, and to ensure that the new tuition fee charges do not impact negatively on the proportion of disabled students at Queen Mary. We have set a target to increase the number of students in receipt of the Disabled Student Allowance over the next five years.
- 7.1.4 Queen Mary has committed significant resources to supporting and improving student retention, success and employability. This is reflected in a target to improve the successful completion rate for our students over a five-year period. For this target we will use baseline and reporting data from our own Student Information System rather than HESA data, as this will allow us greater flexibility to generate and analyse detailed reports.
- 7.1.5 In 2012-13 Queen Mary has allocated an additional £100,000 for outreach activities previously funded through Aimhigher. This will allow for the continuation and expansion of Queen Mary's summer school, masterclass, curriculum support and school visit programmes. Measurable outcome-based targets have been set for these activities. As the £100,000 directly replaces resources previously funded externally there are only modest increases in the number of students involved in these activities. However, we recognise the importance of increased engagement with schools in a period of turbulence and uncertainty, and our experience suggests that it is continual innovation that is more important than simple volume measures for participation. We have, for example, recently become a co-sponsor for a University Technical College. This is not something that is likely to impact on any of the targets in the Access Agreement, but it something that we believe is important.
- 7.1.7 Targets and milestones for 2012-13 to 2016-17 are set out in Table 5 of Annex B. We believe these targets to be demanding but achievable with the substantial level of investment committed through this Access Agreement

