

This Access Agreement between Newcastle University and the Office For Fair Access (OFFA) covers the period from 1 September 2012 until 31 August 2013 (academic year 2012-2013). It relates to Home (UK and eligible EU) undergraduate students entering the University from September 2012 and also confirms the University's ongoing bursary commitments for continuing UK students who entered in 2009, 2010 or 2011.

Continuing UK students who entered Newcastle University prior to 2012 (between 2006 and 2011) should also refer to the University's separate Access Agreements for the relevant years of entry for further details of fees and the related schemes that apply to them.

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PART 1: INTRODUCTION

1.1 Newcastle University is committed to widening participation (WP) and fair access, and our strategies and activities are based on our belief that **ability should be able to access opportunity, regardless of circumstance**. We wish to encourage able, highly-motivated and enthusiastic students of all ages, and from all backgrounds and contexts, to apply to our degree programmes.

1.2 **Our University Mission** is to be a world-class research-intensive university, to deliver teaching and facilitate learning of the highest quality and to play a leading role in the economic, social and cultural development of the North East of England. As a world-class civic university, our aim is to marry excellence with relevance and to respond to the needs and demands of civil society. We see our activities in WP and fair access as a natural consequence of our aims and values.

1.3 The North East of England remains the region with the lowest national level of participation in higher education. As a civic university which engages fully with our community, the city and the region, we have been working for the past 18 years with schools and colleges in the North East to promote progression, participation and flexible access.

1.4 We also have a leading role in national and regional collaborative work to promote WP and fair access. Newcastle University leads the groundbreaking Realising Opportunities scheme, a national fair access programme through which twelve highly-selective research-intensive universities work together to promote WP. In the North East, we are leading a new network of universities, colleges and other organisations to embed the good work delivered through the Aimhigher programme, which ends in July 2011.

- 1.5 We wish to attract and retain students of high ability and potential from all parts of the UK, and typically more than 75% of our undergraduates are from outside the North East.
- 1.6 Our admissions policies and practices are based on principles of integrity and fairness, and involve the assessment of each applicant's ability, achievements and potential.
- 1.7 We wish to admit the brightest and best students, regardless of background. We recognise that many may have concerns about the financial costs of Higher Education. The scholarship schemes described in this Access Agreement, for eligible students commencing undergraduate programmes from 2012, will provide additional financial support for more than a third of our students by 2015-16.
- 1.8 We also know that many talented and able people do not feel confident about applying to university. This may be because they have no family experience of higher education, are from a neighbourhood or school where few people go to university, or because they lack confidence about their ability to achieve the necessary entry requirements for a university like Newcastle. We are committed to investing in additional outreach work with schools and colleges in order to encourage more people to achieve their potential and enjoy the life-long benefits of higher education.
- 1.9 For those who choose to study at Newcastle University, we are confident that we offer challenging, exciting and relevant degree programmes, taught by experts whose research enriches the learning environment for all of our students. The overall 'Newcastle experience' is underpinned by our strong commitment to the provision of education for life. We provide outstanding opportunities for our students to add value to their academic studies by gaining additional skills and experience which will prepare them for rewarding careers. Our strengths in enterprise education and vocationally-relevant programmes are reflected in our exceptional record of graduate employability.
- 1.10 In preparing our detailed plans for this Access Agreement, we have taken account of best practice in the delivery of outreach and needs-based financial support, WP and fair access in the US, Canada, South Africa and Australia. We are confident that our plans are both ambitious and realistic.
- 1.11 These commitments and principles set the context for this Access Agreement, details of which are shown in the sections which follow.

PART 2: FEE LIMITS AND FEE INCOME ABOVE £6000

- 2.1 Newcastle University will charge an annual tuition fee of **£9,000** for all of its eligible full-time undergraduate¹ degree programmes in the academic year 2012-13. **This fee applies ONLY to new Home (UK and EU) undergraduate students entering Newcastle University in 2012-13.**
- 2.2 The fee for returning students (who entered the University between 2006 and 2011) will be announced by the Government's Department of Business, Innovation and Skills (BIS) in the autumn of 2011. The amount is expected to reflect an inflationary increase on the fee for 2011-12, which is currently £3,375.
- 2.3 Certain undergraduate programmes (or parts of programmes) funded under contract by the Department of Health will not be subject to the tuition fee of £9,000. At Newcastle University, this currently includes the following programmes: Speech and Language Sciences; the Higher Education Diploma in Dental Hygiene and Therapy; the fifth year of the five-year programmes in Medicine and Dentistry; and years two, three and four of the four-year accelerated Medicine degree for graduates.²
- 2.4 Students undertaking a non-ERASMUS full-year placement, or a year abroad, as a compulsory part of their degree programme, will be liable to pay a tuition fee of £1,000 in the placement year (a discount of £8,000 from the normal fee of £9,000).

¹ At the time of preparation of the Access Agreement, the arrangements affecting PGCE students were unconfirmed. The Access Agreement will be amended as appropriate in due course to reflect PGCE regulations.

² At the time of preparation of the Access Agreement, it was assumed that current arrangements for courses funded under contract by the National Health Service will continue from 2012. The Access Agreement will be amended in the event of any changes.

- 2.5 The University's fee levels and any associated scholarships and other financial support offered to eligible students are reviewed each year. We expect fee levels to increase annually in line with the fee cap amounts specified by the Government for each year from 2013-14 onwards.
- 2.6 Students who are offered a place at the University will be informed of the total fees payable for the duration of their programme of study (based on estimates of the likely fee cap amounts for each year of study to be confirmed by BIS each year).
- 2.7 Once approved, the provisions of this Access Agreement will remain in force for the duration of study of undergraduate students who enter Newcastle University in 2012.
- 2.8 The University's estimated fee income above £6000 per student is summarised in this table, which shows:
- Total students paying the new fee level over a five-year period, assuming an annual intake of 3981 Home (UK/EU) undergraduates, and taking account of attrition rates.
 - The total fee income (calculated on the basis of £9,000 per student)
 - The total fee income above £6000 per student.

Year	2012-13	2013-14	2014-15	2015-16	2016-17
Number of FTEs for fee-paying students	3981	7759	11,210	12,062	12,062
Total fee income at £9,000 per student	£35,829,000	£69,831,000	£100,893,000	£108,561,000	£108,561,000
Total fee income <u>above</u> £6,000 per student	£11,943,000	£23,277,000	£33,531,000	£36,087,000	£36,087,000

Note: These figures do not take account of any future annual inflationary increases in the fee cap

PART 3: ACCESS ASSESSMENT AND ADDITIONAL EXPENDITURE

3(a) Expenditure on additional access and retention measures

- 3.1 Our estimated expenditure on additional access and retention measures is based on our current assessment (see section 3(b) below) of the University's overall performance in WP and fair access, from which we conclude that it is appropriate to invest approximately 33% each year, once in steady state, of our additional fee income over £6,000 in additional access and retention measures.
- 3.2 We plan to review our level of investment on an annual basis, taking into account progress towards the targets set in this Access Agreement and the development of new ideas and initiatives, for which we have made a commitment through an Access Innovation Fund.
- 3.3 The table below shows the required financial commitments (based on 33% of additional fee income above £6,000, plus bursary commitments to returning students) and current estimates of planned expenditure in broad categories over five years from 2012. All planned expenditure is OFFA-countable.

Activity / Scheme	2012-13	2013-14	2014-15	2015-16	2016-17
Total required spend on Access Agreement commitments and plans	£6,736,896	£9,279,591	£11,725,230	£11,908,710	£11,908,710
Existing commitments to pre-2012 returning students (bursaries)	£2,795,706	£1,598,181	£660,000	0	0
Existing non-bursary commitments from pre-2012 Access Agreements	£1,180,164	£1,180,164	£1,180,164	£1,180,164	£1,180,164
New commitments to Outreach, Admissions and Fair Access (incl. staffing, infrastructure, evaluation)	£1,328,939	£2,033,715	£2,873,491	£3,068,491	£3,098,491
Student financial support / incentives	£1,545,000	£3,273,400	£5,011,088	£6,319,432	£6,878,130
Retention and success (incl. staffing /infrastructure)	£170,000	£500,000	£720,000	£880,000	£910,000
Access Innovation Fund	£0	£350,000	£500,000	£500,000	£500,000
Total estimated expenditure on Access Agreement commitments	£7,019,809	£8,935,460	£10,944,743	£11,948,087	£12,566,785
Expenditure (excl. bursaries for returning students) as % of income above £6,000	35.37%	31.52%	30.67%	33.11%	34.82%

- 3.4 The financial estimates and commitments shown above do not represent the full picture of the University's contributions to WP and fair access. For example:

University of Newcastle upon Tyne, trading as **Newcastle University**: Access Agreement for 2012 entry (21 June 2011). 3

- Extensive outreach activities funded by the HEFCE WP premium, which supports our baseline WP strategy, are not included here but are listed (and will be updated in 2012) in our Widening Participation Strategic Assessment submitted to HEFCE in 2009.
- There are many outreach and engagement activities delivered across the University, which may not contribute directly to the diversity of our student intake profile, but which make a significant contribution to the region as part of our ongoing responsibilities as a civic university. These include, for example, Moorbank Botanical Gardens, which operate an outreach programme costing £257,000 per annum; and the University's Robinson Library (approximately £39,000 per annum). These activities (and others not listed here) have been under-reported in previous Access Agreement / Widening Participation Strategic Assessment (WPSA) summaries, and will be included in full in the next WPSA.

3.5 As part of our planning, we expect to incur some co-ordination costs to enable us to establish a new regional network from 2012-13, following the end of the Aimhigher programme, so that continuity of activity can be maintained during 2011-12. Although we cannot include this 2011-12 expenditure (estimated to be approximately £25,000) in 2012-13 costings, for reasons of accounting, we note this information here for completeness.

3.6 The financial commitments in the table above do not include the indirect costs of employing additional Graduate Ambassadors / staff to deliver activity. We estimate these real costs to the University (in terms of office space, infrastructure, utilities etc) to amount to approximately £45,500 in 2012-13 increasing to £166,500 per annum in steady state (from 2015-16).

3(b) Assessment of our access and retention record

3.7 The University's progress in WP is measured and monitored annually through the national HESA performance indicators and through the annual OFFA and HEFCE monitoring processes. In addition, the University undertakes an annual appraisal of progress in WP, based on UCAS application and entry data.

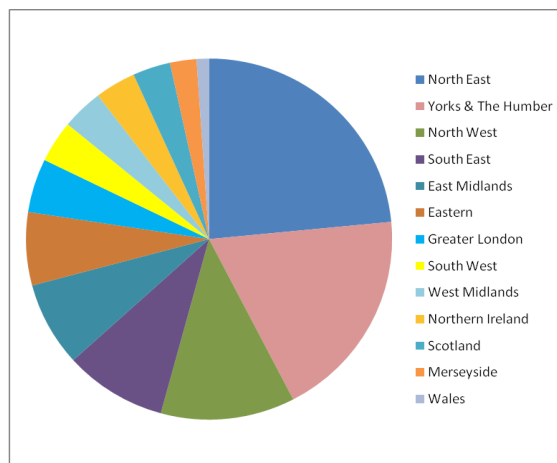
3.8 The table below summarises the latest HESA performance indicators, relating to the overall profile of young students from key under-represented groups entering in 2009, and also shows that, for students entering Newcastle University from the North East, where most of our current WP activity takes place, we significantly exceed the national benchmarks.

Under-represented group	% of entrants	National benchmark	Figure for students from the North East
Lower socio-economic groups (NS-SEC 4-7) (young entrants)	20.1%	23.6%	31.8% (2008)
Low participation neighbourhoods (LPNs) (young entrants)	7.9%	7.0%	19.8%
Students from black and minority ethnic backgrounds (all ages)	6.83%	N/A	10.64%
Students in receipt of the Disabled Students' Allowance (all ages)	2.5%	3.9%	4.32%

3.9 Analysis of the students from POLAR2 QYPR groups 1 and 2 (on which the weighting of HEFCE WP premium funding is based) shows that, in 2009, 19.35% of our young entrants overall were from these groups (and 41.14% of entrants from the North East).

3.10 The main challenges for Newcastle University in achieving *overall* WP progress are geography, recruitment patterns and demographics. A relatively sparse regional population, together with our national recruitment profile and reputation, mean that only 23% of entrants (21% of young entrants) are from the North East, so the impact of our activity in the region is very much diluted when the total intake is analysed. This has been a key factor in our relatively slow progress towards overall HESA benchmarks over the past ten years.

Figure 1 (right) shows the distribution of entrants to Newcastle University in 2009 by region of domicile. Although only 23% of the total, students from the North East nevertheless constitute the largest regional intake group. Other key target areas, Yorkshire, Humberside and the North West, also provide a significant percentage of the total intake.



3.11 Our evidence shows that there is a direct correlation between intensity of outreach and diversity of intake. For example:

- Overall applications from PARTNERS³ schools have increased by 60% since the programme began in 2000; and the data above shows that benchmarks are considerably exceeded in the North East, where most of our outreach takes place.
- Applications from schools targeted and visited by the Graduate Ambassadors⁴ have increased by 123% and intake by 131% since the start of scheme in 2005-06.
- Over the period 1999 to 2007 (latest figures available), while the number of North East students entering full-time higher education anywhere in the UK increased by 12.5%, the number entering Newcastle University increased by 87%.

3.12 If we are to achieve significant progress in our overall fair access profile, our future plans must include:

- Continuing and further developing our work in the North East
- Extending the geographical reach and extent of the University's successful WP outreach, building on the elements that we know have impact and are scaleable.

Our specific proposals are included in Section 4 which follows.

3.13 Newcastle University has an excellent record of student retention. The latest HESA performance indicators show that just 2.5% of our 2008 young entrants were no longer in HE after one year (compared with a benchmark of 3.7% and a UK average of 6.5%). For entrants from LPNs, our performance was 4.2% (benchmark 4.8%), and for mature students the non-continuation rate was 9.3% (benchmark 10.2%), reflecting a slightly greater tendency for students to drop out if they are mature or from a low participation background. Our proposals in Section 4 take account of this.

PART 4: ADDITIONAL ACCESS AND RETENTION MEASURES

4(a) Target Groups

4.1 For the purposes of this Access Agreement, the University's *additional* outreach work and financial investment are aimed particularly at students of high ability and potential from the following groups:

- Eligible students entering Newcastle University through the **PARTNERS Supported Entry Route** (including mature students and those with a range of relevant educational or other personal disadvantage factors)

^{4 and 5:} Summary information about the University's key WP outreach programmes (PARTNERS, Students into Schools, Graduate Ambassadors and Realising Opportunities), is provided in Appendix 1.

- Eligible students entering Newcastle University through the **Realising Opportunities Scheme**
- Students from **low participation neighbourhoods**
- Students from **lower socio-economic groups and/or lower income backgrounds**
- Students from **black and minority ethnic groups**
- Students with a **disability**
- **Looked After Children/** those from a care background

4.2 The **additional measures** described in this Access Agreement specifically aim to:

- Increase the number and proportion of applicants and entrants with appropriate qualifications, ability and potential, from target under-represented groups from all parts of the UK, and contribute to an overall increase in regional rates of progression to higher education
- Encourage more students from lower-income or low participation backgrounds to feel confident that they will receive adequate levels of financial support if they choose to study at Newcastle University

4.3 Milestones and targets relating to these aims are shown in Section 6 below.

4(b) Outreach and Fair Access

4.4 Our outreach plans aim to:

- Continue and further develop the existing outreach activities supported by the University (including identified activities rolling forward from 2006 to 2011)
- Continue key University activities previously funded by the national Aimhigher Programme (including some support for school travel costs)
- Build upon current activities that have proven impact, can be significantly scaled up, have clear metrics, and minimise additional burdens for Faculties and Schools, rather than creating new, unproven schemes
- Operate schemes that can be presented in a persuasive, coherent way to schools and colleges.
- Provide an appropriate infrastructure for delivery of our expanded activities, both in the central services (eg Marketing and Communications Directorate) and in Faculties and Academic Schools.

4.5 Appendix 1 summarises existing outreach activities.

Planned activities:

- i) Expand the successful Graduate Ambassador Scheme, including two STEM Graduate Ambassadors, to extend geographical reach and impact (from 6 in 2011-12 to 10 in 2012-13; 15 in 2013-14 and 20 per annum from 2014-15). The Graduate Ambassadors will target new schools in new regions: Merseyside, East Midlands, Greater London and West Midlands, in addition to the current focus on the North West, Yorkshire and Humberside (building from the current 150 to at least 500 schools by 2014-15).
- ii) Extend the PARTNERS Programme from 113 schools/colleges to 150 (2013 entry), and 200 by 2015 entry.
- iii) Further develop and grow a range of outreach activities including:
 - Residential summer schools (from one event of 100 participants in 2011-12, to three annual events of 300 each by 2015-16)
 - Face-to-face and e-mentoring programmes, Student Ambassador schemes, teacher activities, marketing materials and campaigns (including digital and social media); mature student events
 - Conferences for parents and teachers in target regions (growing from one North East event in 2011, to one in each of 7 target regions by 2015-16)
- iv) Raise the University's profile and its outreach and access activities among school governors, head teachers and school senior management teams, through targeted publicity and attendance at Governors' meetings (piloting with up to 10 schools in 2012-13)

- v) For each of our PARTNERS and Graduate Ambassador target schools, pay for the cost of one coach trip to a University Visit Day per annum. (300 Schools in 2012-13, increasing to 500 from 2015-16). In addition, from 2013-14, we have reserved some funds to support the travel costs of students from PARTNERS schools/colleges, for attendance at WP events on campus.
- vi) Support the further development of relationships with identified Academies and Trust Schools (continued involvement in three major partnerships and piloting of two more by 2014-15)

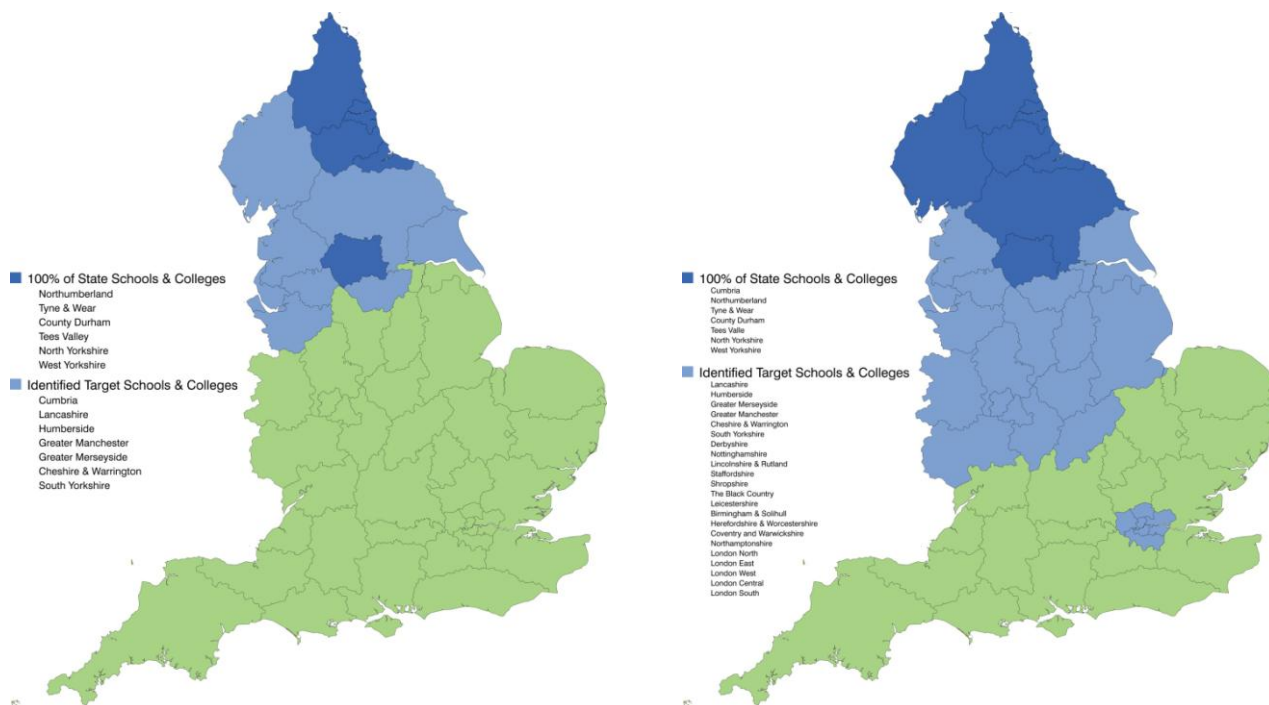
4.6 The University's continuing outreach commitments, as part of previous Access Agreements, include a diverse and large-scale programme of subject-specific outreach and WP activities delivered by our Faculties, Academic Schools and Professional Services. These activities will be continued from 2012-13, and in many cases are likely to expand. A summary of subject-specific activities is provided in Appendix 2.

4.7 The geographical reach and impact of these activities will be significantly extended by these proposals:

Current target areas

Planned target areas from 2012-13

(Dark blue areas are those where the University works / will work with 100% of state schools and colleges; light blue areas are those where the University works/ will work with a number of identified target schools/colleges)



4(c) Collaborative Outreach Networks and Activities

4.8 We are fully committed to maintaining and sustaining relevant aspects of current networks and collaborative WP and fair access schemes, in order to:

- Have a co-ordinated and coherent approach that makes sense to schools and colleges and minimises the burden on individual institutions
- Contribute to a more generic WP agenda, especially with regard to younger (i.e. pre-16) pupils, where the aim is to raise aspirations and promote progression to higher education in general and address issues of low aspiration and attainment in the North East
- Create opportunities to influence and shape government policy through the collective impact of a genuinely collaborative approach (eg through the Realising Opportunities Project).

Planned activities:

- i) Continue to lead the national Realising Opportunities programme [See Appendix 1] with a view to sustaining and expanding the programme in the longer term if evaluation is favourable
- ii) Building on existing regional Aimhigher partnerships and activities, develop and lead a regional collaborative network to facilitate efficient and coherent work with pre-16 pupils and support for the broader WP agenda in the North East.
- iii) Ensure optimum exposure of the University's progression opportunities in outreach activities for young people. Support a co-ordinated, collaborative approach to outreach and progression through a range of activities in collaboration with the International Centre for Life, Great North Museum, Hatton Gallery and Moorbank Botanical Gardens, reflecting also the priorities of Newcastle Science City and closely aligned with the extensive STEM outreach programme delivered by the Faculty of Science, Agriculture and Engineering). [see [Appendix 2](#)]

4.9 Our collaborative post-Aimhigher plans are not yet fully developed, and we are currently scoping out our proposals in discussion with other universities, colleges and organisations in the region.

4(d) Fair Access to the Professions

- 4.10 Many of our outreach activities already support fair access to the professions by virtue of the programmes delivered and the employability schemes and outcomes for all of our students.
- 4.11 For students from target WP groups, an important challenge at the pre-entry stage is the provision of information, placement opportunities, insights, inspiration and motivation in relation to the professions. Often, they have no family or other connections with the professions, and find it much more difficult to gain work experience or placements or to find out about their chosen profession. This can also make it more difficult to prepare a credible UCAS application.
- 4.12 Placements, networks, contacts and information are important in terms of awareness and aspiration-raising; and certain placements or experiences are often essential as a pre-requisite for entry.
- 4.13 The activities below are all new developments that build on the support available for all of our students but will be targeted in particular at WP students at the pre-entry stage.

Planned activities

- i) Develop during 2012-13 an interactive web-based resource to help potential students explore their chosen profession
- ii) Explore during 2012-13 the development of a pre-entry version of the 'Graduate Connections' web resource (which supports current students) through which prospective students would be given information about alumni and others in key professional careers, with an option to contact them for more information. This would involve key alumni providing contacts, information, visit opportunities and /or placements.
- iii) Seek to optimise the benefits of our existing relationships with professional bodies; organisations such as PriceWaterhouseCooper, KPMG, Merrell Lynch; top graduate recruiters; and networks such as the Women's Circle; to facilitate the provision of work experience placements. During 2012-13, funding will be used to support an exploration of what could be developed - for example: sponsorship of WP students through their course; provision of pre-application work experience; on-course placements / internships; development of contacts with alumni who are working in these companies (to provide mentoring support or a network of advice / contacts etc). Subject to the outcomes of this work a pilot scheme would be delivered from 2013-14.
- iv) Further develop the provision of 'Discovery Day' events on campus relating to key professional areas.

4(e) Admissions

- 4.14 The admissions process plays an important role in determining the entry profile of the University's students. To maintain integrity in admissions, it is important to stress assessment of **the ability and potential of individuals**, with due consideration to context.
- 4.15 The University has extensive experience of assessment of contextual data to inform admissions tutors' decisions about individual applicants.

Planned activities:

- i) Continue the provision of alternative offers through the PARTNERS and Realising Opportunities schemes (which include additional indicators of academic potential alongside a reduced conditional offer)
- ii) Continue to take account of contextual data and information in assessing the ability and potential of individual applicants.

4(f) Student Retention, Skills and Success

- 4.16 Measures to support student retention, success and employability are part of a broader strategy to support all students. 'WP' students are likely to benefit from such measures on a proportionate basis, so activity and expenditure recorded in this Access Agreement reflects just a proportion (approx 30%) of the University's overall development work in this area.
- 4.17 Whilst the proposals below are new developments, it is important to note the extensive range of existing support for success, retention and employability (eg academic skills support, Student Wellbeing Service, Library, Student Progress and Careers Service), as well as local support provided by academic schools. This ongoing support is a critical part of the Newcastle University student experience and the 'education for life' provided for our students.
- 4.18 Student placements and projects provide a valuable opportunity for students to develop employability skills and earn money towards their living costs. The University already provides many such opportunities for students (eg the Student Ambassadors; the Alumni 'Phonathon' teams; Careers Service Ambassadors etc). It is proposed to develop more such opportunities across the University. Depending on resources we will aim to offer up to 200 new paid opportunities per year by 2016-17. This is an important part of the skills development opportunities offered to all of our students (in which we anticipate that WP students will participate on a proportionate basis).
- 4.19 Work is under way to develop a framework of activities that support the development of students' skills. This brings together subject-specific knowledge and expertise with the Graduate Skills Framework, the ncl+ portfolio, engagement, volunteering, academic skills development, skills for life and skills for work, into a single framework that encapsulates 'Education for Life' and articulates what we mean by the Newcastle University Experience. The framework will enable students to understand the opportunities available to them and to assess and articulate their progress on a number of levels. It will also provide a framework through which staff can support and guide students in setting and achieving their skills development objectives.

Planned new activities:

- i) Develop and fund an expansion of student placements (paid employment within the University) as part of a broader work experience scheme which is an element of the overall 'student offer'. (WP students anticipated to benefit from 70 new opportunities per year by 2016-17)
- ii) Provide a 'recruitment agency' service whereby high-quality students may be recruited into a range of employment opportunities across the University
- iii) Promote the (expanded) Graduate Ambassador, Student Ambassador, Student Tutoring and Mentoring (central and School / Faculty-based) schemes to WP students as a means for them to develop employability skills and also contribute pro-actively to the fair access agenda
- iv) Develop our University-wide support and framework for skills development and articulation as part of the

overall 'student offer'. This will benefit WP students on a proportionate basis.

- viii) Develop a network of alumni who can provide or facilitate work placements for current WP students (especially in key professions).
- ix) Continue the delivery and further development of services that support students' academic skills post-entry: Maths Aid and the Writing Development Centre
- x) Finally, we anticipate that higher fees may mean that there are greater calls on our Access to Learning Funds, which we will supplement by Hardship Funds of £100,000 in 2012-13, increasing to £450,000 by 2016-17.

PART 5: FINANCIAL SUPPORT FOR STUDENTS

5.1 The University is committed to providing financial assistance to students from lower income backgrounds and target under-represented groups. Students entering the University in 2012, who are ordinarily resident in the UK and to whom the home rate of tuition fee applies (subsequently referred to as 'home UK students') will be eligible for scholarship support according to the criteria below. Eligible EU students who meet the relevant criteria will be eligible for the fee-waiver elements of scholarship support.

5.2 Although research undertaken by OFFA suggests that there is little evidence that cash bursaries have any impact on students' choice of institution, our assessment of the applications for hardship support over the past five years suggests that cash bursaries play an important part in reducing the financial burdens and debt for individual students. Our proposals for financial support therefore provide a balance of fee-waivers and cash bursaries to provide optimum support.

5.3 It is impossible to know at this stage how potential applicants will react to the new fees environment, especially those from target WP groups. It will be essential to review our approach to financial support in the light of our experience from 2012-13 onwards.

5.4 Our plans in this section take account of the following:

- Financial support schemes should be straightforward to communicate and to understand.
- Financial incentives should be offered to individual students who can be identified at the point of application (rather than providing a scheme based on entitlement, which has no direct impact on application patterns and decisions).
- Our commitment to regional WP students, through the PARTNERS programme, and to students entering through the national Realising Opportunities programme, should be a high priority.
- In addition to Government support, our proposed overall package of support for our students is generous: financial support averaging £2,000 per annum for the duration of undergraduate study (for more than a third of our students by 2015-16); additional funding for hardship support; and a wide range of paid placements and work opportunities on campus. In addition, we are seeking to minimise additional costs to students and to support some of the costs of compulsory field trips.

5.5 Newcastle University will fulfil all of its commitments to returning students who entered prior to 2012. Full details are included in the Access Agreement for 2011 entry, available here: [2011 Access Agreement](#)

Newcastle University's Student Financial Support for students entering from 2012-13 is summarised as follows:

i) Newcastle University Access Scholarships

A Newcastle University Access Scholarship of £2,000 for each year of study will be awarded to eligible Home undergraduate students whose household income, as assessed by Student Finance England, is no more than £42,600 AND who are:

- a) entrants through the PARTNERS supported entry route OR
- b) entrants through the Realising Opportunities Programme OR
- c) entrants whose postcode of domicile indicates that they are from a Low Participation Neighbourhood

The Newcastle University Access Scholarship will comprise an annual fee discount of £1,000 and an annual cash bursary of £1,000

ii) Newcastle University National Scholarships

New undergraduate students entering Newcastle University from 2012-13 will be considered for a **Newcastle University National Scholarship**, provided:

- a) Their country of domicile is England
- b) Their household income, as assessed by Student Finance England, is no more than £25,000
- c) They are not eligible for the Newcastle University Access Scholarship described above.

Newcastle University guarantees to at least match-fund the Government’s allocation of National Scholarships on a year-by-year basis. The Newcastle University National Scholarship will provide: £3,000 in year 1 (of which £1000 will be a cash bursary); followed by fee discounts of £2,000 in year 2; £1,500 in year 3; and £1,500 in year 4.

iii) Newcastle University Target Scholarships

The University will pilot, from 2013-14, the allocation of up to three **Target Scholarships** each (of £2000 per annum for each year of study at Newcastle University) to a small number of target schools / colleges, with a view to developing a scheme whereby schools / colleges identify and support high-ability students to enter Newcastle University. We are also exploring the development of some full fee waiver scholarships for care leavers and entrants from certain particularly deprived schools in the local area (part-funded in some cases by external sponsors and / or alumni). Full fee-waiver scholarships may be available from 2014 entry.

Notes:

- a) No individual eligible under these proposals will receive more than one scholarship
- b) Cash bursaries will be paid to students in three termly instalments (i.e £400, £300, £300 for a £1000 bursary)
- c) Students who are undertaking a compulsory placement / study abroad as part of their degree programme, and for whom a much reduced fee of £1000 is charged, will not receive a further fee discount or a bursary during the placement year.
- d) Full eligibility criteria and application processes for the proposed National Scholarship Scheme are under development. Outline arrangements are attached as Appendix 3

5.6 Students eligible to be offered a Newcastle University Access Scholarship or Target Scholarship will be identified when they apply to Newcastle University through UCAS. They do not have to apply separately.

5.7 Students eligible for consideration for the Newcastle University National Scholarship will be notified of their possible eligibility, and the relevant criteria, when they are offered a place through UCAS. They will be directed to an online application form (of which a paper version will be supplied if necessary). They will also be required to submit financial information to Student Finance England for assessment.

5.8 From the information which we have about our current application and entry patterns, we estimate that the numbers of new entrants each year likely to receive scholarships will be:

Scholarship	Numbers and % of intake eligible in 2012	Numbers and % of intake eligible from 2015
Newcastle University Access Scholarship	345 (8.7%)	560 (14.1%)
Newcastle University National Scholarship	455 (11.4%)	700 (17.6%)
Newcastle University Target Scholarship	18 (0.5%)	60 (1.5%)
Total	818 (20.5%)	1320 (33.2%)

5.9 The Newcastle University Scholarship scheme will be reviewed annually and may be revised to reflect changing circumstances and requirements and / or government support arrangements.

5.10 In addition to financial support schemes introduced as part of our Access Agreement commitments, we also offer a range of other awards, bursaries, scholarships and prizes to recognise outstanding achievement (on entry or during the course). Some of these are targeted at students from lower income backgrounds or other under-represented groups.

Further information is available on our website: [Academic Awards](#) and on individual subject websites. We expect that WP students will benefit from these awards on a proportionate basis, and we will include payments to relevant students in our annual monitoring return to OFFA.

PART 6: TARGETS AND MILESTONES

- 6.1 The University uses three sets of data as its baseline for milestones, monitoring and evaluation:
- UCAS application and intake datasets purchased annually by the University
 - HESA Performance Indicators concerning student intake (supplemented, where more detailed analysis is required, by the University's own data if available)
 - Data provided by the Student Loans Company regarding eligibility of students for financial support (supplemented where appropriate by the University's own data relating to payments to students outside the Student Loans Company system).
- 6.2 The parameters for considering these data sets will be maintained in successive years to enable meaningful comparisons to be made.
- 6.3 The activity and impact targets shown below have been reviewed and revised in the context of our Access Agreement plans and our next Widening Participation Strategic Assessment, to be submitted to HEFCE in 2012, will be revised to give consistency between the two documents.

6(a) Activity Targets

6.4 Our Activity Targets are summarised below, and focus on key areas of new activity linked to the impact targets.

- a) 10 Graduate Ambassadors to be appointed in 2012-13, growing to 20 per annum from 2014-15
- b) 300 schools/colleges to be targeted and visited in 2012-13, growing to 500 from 2015-16
- c) PARTNERS formal agreements to be signed with 37 new schools / colleges during 2012-13, with first entrants through the supported entry route in 2013-14; growing to 200 by 2015-16
- d) Successful leadership, development and implementation of the Realising Opportunities programme for 12 research-intensive universities, with full delivery for 2012 entry
- e) Residential Summer School for 300 participants in summer 2013, growing to two events (600 participants) in 2014 and 2015 and three events from 2016
- f) Regional events for parents and teachers: three in 2012-13, growing to 7 per annum by 2015-16
- g) Develop interactive web resource to support fair access to the professions by the end of 2013
- h) Provide targeted financial support for 20.5% of entrants (2012-13), increasing to 33.2% (2015-16)
- i) Provide 20 new paid placement opportunities for WP students in 2012-13, increasing to 70 from 2016-17 (as part of a broader programme of opportunities available to all students)
- j) Maintain Buttle UK accreditation for our work to support Looked after Children
- k) Up to 100 students from black or minority ethnic groups to apply to the University through the PARTNERS Supported Entry route in 2012.
- l) At least 70 deaf and disabled students and advisers to attend awareness-raising events organised jointly by Newcastle University and Northumbria University in 2012-13.

6(b) Impact Targets

6.5 The University's planned outreach activities will target state schools in the identified regions. All students from the targeted schools will be affected by these activities, whether or not they are from a LPN, low income background or other under-represented group. In addition to targeting the schools themselves, we will work closely with the teachers concerned in order to target in particular the individual students

from LPNs and those considered to be from lower socio-economic backgrounds (NS-SEC groups 4-7), to ensure that we particularly encourage these students to apply to and enter Newcastle University.

6.6 Of these two latter groups, only those from LPNs can be accurately identified at the pre-application stage (by postcode of domicile) in a way that exactly replicates how they are identified and measured for HESA's performance indicators. In this Access Agreement we have set specific impact targets for each of the target regions, based on students from LPNs. Where available, we will also use IMD data and other indicators (eligibility for Free School Meals, Pupil Premium information) to help us to refine our targeting.

6.7 Our overall targeting activity, our focus on particular schools, and our work with teachers mean that we can be confident that, in setting targets for LPN students, we will also have a positive impact on the University's overall intake figures for students LPNs and from NS-SEC groups 4-7. Thus we include below some estimated overall targets and milestones for these and other target groups.

6.8 Figures for 2009 entry (young entrants) are used as the baseline for setting the following impact targets:

Region/ Target group	Indicator	Baseline figures (2009 entry)	2012-13 target	Interim milestone (2014-15)	2016-17 target
PARTNERS/Realising Opportunities	Successful entrants through these two schemes	285	300	440	520
North East	<ul style="list-style-type: none"> • Applications • Intake • LPN entrants/ percentage 	3751 741 145 (19.8%)	3800 750 149 (19.9%)	4100 820 164 (20%)	4200 850 170 (20%)
North West:	<ul style="list-style-type: none"> • Applications • Intake • LPN entrants/ percentage 	2678 432 39 (9%)	2700 440 40 (9.1%)	2900 460 48 (10.4%)	3000 500 55 (11%)
Yorkshire and Humberside:	<ul style="list-style-type: none"> • Applications • Intake • LPN entrants/ percentage 	3408 702 31 (4.4%)	3500 700 35 (5%)	3900 730 43 (5.9%)	4000 750 52 (6.9%)
Merseyside:	<ul style="list-style-type: none"> • Applications • Intake • LPN entrants/ percentage 	540 86 3 (3.5%)	550 90 5 (5.6%)	650 110 8 (7%)	800 135 12 (8.9%)
East Midlands:	<ul style="list-style-type: none"> • Applications • Intake • LPN entrants/ percentage 	1443 280 26 (9.2%)	1500 285 28 (9.8%)	1600 340 34 (10%)	1700 375 40 (10.7%)
Greater London:	<ul style="list-style-type: none"> • Applications • Intake • LPN entrants/ percentage 	1194 170 1 (0.6%)	1200 175 2 (1.1%)	1300 200 6 (3%)	1400 220 8 (3.6%)
West Midlands:	<ul style="list-style-type: none"> • Applications • Intake • LPN entrants/ percentage 	750 132 5 (3.8%)	755 140 7 (5%)	800 155 10 (6.5%)	850 170 12 (7%)
Low Participation Neighbourhoods	Proportion of overall intake	7.9% (benchmark 7.0%)	8.3%	11. %	12.2%
NS-SEC 4-7	Proportion of overall intake	20.1% (benchmark 23.6%)	20.5%	22%	23.3%
Black/ Minority Ethnic groups (all)	<ul style="list-style-type: none"> • Overall intake % • North East intake % 	6.8% 10.6%	7.0% 11.0%	7.5% 11.5%	8.0% 12.0%
Students receiving Disabled Students' Allowance	• Overall intake and percentage	2.5% (benchmark 3.9%)	2.6%	2.8%	3.0%
Non-continuation of students from LPNs		4.2% (benchmark 4.8%)	4.0%	3.8%	3.6%

PART 7: MONITORING AND EVALUATION ARRANGEMENTS

7.1 The plans in this Access Agreement have been considered and agreed by the University's Executive Board, University Teaching, Learning and Student Experience Committee (UTLSEC), Senate and Council.

7.2 The University's performance against targets will be monitored annually on receipt of UCAS data.

7.3 Monitoring of performance against HESA benchmarks will be undertaken on publication of the annual Performance Indicators.

- 7.4 The University will report to HEFCE and OFFA each year as required by the respective annual monitoring processes for the Widening Participation Strategic Assessment and Access Agreement.
- 7.5 Within the University, the effectiveness of the outreach and financial support schemes included in the Access Agreement will be reviewed and evaluated annually by UTLSEC and reported to Executive Board, Senate and Council as appropriate. Recommendations for any revisions to the Access Agreement will be considered and agreed by UTLSEC (or its Chair) and by Executive Board (if appropriate), and then submitted to OFFA for approval.
- 7.6 Independent external evaluation of particular initiatives or new developments may be commissioned, and the outcomes will be reported to OFFA as part of the annual monitoring processes.

PART 8: PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

- 8.1 A key to the success of our initiatives to promote and safeguard fair access is the provision of clear, timely and accurate information about student finance to potential students, parents, teachers and advisers. We also make a commitment to provide relevant information to UCAS, the Student Loans Company and other relevant external or statutory bodies as required.
- 8.2 Our 2012 Undergraduate Prospectus contains general information about student finance (and future editions will include a summary of our student financial support).
- 8.3 Our comprehensive **Guide to Student Finance** for 2012 entry will include information about fees, government financial support, the Newcastle University Scholarship Schemes, the National Scholarship Programme, Access to Learning / Hardship Funds, student loans and other ways of funding study. It also provides advice on budgeting and financial management. A copy of the Guide is sent with the Undergraduate Prospectus to all enquirers and to all UK schools and colleges. Copies are available at all HE recruitment fairs, parents' evenings, school visits, University Visit Days, post-application open days and other relevant events. The Guide is revised twice each year (more frequently if necessary) to reflect any changes in our financial support scheme and in government student support arrangements.
- 8.4 Our website includes up-to-date information, including a PDF version of the *Guide to Student Finance*. New developments will include clear information about eligibility criteria for our financial support schemes, together with a 'look up' tool to enable students to find out whether their postcode of domicile is in a Low Participation Neighbourhood.
- 8.5 All applicants who receive an offer of a place receive relevant further information which explains the full range of scholarships and other awards available.
- 8.6 We regularly review and develop our website to include resources or information for those who advise students, such as a PowerPoint presentation with notes, which can be downloaded for use by teachers and careers advisers, handouts and budget planner activities for potential students.
- 8.7 Our student recruitment and WP teams visit schools and colleges to give presentations to teachers and pupils about student finance matters. In addition, our trained Graduate Ambassadors visit schools and colleges to explain student finance issues and our finance support scheme, and give first-hand, credible information about the experience of being a student at Newcastle University. The Graduate Ambassadors also provide student finance information at post-application open days.
- 8.8 The University contributes to Student Finance seminars provided within the region and works to reinforce positive messages about student financial support alongside Government national publicity schemes.
- 8.9 Eligible continuing students are reminded about the financial support schemes relevant to them for each year of study at the University. This ranges from information provided at the pre-arrival and registration phase, to email, web and face-to-face publicity campaigns throughout the year.

Appendices:

1. Summary of current key WP activities at Newcastle University
2. Examples of subject-specific outreach activities
3. Outline eligibility criteria and application procedures for the Newcastle University National Scholarship Programme

Appendix 1: Newcastle University: Key Widening Participation Outreach Activities

Newcastle University has a coherent and wide-ranging programme of WP work, which is reviewed and revised annually. The outreach elements of our Widening Participation Strategy are based on the following key themes:

- Working with young people (from primary school age) to raise their aspirations and awareness of higher education, using our current students as positive role models through our Students into Schools Project, Student Representative Scheme, 'Student Guide to Student Life' and residential Summer Schools
- Encouraging positive aspirations and attitudes in families and communities through work with parents, younger children, looked after children and disaffected groups
- Activities and initiatives to help to raise the attainment of young people, including Master Classes, taster events and Summer Schools
- Building strong relationships with schools and colleges, and working closely with teachers, advisers, Connexions staff and others who influence student choice and aspirations
- Providing opportunities for all potential applicants to find out about the University, together with information which will help them to make an informed choice about their options, through a wide-ranging programme of liaison activities, school / college visits, comprehensive printed and web-based information and opportunities to visit the campus
- Identifying, through our PARTNERS Programme, able, talented young people of high potential, who may be at risk of not progressing to HE because of socio-economic, personal or educational disadvantage factors, and supporting them in the transition from school or college to the University
- Collaborating with the other universities and colleges in the region, through regional projects and initiatives, to encourage progression to higher education
- Developing our curriculum and our student support services to reflect the needs of an increasingly diverse student population.

Full details of Newcastle University's WP and outreach activities are provided in the current Widening Participation Strategic Assessment submitted to HEFCE in June 2009.

The following statistics (from 2009-10) give a flavour of the scale of WP activity at Newcastle University:

- 35,798 participants engaged in University WP activities
- 238 visits were made to target schools to talk to more than 15,000 students
- 4 Graduate Ambassadors + 1 STEM Graduate Ambassador made 169 school visits and worked with 26,077 students.
- 140 Student Ambassadors took part in 5,900 hours of paid work supporting WP activity
- 73 Student Associates worked with 3,650 pupils over 6,570 hours
- 64 Aimhigher Associates made 150 visits to schools/colleges to work with 320 pupils in Years 10 and 12

Further information on the key large-scale outreach schemes is provided below:

Students into Schools, Colleges and Community

Newcastle University has a rich and wide-ranging history of large-scale and successful widening participation (WP) activity dating back to 1993, when the Students into Schools Programme (a joint initiative with Northumbria University) was established, providing undergraduate students as tutors in local schools to offer positive role models and classroom support. In 2009-10, some 230 Newcastle University undergraduates worked in 140 school / community settings through Students into Schools and provided 10,295 hours of support to 11,500 pupils. Further information is available here: [SIS](#)

PARTNERS

The PARTNERS Programme was developed in response to HEFCE's requirement (in 1997-98) that all universities should develop institutional WP strategies, and has now been in operation for 11 years, involving 100% of North East FE colleges and schools with a sixth form, all of West Yorkshire, plus a number in Cumbria (113 in total). All Newcastle University subject areas are involved in PARTNERS, which has evolved to become the umbrella scheme for a diverse range of

related aspiration-, attainment- and participation-raising activities for pupils of all ages (see [PARTNERS](#)). 1821 students have entered Newcastle University through the PARTNERS route since 2000.

Alongside our PARTNERS developments, a succession of government and HEFCE initiatives (eg Regional WP projects, Excellence in Cities, Excellence Challenge, Partnerships for Progression, HE Summer Schools, and, most recently, Aimhigher) provided the framework, and the funding, for collaborative regional programmes to promote WP and progression to higher education. Newcastle University has played a major leading role in these developments throughout the past 12 years.

Realising Opportunities

Newcastle University leads the groundbreaking Realising Opportunities programme, a unique collaboration of 12 research intensive universities working together to promote fair access and social mobility of students from under-represented groups.

The Realising Opportunities programme provides support for students through interventions designed to raise aspirations and enable them to demonstrate their potential for success at a research intensive university. These interventions are offered both at their local participating university, and nationally, so that the student can tailor the programme to meet their own needs and interests. The programme includes a national conference which is a compulsory element for all participating students.

Each student is supported through the programme by a student e-mentor. The mentor, an undergraduate student from one of the 12 universities, provides ongoing support and encouragement. Successful completion of Realising Opportunities, which includes a robust academic element, will lead to students receiving an alternative offer through UCAS from Newcastle University. [Other participating universities may have a slightly different approach.]

The Realising Opportunities Strategy Group has unanimously agreed that the 12 participating institutions will each commit £35,000 to the scheme in 2012-13. This commitment will ensure that the momentum of the programme is maintained, will enable the recruitment of a third cohort of students, and will build up the evidence base for evaluating the impact of the project.

More information is available on the [Realising Opportunities website](#).

Graduate Ambassadors Targeted Outreach Project

The most significant large-scale outreach scheme introduced in our 2006 Access Agreement was the Graduate Ambassador scheme. Each year a team of new Newcastle University graduates is appointed to target key regions, extending the geographical reach and impact of the University's WP (and broader recruitment) activities through visits to schools and colleges to deliver presentations and interactive workshops for pupils. Topics include: the benefits of investing in their future through participation in Higher Education; student finance issues, including the financial support scheme; student life (to dispel myths and misconceptions); and the 'Newcastle experience' about which, as very recent undergraduate students, they will be able to give credible and contemporary information. 2012-13 will be the eighth successive year of the Graduate Ambassador Scheme.

The Graduate Ambassadors are fully trained, and undertake many other relevant roles, including work with local schools and colleges, involvement in the PARTNERS Programme and Summer Schools, contributing to relevant University recruitment publicity materials, and the development of projects, resources and materials to support our WP work. They also contribute to post-application events, offering accommodation tours and talks on student finance to applicants and their parents. In doing so, they gain valuable employability skills preparing them for their own future careers.

The Graduate Ambassadors' menu of activities is available here: [Graduate Ambassadors' Menu](#)

The Graduate Ambassadors Targeted Outreach Project is supplemented by the **Student Ambassador** scheme. Approximately 150 current undergraduate students are employed on a part-time 'internship' contract each year. They support the wide range of WP and student recruitment events on campus and also attend schools and colleges to talk about higher education choices, student finance and the student experience. Some of the Ambassadors have a particular focus on support for STEM-based outreach. They also provide support for our Summer School and Master Class activities. Opportunities for students to participate in the Student Ambassador scheme are also an important element of our work to support student retention, success and skills development.

Appendix 2: Summary of subject-specific outreach activities

Faculties and Schools play a vital role in WP and outreach activities, delivering the essential academic content of many WP programmes and events, and are an essential part of our PARTNERS Programme, Realising Opportunities and Students into Schools schemes.

As part of its Access Agreement commitments, Newcastle University provides additional funding to Faculties and Academic Schools so that the enthusiastic champions of our WP and outreach work can be supported in their contribution to activities such as: Master Classes; Summer Schools and other residential events; development of exciting materials to enthuse young people about learning; visits to schools and colleges; pre-application open days, taster events and conferences for students; subject-specific development activities for teachers; and work to encourage, retain and 'nurture' applicants from target groups to maximise their opportunities for progression. Part of this funding derives from additional student fee income (and is thus included in this Access Agreement), whilst the rest is University core funding.

Examples (not an exhaustive list) of activities include:

STEM outreach

Engineering Education Scheme	Outreach programme designed to encourage progression into engineering careers. Students work on a live project with a national engineering company
Headstart	Residential event designed to promote access to engineering
Dragonfly	One day event aimed at encouraging girls into engineering and computing science
GoforSet	Project linking pupils with universities and companies, encouraging progression into engineering
Teachers' Toolkit	Online resource for teachers to support STEM teaching
Student Ambassadors (STEM)	For use in aspiration raising, outreach and mentoring activity
STEM Mentoring Programme	Supporting individual WP students to encourage progression into STEM programmes and careers
Careers Events	Supporting staff in schools with talks, visits and careers events relating to STEM
STEM Graduate Ambassadors	Work alongside the Graduate Ambassadors specifically to promote STEM progression
Curriculum enrichment	Eg Chemistry outreach laboratory sessions; engineering activities in schools and on campus; Electrical engineering Wednesday afternoon workshops with local schools and colleges. The sessions provide an introduction to the subject area, and work with kit such as circuit boards, heart rate monitors etc.
Resources loan scheme for schools	Electrical Engineering loans out equipment to schools to support curriculum enhancement in schools
CPD sessions for Geography teachers	Focused around surveying and mapping techniques
Electrical Engineering Workshops	Lab sessions introducing students to the subject area.
Outreach at the Dove Marine Laboratory	Outreach activity for local pupils
Support for Trust Schools	Newcastle University is an active Trustee of the North Tyneside Borough Wide Trust, providing a tailored programme of activities for students in North Tyneside
Smallpeice Summer School	Residential summer school designed to encourage young people into careers in marine engineering
Sixth Form Maths and Stats Taster Conference	Taster event introducing students to maths and statistics at HE level, and outlining career opportunities in this area

Outreach activities relating to Medical/ Biomedical Sciences

E-mentoring scheme	Year 12 and 13 students interested in studying medical sciences subjects are paired with a current student or 'mentor' whom they can contact electronically with any queries.
Biomedical Sciences Summer School	Events for Year 12 Students to raise awareness of careers in Biomedical Sciences
Biomedical Sciences: Lab Technician internship scheme	Current students can undertake internships as lab technicians: supporting access to the professions
Dental School: 'Brush up' Project	Brush up is a student-founded and student led volunteer group aiming to develop community engagement offering dental health education and tooth aware diet advice to children of all ages, as well as career advice to older children.
Dental School: Founders and Benefactors	Annual event promoting access to Dental Sciences careers. This year it will take the form of a public lecture 'Who needs orthodontics?', plus Careers advice; Oral healthcare advice for members of the public; Insights (practical demos etc); Research stories of relevance to the public
Dental School: Work Experience	Network of dentists via the Graduates Association who offer work experience for applicants who

Network	have no support networks or find this difficult - particularly those from a non-professional background. (Due to start this academic year)
Dental School: Parenting Scheme (Peer Mentoring)	Mentoring scheme whereby Stage 2 'parents' are paired with a Stage 1 student to provide supportive role models.
Medicine: Mini Medical School	Annual week long aspiration raising event held at the International Centre for Life promoting Medical Sciences to the local community.
Psychology: Brain Awareness Week	Annual event which Inst of Neuroscience staff take part in which attempts to raise public awareness of Science.
Psychology: Engagement Events: International centre for lifeCfL	Include: Halloween workshop. Demonstrations and activities explaining the science behind personality testing etc giving an insight into the research that students can undertake as part of their degree programme.
Psychology Research Apprenticeship scheme	Scheme for UG students during the summer vacation.

Outreach activities in Humanities and Social Sciences

Faculty Outreach Programme	Faculty Outreach programme engaging academics with local schools and teachers.
Town Planning Symposium	Conference for teachers on Town Planning to raise awareness of Town Planning as a discipline and career opportunities
Peer Mentoring (all disciplines)	Transitional Mentoring between stages, different activities throughout the year, credit bearing through career Development module
Careers Events (all disciplines)	Careers Events bringing together alumni and current students to aid retention and support access to the professions
"Sound 12" Festival	Project from Music CETL funds - school students involved in concerts/festival at the Sage to raise aspirations
Music Business Module	Students go into schools to talk to raise awareness of Music at University
Life Work Art Projects	Students going into schools to talk to school students about Art at University
A level Linguistics Conference	Conference for students on Linguistics and the opportunities available through studying Linguistics at University
Teachers' Linguistics Conference	Conference for teachers on Linguistics and the career opportunities available
Routes into Languages	Outreach into schools promoting languages as options for students, other activity throughout the school year
Business; Professional Institutes Fair	Opportunity for students to meet representatives from professional bodies
Business: Outreach Activities with Schools	Having students on campus to engage with them regarding Business at University

Other outreach

Library: Development of Schools Outreach	Development of taught information literacy sessions and accompanying teacher notes, etc.
Library: Delivery of Schools Outreach programme - Resources	Interactive sessions designed to support the development of information literacy skills in schools (offered internally and externally)
Library: Development of Schools Outreach (Special Collections)	Creation of interactive website for use by teachers, (http://archivesalive.nacl.ac.uk). Development of taught interactive workshops. Supporting Information Literacy - Delivery of interactive workshops in the University and at schools, conferences, etc
Great North Museum: Curriculum related school workshops	Delivering formal learning opportunities for nursery, primary and secondary school children ((for example in 2009-10, 833 formal learning group visits were made to the GNM including workshops and events. Total formal learning contacts was 27,087. Of this number 23,203 were children under the age of 18 in formal school visits. In addition to formal learning activities, some 44% of the 671,451 general public visitors were under the age of 16.)
Moorbank Botanical Gardens	Curriculum related school workshops for all ages and teachers
Centre for Physical Recreation and Sport	Sports related activities in targeted WP schools eg Student into Schools: Activity days for Looked after children: activity for homeless group: train school children to become volunteers: all using student volunteers

Appendix 3: Outline Arrangements for the Newcastle University National Scholarship Programme

Newcastle University will participate fully in the Government's National Scholarship Programme, available from 2012 entry and will *at least* match-fund the allocation received from the Government on a year-by-year basis.

Our matched funding element will be used to:

- Increase the total number of National Scholarships available each year and
- Provide continuation funding for eligible students in their second and third (and where appropriate fourth) year of study at Newcastle University

Allocations and matched-funding requirements

Provisional allocations from HEFCE, together with matched funding requirements and planned expenditure, are shown below:

	2012-13	2013-14	2014-15	2015-16	2016-17
Provisional Government funding allocation	£510,000	£1,020,000	£1,530,000	£1,530,000	£1,530,000
Required matched funding from University	£510,000	£1,020,000	£1,530,000	£1,530,000	£1,530,000
Number of National Scholarships allocated by Government	170	340	510	510	510
Additional Scholarships provided by Newcastle University	285	293	190	190	190
Total First Year Scholarships available	455	633	700	700	700
Total National Scholarship recipients at Newcastle University each year (taking into account annual attrition rates, and rounded to whole numbers)	455	1066	1722	2061	2167
Total costs for year 1 students (£3,000 each)	£1,365,000	£1,899,000	£2,100,000	£2,100,000	£2,100,000
Total costs for year 2 students (£2,000 each)	0	£863,590	£1,201,434	£1,328,600	£1,328,600
Total costs for year 3 students (£1,500 each)	0	0	£631,694	£878,819	£971,838
Total costs for year 4 students (£1,500 each)	0	0	0	£166,462	£231,583
Total costs of all National Scholarships per year	£1,365,000	£2,762,590	£3,933,128	£4,473,881	£4,632,021
Matched funding commitment by the University (total costs less Government allocation)	£855,000	£1,742,590	£2,403,128	£2,943,881	£3,102,021

Eligibility criteria

Students who meet the following basic criteria will be eligible for consideration for a Newcastle University National Scholarship:

- a) Students must be domiciled in England
- b) Students must have a declared household income (as assessed by Student Finance England) not greater than £25,000

Students who meet the basic criteria are not entitled to receive a National Scholarship. In the event that there are more eligible applicants than available scholarships, the following will be taken into account to determine individual awards:

- Actual declared household income (i.e. the lower the income, the greater the priority for award of a scholarship)

University of Newcastle upon Tyne, trading as Newcastle University: Access Agreement for 2012 entry (21 June 2011). 19

- Students who were looked after children / from a care background
- Students identified as having particular individual socio-economic or educational disadvantage factors

The following **are not eligible** for consideration for a Newcastle University National Scholarship:

- Students identified as eligible for a Newcastle University Access Scholarship or Target Scholarship as described in Section 5 on page 10 of the Newcastle University Access Agreement (that is, students may only be awarded ONE scholarship)
- NHS-funded students
- students funded by the Training and Development Agency for Schools
- students directly continuing from one course to another (for example from foundation degree or HND on to the final year of an honours degree)
- students transferring in from another institution
- students undertaking a postgraduate qualification
- part-time students studying at less than 25 per cent intensity of the full-time equivalent
- any other students whose fees are paid or part-paid through a sponsorship arrangement.

Amounts and format for the Newcastle University National Scholarships

- Under the proposed Newcastle University scheme, eligible students will receive:
 - £3,000 in year 1 (£2000 fee waiver and £1,000 cash bursary);
 - £2,000 in year 2 (fee waiver)
 - £1,500 in year 3 (fee waiver)
 - £1,500 in year 4 (fee waiver)

The application and allocation process

Final details about the application process are still under development, but we anticipate that the following outline procedure will apply for 2012 entry:

- Students applying to Newcastle University for 2012 entry through UCAS will receive comprehensive information about the National Scholarship Scheme when they receive an offer of a place. Students will be guided to the relevant section of the Newcastle University website, where they will be able to submit an online application for consideration.
- Students will be reminded at the offer stage of the eligibility criteria and exclusions.
- Once household income levels have been confirmed by the Student Loans Company (from mid-July), individual awards will be allocated, taking into account household income and other relevant evidence of disadvantage.
- Subject to the timely availability of financial and other information, students will be notified of the outcome of their application for a National Scholarship as soon as their place at the University is confirmed
- The SLC will be notified of individual students' entitlement to the fee waiver element of the Scholarship so that the appropriate fee loan may be applied.
- The cash bursary element in year 1 will be paid in three termly instalments of £400, £300, £300.