ACCESS AGREEMENT 2018 – 2019

INTRODUCTION

The University of Central Lancashire has a long track record of success in delivery of its strategy for widening access to higher education. Our effectiveness in this continues to be achieved through the implementation of a range of initiatives, developed over a period of years, which are now embedded in core business. Our 2018 – 2019 Access Agreement consolidates and builds on this with further improvements, whilst at the same time investing substantial resources in measures to maximise all students' engagement, performance and attainment during their degree studies and beyond.

We recognise that academic and support staff are the cornerstones of students' success and UCLan is making significant investment in the development of its people as well as its undergraduate courses. Access to innovative interactive learning spaces and the latest technologies is creating an environment which enhances students' achievement and progression. All our staff are being equipped to draw on best practice in designing and delivering professional learning to raise levels of student attainment and enhance their employability. Alongside this, we continue to make significant investment in student support to ensure all our students have the opportunity to achieve their full potential.

A key strand of our strategy for improving student progression and success is to define clear responsibilities and indicators of success, so that we are able to ensure performance is closely monitored, that there is appropriate challenge at all levels and that actions to meet (or exceed) targets are implemented in a timely fashion. As well as learning from our own experiences and evaluative studies, we actively draw on research from across the higher education sector to ensure that we continue to be at the forefront of success in widening access and enabling students from all backgrounds to succeed.

FEES, STUDENT NUMBERS, FEE INCOME AND FEE RISES IN SUBSEQUENT YEARS

Having successfully met the requirements for the Teaching Excellence Framework, UCLan will apply the approved inflation rate to fees and will, therefore, charge a standard £9,250 pa for all its full time undergraduate courses at both Preston and Burnley campuses, with the following exceptions:

- The foundation entry years of undergraduate courses will be charged at £6,400. This consolidates our strategy to subsidise foundation entry to widen access for students with non-standard qualifications.

- Students undertaking a sandwich year at will be charged £1,000.

- Erasmus / overseas study years will be charged at a rate of £1,385 – these rates are potentially subject to change dependent on the finalisation of 2018-19 government policy.

Part-time courses are studied via a mixture of routes from distance learning to block release. Fees for most undergraduate part-time courses will be set at £1,540 per 20 credit module on-campus, with a £1,060 fee for students choosing to study via distance learning. Students repeating modules on a part-time basis on the courses Bachelor of Dental Surgery and BSc Dental Hygiene and Dental Therapy will be charged £2,000 per module, but students will not repeat more than three modules. The Advanced Certificate in Counselling for Depression is charged at £3,333 per module and students on this course study two modules. No part time student will be charged more than £6,935 in an academic year.

The University works with a range of Partners to deliver its courses in locations across the UK. Many of these Partners are directly funded by the Higher Education Funding Council for England (HEFCE) and have their own access agreements, which give full details of the fees, bursaries, scholarships and other support available to students studying with these providers.

Where our Partnership provision is indirectly funded, standard fees will be charged at £9,250 pa for all full-time undergraduate courses (including full time Cert Ed and PGCE courses for the initial training of teachers, HNDs and Foundation Degrees); foundation entry years will normally be charged at £6,400, with the following exceptions:

- Burnley College will charge £6,000 for foundation entry years of undergraduate courses and £9,000 pa for full time undergraduate courses

- Preston's College will charge £6,000 for foundation entry years of undergraduate courses and £6,000 pa for full time undergraduate foundation degrees

- Huddersfield New College will charge £5,995 pa for full-time undergraduate foundation degrees

- Manchester Midi School will charge £5,995 for foundation entry years of undergraduate courses

- Spirit SSR will charge £6,165 pa for BSc (Hons) Music Business and Creative Industries.

Partners have a range of fees based on the varying markets for their part-time courses, charging up to £1,540 per 20 credit module. No part-time student will be charged more than £6,935 in an academic year.

Fees overview:

	UCLan Preston	UCLan Burnley	Indirectly Funded Partners
Full-time undergraduate foundation entry years	6,400	6,400	5,995 – 6,400
Full-time undergraduate foundation degrees	9,250	9,250	5,995 – 9,250
Full-time undergraduate honours degrees	9,250	9,250	9,250 (exceptions noted above)
Full-time undergraduate HNDs	N/A	N/A	9,250
Sandwich years	1,000	1,000	N/A
Part-time (per FTE[1])	2,400– 19,998	9,250	up to 9,250
Full-time PG courses for the initial training of teachers that are subject to regulated fees	N/A	N/A	9,250
Erasmus / overseas study years	1,385	1,385	N/A

We will apply any permitted real terms rise in fees from 2018-19 onwards. New students commencing study in 2018-19 will remain on the same fee throughout the duration of their course, provided they progress without interruption.

Please refer to the resource plan, which accompanies this access agreement, for details on student numbers and fee income above the basic fee.

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[1] Full-time equivalent

ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

Our University Strategy for the period 2015-2020 affirms our commitments to *"create an inspirational student experience, enabling people, irrespective of their backgrounds, to fulfil their potential, develop as global citizens and meet their life and career goals"* and to *"continue to inspire positive change in organisations and people from all walks of life, enabling them to achieve their full potential".* This ethos is embedded across the strategy and further explored in one of our four core themes: social engagement. We are proud of our long and successful track record in widening access and will continue to build on this to ensure our students' success throughout their time with us and into their chosen careers and vocations.

Access

UCLan has an extremely strong track record of widening access to under-represented groups. HESA Performance Indicators are used as the main measure of this across the sector and the most recent release (for 2015-16 data) shows that we exceeded our target, with 19% of young full-time first degree students coming from low participation neighbourhoods, against a target of 18.5%.

Access Activity

The University is seeking to build on the learning from a range of national and regional research in order to shape our approach to access activity from 2018-19. The following learning and evidence has informed our approach: our previous institutional Access schemes; government report findings including the National Strategy for Access and Student Success and the Strategy for Social Mobility, *Schools that Work for Everyone*, *Opening Doors, Breaking Barriers*; the review of mature and part-time students by Universities UK; analysis by HEFCE of young participation data, giving more detail on participation rates across the English regions; the regional LEP Lancashire Skills and Employment Strategic Framework 2016-2021; institutional challenges around differences in performance and access to courses among certain under-represented groups; and NUS analysis through the *Pound In Your Pocket*, *Meet the Parents* and *Never Too Late to Learn* reports.

Our previous access programmes have demonstrated that extended, sustained activity has a positive impact, with 66% of participants progressing to HE (against an average expected participation rate of 20% in low participation neighbourhoods - POLAR 3 methodology). The use of an umbrella programme, bringing together a range of targeted groups, was also shown to be successful in removing any 'labelling' of small numbers of students and related reinforcement of barriers to participation. We now intend to increase the reach of this programme and engage with larger numbers of students.

Building on our outreach work to date, we will develop a programme with activities tailored for Years 5-13. We will support an 'Access School Network' and, by working with these schools longitudinally, we will create sustained engagement in which the same school students will take part in different university outreach activities every year of their education, from Year 5 upwards. In addition to this, all schools and/or students who are within relevant target groups will be able to participate in activities in a bespoke manner, whether or not they are within the network.

This approach ensures that specific target groups have the opportunity to engage in a sustained, linked and varied programme of higher education access and outreach, throughout their student journey. The University will work alongside schools and colleges to monitor and ensure that the relevant target groups are appropriately represented in the activities.

To demonstrate pathways and signpost routes to the professions and future careers, programmes will be targeted to address issues around under-representation, completion, progression and attainment. Our work here will also focus on engaging parents and carers to remove cultural

barriers around particular professions, highlight the benefits of a broad range of university courses and future careers, and provide greater support pre-entry to ensure that students have the skills, knowledge and confidence they need to fulfil their potential. This approach is designed to complement our approach to student retention and success, ensuring students are engaged, motivated, confident and informed to succeed in their chosen course whilst at university. Mentoring and student shadowing opportunities will therefore form a key thread throughout the activities for a range of different groups, including mature students, to ensure sustained support, information and guidance.

A particular focus, given the known skills gap in the region and the gender imbalance in participation, is Science, Technology, Engineering and Maths (STEM) outreach. The award-winning Young Scientist Centre (YSC) opened in 2015 and is a collaboration between the University of Central Lancashire and the Royal Institution. It offers high-quality practical science experiences for pupils at key stages 2-5 within a dedicated laboratory space. The programme of activities covers areas of STEM and supports attainment, with all workshops providing an extension and enhancement to the curriculum and practical experiences which cannot be delivered in school/college. Our evaluation shows such experiences are likely to lead to increased interest in science subjects and possibly uptake of such subjects at A-level and beyond. The YSC also works with Science and Technology teachers to develop resources that will support STEM attainment. Resources that have been developed to date include workshops that support the teaching of GCSE core practicals and teacher CPD to aid the teaching of STEM in primary schools.

Literacy and numeracy attainment is often an issue for our local schools and colleges and, therefore, activities will be developed to support this agenda and will be trialled among students in local primary schools. We will embed the learning from the Digital and Literacy Exclusion Project, which offered IT upskilling through packages designed by graduate interns employed by the University. Working with charities as partners to pilot the packages, the interns were able to inspire engagement with learning amongst sections of the public currently excluded through their literacy and digital skills. The project work will now be rolled out using student volunteers on a broader scale. Mentoring from FE and/or HE students will support this activity to ensure a sustained intervention.

We will be trialling parental engagement schemes in 2017-18 with a view to increase education-engagement and thus student attainment. Dependent on the evidence of success from this trial we will look to scale up this work in 2018-19.

Public and Social Engagement

Long-term social engagement is a central theme of the University's Strategy, and is core to our mission and values. Our portfolio includes public engagement with research, volunteering, social engagement and a varied cultural programme of events and activities. Collectively, these activities contribute directly to the widening participation agenda by engaging young people, parents, teachers and advisers. Our flagship event, the award-winning Lancashire Science Festival, is an inspirational celebration of STEM. Now in its seventh year, the Festival attracts 13,000 visitors, with a core audience of schoolchildren aged 10-16 years, and families with young children aged approximately 5-14 years. The Festival is delivered in collaboration with other educational providers and regional employers, demonstrating potential career routes and directly addressing the STEM skills gap in our region and is in this sense aspiration-raising. Visitor feedback also highlighted that this was an initial point of contact with the University that many under-represented groups would not otherwise have had. At least 321 families who visited on the 2016 family day were from low-HE participation areas (POLAR3). Funding is made available for schools in low socio-economic areas to cover transport costs to the Lancashire Science Festival, to enable their participation.

The University is also actively engaged in local civic and cultural events, such as the Lancashire Encounter arts festival, the Ribble Valley Jazz and Blues Festival, Preston Pride, and Armed Forces Day. Through working in partnership with our neighbouring communities, we aim actively to demonstrate the positive benefits of higher education and remove barriers to engagement. Students make a core contribution to many of our current outreach activities and are encouraged to contribute to engagement events in a variety of ways.

Work will also focus on NEET (young people not in education, employment or training), pre-NEET groups, care leavers and looked-after children. We are hoping this wider approach and focus on professions will be a positive way to try to address their under-representation and will be working collaboratively with local agencies. For example, we have worked with Groundwork Preston to help upskill young NEET groups in 2017.

Public engagement is part of the research culture at UCLan. Research staff can apply to become 'engagement catalysts', with support to develop projects which engage new audiences and address issues of aspiration and participation. Recent initiatives include a dance project drawing on local heritage and a regular *pro bono* law clinic, extending legal advice to low socio-economic groups. This work is supported by the Creative Communities Network of alumni, honorary fellows, business leaders, staff and students, who put on a range of activities during the year which are designed to engage our local community with the knowledge, expertise and facilities of the University. This includes regular Health Melas, sporting events, cultural celebrations such as Chinese New Year, and hosting awards ceremonies for voluntary groups.

All staff are encouraged to contribute to our regional community through volunteering or professional duties, such as board membership or work as a trustee. The University supports this through the 'Time to Shine' scheme, offering all staff an additional day of leave per annum to engage in activities that generate a positive impact in the community. Ad hoc outreach and engagement projects are also encouraged and supported and recent successes have included the development of an online comic book to engage primary school children with engineering, a series of Royal Institution Computing Masterclasses, stargazing evenings and a community choir.

Our Centre for Volunteering and Community Leadership (CVCL) is an Institute of Leadership and Management (ILM) accredited centre, which supports our students to become effective leaders within the community, as well as providing grassroots organisations with the opportunity to 'grow their own' community leaders for the future. CVCL is noted for its work in promoting community cohesion and active citizenship projects. The student-led Global Youth Solutions project promotes active citizenship through peer education and leadership locally, nationally, and internationally.

We will continue to engage with communities around our campuses including Preston, Burnley, Whitehaven and Cyprus. We have an ongoing sponsorship arrangement with West Lakes Academy in Whitehaven and we continue to work to address cultural, educational and social issues alongside multiple partner agencies, examining the role of poverty and gathering qualitative data on increasing social equality and raising aspirations in this area. In addition, the University will engage with the Blackpool opportunity area to ensure we are contributing to aspiration and attainment-raising work taking place within the region.

Collaboration

Widening access to higher education is the major driver behind our extensive collaborative arrangements with further education colleges and other partner organisations, and behind the development of our Burnley Campus. Evidence indicates that our partnership arrangements make a significant contribution to the diversity of our student entry, with 77% of students based at Burnley and 56% of the students at other partners being over 21, compared with 51% of students at the

main campus. 86% of students at Burnley come from low social classes, compared with 87% in other partners and 76% at the main campus. 29% of students on UCLan direct-delivery programmes at Burnley are BME compared with 26% at the main campus.

Our collaborative partnership includes 27 partners, which is the largest HE/FE collaboration in England. Our relationship with FE college partners has, and continues to, change in the light of revisions to government policy, which has led to a significant reduction in indirectly funded student numbers and a growth in partners gaining directly funded numbers. Despite this, we remain committed to working collaboratively to extend educational opportunity within the region, and to support highly successful subject-based networks in areas such as post-compulsory Teacher Education, Sport, and Children, Young People and their Services. The University of Central Lancashire continues to be the validating partner for courses which are now directly funded.

UCLan is also a strategic partner with the University Technical College (UTC) in Wigan, which opened in 2013. Particular themes of the UTCs are to improve gender balance within the industries served and increase access by students from low participation areas. Activities are designed to tackle issues around achievement and aspiration, and to remove barriers to students from disadvantaged areas having the opportunity to participate in the most challenging areas of study. We are also exploring new partnership working with a number of FE colleges, given the changing landscape in the FE sector.

Outreach activities that are delivered in schools will complement the work which is taking place as part of the Lancashire National Collaborative Outreach Programme (NCOP) Future U programme. Colleagues working on NCOP will signpost schools, teachers and community groups to activities they can engage with at all the partner HEIs and this institutional activity will build on and enhance the work that NCOP is doing. We will be able to assess how the programmes are interacting using the HEAT tracking system. We have committed to working closely with other HE providers within Lancashire and Cumbria to share best practice and to be open and transparent about the schools we are engaging with to ensure that, as a sector, we are reaching the widest possible cohort of students. This will include working closely with colleagues within both the Cumbrian and Lancashire NCOPs to ensure that activities are targeted at students who may not benefit from activity already offered under the new NCOP provision.

We will also work with other HEIs to offer additional institutional activity outside of NCOP that builds on the work of Cumbria and Lancashire Network for Collaborative Outreach. We will work collaboratively to deliver a Disability Conference for young people, their parents or carers and school staff on access to higher education and the support available for young people with a range of disabilities (including learning difficulties and mental health problems). We will collaboratively deliver a Health Professions Programme, looking at the patient and student journey to support students to access the health professions. This will be across two days and will involve working closely with the NHS Better Care Together team. We will collaboratively deliver CPD workshops for foster carers and social workers to ensure they are well equipped to support the young people in their care with the right information and guidance to support their next steps into higher education.

We will also promote collaboration through regional CPD workshops for practitioners and stakeholders with an involvement or interest in widening participation and social mobility. The bi-annual workshops will ensure that all staff and organisations working with young people within Lancashire and Cumbria have the chance to find out about activities to support young people and are kept up to date about key information and context regarding our own local regions.

Finally, we will be looking to provide a web presence for schools on all activity within the region to ensure schools and students know how to access the range of activities available to them.

Fair Access

The University attracts a high number of mature learners, however, the decline in numbers of part-time mature learners across the sector is a concern and we will therefore strengthen our current work with mature and part-time learners through a programme of bitesize taster courses, informed by academic and employer input. These sessions will be designed to break down barriers, upskill and develop confidence and provide information, advice and guidance to these students, with a further goal to tackle inequality where it exists in particular subject areas. The programme will be delivered in the community, removing perceived barriers to participation.

In 2014, the University developed and introduced a foundation entry year option for all undergraduate courses offered on campus, to enable access to HE for students with non-traditional qualifications and support their transition into the university environment. The foundation entry years have proved popular and will continue for 2018-19, providing opportunities to students who would otherwise struggle to gain the necessary entry qualifications to engage with higher education.

Social media and call centre activities are designed to engage students with the University prior to their entry. They provide a forum for prospective students to ask questions and discuss concerns with existing students and their peers in an informal and supportive environment. Supported by student mentors and peer-to-peer mentors, these activities include welcome contacts and follow up to ensure that students' journeys into higher education are as smooth as possible. These help provide reassurance and advice to students from low participation areas or with low levels of family experience in higher education. The social media activities are also arrange in subject groups, so that students can start to create learning networks and communities of practice prior to entry to their course, and have been demonstrated to be very effective in helping students progress and maximise attainment while at university and in achievement of their career goals.

Under-represented groups – targeted support

Care Leavers

In the absence of parents or families to provide role models and support them financially, Care Leavers may require additional support to enable them to succeed on their course and overcome any barriers they may face.

The targeted support package for students who are Leavers from Care, which was introduced in September 2014, is continuing with a growing number of students accessing this additional financial and academic/pastoral support package. In addition to the financial support detailed later in this agreement, all UK Home students who are enrolled on a full-time, undergraduate UCLan programme, defined as in care for at least 13 weeks, spanning their 16th birthday and under 25 on the first day of the academic year of commencement of course of study are eligible for a range of targeted support arrangements including:

- A dedicated point of contact for advice and support, from application through admission, enrolment and study. This point of contact is able to offer advice on a range of issues and signpost / refer to other services, as required, including offering advice on funding sources which can be accessed in addition to the UCLan Care Leavers' Bursary

- Access to study skills support, enhanced careers support and a personalised Care Leaver plan that covers both academic and pastoral support throughout their time at UCLan

- Waivers on deposits for University-owned accommodation / year-round accommodation contracts for students who may not have alternative accommodation during vacations

- Access to internships and other employment opportunities whilst at UCLan, to assist with finances.

Through our links with the National Network for the Education of Care Leavers and the Virtual Heads within Local Authorities, we have organised bespoke University Experience days for local looked-after young people to get a taster of higher education and raise aspirations.

Further information on the Care Leavers' package of support can be found at: https://www.uclan.ac.uk/students/money/care_leavers_support.php.

Estranged Students

Students who are estranged from their families may face severe financial and wellbeing challenges, as they may not qualify for Local Authority support and may be in greater need of a personal support network. This group of students is therefore prioritised for financial support and also has a dedicated point of contact for advice and support, who works with each student to create a personalised Estranged Student plan. With 147 officially recognised estranged students in 2016/17, UCLan has the sixth highest number of estranged students across the country, so we have recently taken the *Stand Alone Pledge* to show our commitment to enhancing support for these students throughout their time with us. UCLan has also responded to the Equality Challenge Unit guidance on transgender students, who, alongside LGB students, represent a growing number of estranged students on campus. A range of support mechanisms has been developed across the institution with this in mind. We also work with local homelessness charities, so together we can offer support to young people who may have become estranged from their families during transition periods.

Homeless Students

UCLan provides a similar type of support structure for students who find themselves homeless. In addition to the specialist support package, we provide emergency accommodation for students who find themselves without a place to stay, providing accommodation rent-free for the first week, to give students time to make more permanent housing arrangements. We have a strong network of public and voluntary sector links and work closely with the Housing Advisory Service within our Local Authorities.

Support for Student Adult Carers

Building on the success of the targeted support for Care Leavers, the University has also developed targeted support for students with caring responsibilities who care, unpaid, for a family member with an illness or a disability, mental health condition or an addiction. In addition to the financial support arrangements outlined later, the following targeted support is to be provided:

- The inclusion of Young Carers as part of our widening participation outreach work, to raise aspirations and provide encouragement to enter higher education

- The provision of support for Student Adult Carers through a named contact and a personalised Carers plan that covers both academic and pastoral support throughout their time at UCLan. We are also working alongside external agencies in delivering holistic support in line with the Care Act 2014

- Tracking the progress of these students and evaluating the support given, to assess impact

- Free membership of the Student Carer Society and opportunities to develop a student-led forum facilitated by the Students' Union.

Student success

Retention is an area of challenge for us, but we are making progress in our work to address this and are embedding a new strategy to ensure we focus our activities on the things that are most effective. Our decision to extend the range of foundation year opportunities that we offer has

impacted on our success in this area, with retention rates for students on these courses being lower than for those on our other undergraduate courses. However, we are committed to maintaining this important opportunity for those who would otherwise struggle to meet the entry requirements for higher education. We have invested heavily in work to understand the causes of this lower rate of retention and also the most effective solutions to it. Our work has identified that there is no single simple solution, rather a multi-faceted approach is required, so we have invested significantly in a range of areas, which includes our new Centre for Excellence in Learning and Teaching, through which we are providing enhanced support for staff engaged in learning and teaching. This includes a greater focus on inclusive learning; enhanced provision of interactive technologies (our sector-leading practice in the use of Surface Pros has been recognised and showcased by Microsoft); and continuing to ensure we have a high level of staff with teaching qualifications. We have also invested in changing our curriculum and reviewed our assessment strategy to reduce the number of assessment points and ensure a focus on assessment for learning. We have introduced comprehensive mentoring focussed on key elements of the student experience – access, attainment and progression, and employment). We have introduced Starfish, a student relationship management system, which enables us to track our students' progress and make early interventions to support students at risk of poor attainment/non-continuation. We have established a longitudinal study, with PhD students evaluating a range of different interventions and impacts on different student groups – for example, exploring reasons why commuting students struggle and what specific support we can put in place for them. Our student voice project and strong partnership with our SU is enabling us to get earlier news and deeper understanding of issues, as they arise. Plus we are developing communities of learners, intended to build up networks to support resilience and increase course identity and community. We have also enhanced our support around mental health, with an individual support strategy for each learner affected, partnerships with local NHS and care providers; and increased support for those with caring responsibilities – a key part of our foundation year cohort. As a result, new internal figures show that progression from these courses into year 1 has now improved from 60% to 70%. We intend to use much of the additional fee income that we will receive from the application of inflation to increase our investment in activities which enable students to engage fully with their studies and achieve their full potential.

Our student support mechanisms are structured in a holistic way to ensure that students can access everything they require from a single starting point in the <i> (our Student Information Centre). We are cognisant of the profile of our student body and therefore design our extensive support delivery to meet the diverse needs of our students. This support starts during the applicant stage and continues with an extensive Welcome programme to ensure a smooth transition in to HE. We have a supportive network of Academic Advisors who work closely with Student Services to design activities that maximise engagement during the critical first year of study. We are also implementing a Student Relationship Management system that provides online opportunities to identify falling levels of engagement at an early stage, enabling proactive support to re-engage students almost immediately. We also develop strong communities of learning and cohort identity to strengthen academic performance from under-represented groups and provide specialist support for students with specific needs associated with, for example, disability, specific learning difficulties or family hardship. We have responded to the increasing levels of mental health difficulties identified in the sector by developing a Well@UCLan programme of events around managing stress / anxiety, sleeping / eating properly and other issues, which acts as preventative measure that reduces the likelihood that a student will reach any type of crisis point. To supplement this we also provide Time to Talk sessions throughout the week (including evenings and weekends) which offer students a safe place to discuss any areas of concern. Students may then be referred in to one of our specialist support teams – for example, Wellbeing, Mental Health, or Financial Support. We are placing much more emphasis on working proactively with students to encourage and help them to make the most of the opportunities available to them, both as part of and in addition to their academic programmes and to build networks to support their future success. We believe that a combination of embedded

support and study / academic / employment skills development within all our programmes plus specific, targeted interventions for those identifying additional needs is essential if we are to address the challenges to social mobility that are likely to be experienced by many of our students.

Over recent years, we have been working to understand the nature and extent of any differential impacts on under-represented groups and are developing a series of internal data reports to examine this in detail. We have also been developing a series of initiatives to ensure that students from all backgrounds are effectively supported to be able to complete their programme of study with us. The impact of this is being rigorously monitored through the Faculty structure and via enhanced data collection and reporting systems, including the Student Relationship Management system, which provides real-time data to be used by academic and support staff to enable timely and targeted interventions.

We have found that those students who live in UCLan Halls and/or take up opportunities to engage with the activities of the Students' Union are more likely to complete their programme of study successfully. We continue to work closely with the Students' Union to expand the range of such opportunities, and support their plans to increase the number of societies that are associated with academic subject areas. We also have Residence Officers who work closely with students in Halls to run a range of social activities and to address problems at an early stage, for example supporting homesick students, especially those from first generation families who may need additional support during transition.

We have put in place a significant staff development programme for our academic staff, which is focusing on inclusive learning and curriculum design. Our newly established Centre for Excellence in Learning and Teaching is designed to be the engine for shaping, sharing and evaluating effective pedagogic practice across the University.

We are expanding our previous mentoring programme to include a consolidated approach from pre-entry, throughout students' studies and then into the workplace to create a full chain of support for our students to enhance their success and progression at different stages of their journey. Our mentoring programme for 2017/18 will aim to build relationships with local school pupils to raise aspirations, attainment and awareness of further and higher education. We will work with a wide range of students, from Y6 through to Y13, who have the potential to succeed but are not yet reaching their full potential. Key target groups will be included within this programme. The scheme involves undergraduate students mentoring pupils in local primary and secondary schools on a one-to-one or small group basis. Mentors provide support and encouragement to learners to: increase confidence, motivation, persistence and self-esteem; raise aspirations; improve organisation and study skills; raise awareness of higher education opportunities and improve academic attainment and performance. The mentoring scheme will link with the access to the professions theme and will provide support for specific subject areas, including under-represented groups e.g. STEM-based mentoring, GCSE tutoring in key subject areas, as well as a general aspiration-raising mentoring strand for Years 6-8. The scheme will track the individuals through their educational journey to assess the impact of the mentoring input.

We are also looking to implement the PASS mentoring model within all of our academic courses, providing students with regular mentoring and support from second and third year students studying the same course. The PASS Leaders will facilitate mentored support as part of timetabled activities and would be properly trained to understand how and when to refer students to specialist services for non-academic support.

Employers are also key in our mentoring around access to the professions. We will therefore work with local employers to identify mentoring opportunities for school and college students as well as our undergraduate students. Linking with a practitioner in business is a key way of supporting

students' development throughout their studies as it highlights the range of career options available and helps them develop appropriate networks to support their progression.

We have been working to identify and understand any differentials in the achievement of students from different backgrounds and have chosen to focus initially on the attainment gap between White students and BME students. Once we are confident that our progress to date in this area is firmly established, we intend to extend such targeted work to encompass other characteristics.

Progression

Ultimately, we want to see our students progress from excellent degree results to strong professional careers and/or further study. The development of leadership skills, enhancing career aspirations and ensuring our graduates are equipped with both the attitudinal and technical skills required to excel in the working environments of today and into the future are key aspects of our approach to progression.

To support the learning development of students, opportunities for placements, internships and other forms of work experience and volunteering are embedded in all courses. The Careers Service offers a series of dedicated subject based careers events and cross-university events, which are designed to engage all students with careers support and provide them with access to a wide range of employers. They deliver a year-long programme of activities that complement the events, for example 1 2 1 support for CV writing/job interviews, group workshops targeted at specific professions/subject areas and enhanced career support for specific student groups e.g. disabled students, estranged students, care leavers and carers.

Further support for students is provided through our Career Hub, careers advice, input from academic tutors, personal tutors and a range of employment opportunities, plus Abintegro software which is used to support CV building. We have also adopted the HEAR, the Higher Education Achievement Report, which is designed to encourage a more sophisticated approach to recording student achievement, enabling students to showcase more effectively the full range of opportunities they have taken advantage of during their time at the University.

We have created additional posts in our Careers Service and in our Innovation and Enterprise Service, to act as the interface between employers and our academic Schools and, amongst other things, to generate structured work experience opportunities for our undergraduates. We have established an extensive range of student employment opportunities on campus and with local employers. For example, over 150 students are recruited each year to the University's Student Ambassador Scheme to support Welcome and events/programmes across a range of audiences and hours that are flexible to fit in with their studies. Students are all DBS checked and are provided with robust and detailed training across a wide range of topics to enable them to succeed within the role. The varied skills, behaviours, networks and knowledge gained from working in these roles is very effective for enhancing students' CVs and helping with their successful progression upon graduation. In addition to this the Students' Union employs over 150 student staff in a variety of roles through the year, providing wages amounting to £430,000. The Union is an active member of the National Association of Student Employment Services with five student staff shortlisted for national student employment awards in the last four years. In the new Union Plan for 2016-20, there is a commitment to working with the University and local employers to develop a Code of Good Practice on the skills development of student staff.

Recognising the importance of work experience in assisting graduates in gaining professional employment, UCLan graduates who are not in work after graduation are offered the opportunity for paid graduate-level work experience or a free place on a post graduate Certificate in Project Management, alongside employability and enterprise workshops, to boost their career prospects.

Approximately 100 students take up this opportunity every year and qualitative data shows many participants in the scheme have been positively supported through the programme into permanent full time graduate employment.

The University encourages our students to develop entrepreneurial skills and has a range of support in place for student start-up businesses, including business mentoring, incubation space and seed-corn funding programmes. We are the leading UK university for incubated start-up businesses still active after three years of trading, are ranked second in the UK for the number of graduate start-ups still active overall and ranked third in the UK for estimated turnover for active firms. In the last five years the University has helped over 1,000 students or graduates start a business or became self-employed, the second highest figure in the UK.

Our work to develop Degree Apprenticeships is also strengthening our relationships with key employers in the region. This will have wider positive impacts beyond these programmes as employers become more engaged with the University and develop greater confidence in the skills and knowledge that we develop in all our graduates.

Students are encouraged to consider postgraduate study through exposure to live research projects and can complete an extended, paid, research internship over summer as part of the Undergraduate Research Internship Scheme. UCLan led the development of the British Conference for Undergraduate Research and was also the first university to send undergraduate students to the National Conference of Undergraduate Research, held annually in the USA. Undergraduates also have the opportunity to take part in 'Posters in Parliament', an event devised by the University to give undergraduates the chance to communicate their research. We offer all our graduates a 20% reduction in fees if they continue their studies with us. We are also be delivering a range of postgraduate degree apprenticeships.

Through these and other initiatives, we are aiming to increase the proportion of our graduates who progress to employment or further studies six months after graduation to over 95% by 2020/21.

Estimated OFFA-Countable Expenditure

Indicative expenditure for 2018/19 is shown below highlighting the balance of funding between the different areas and our continuing commitment to hardship payments and financial support in recognition of the fact that a significant number of UCLan students enter from low-income families. Feedback from students and from the Students' Union is that it is the combination of such measures that encourages low income families into higher education and improves retention, success and progression rates, especially due to the reduced need for such students to seek paid work to support their studies. Following the introduction of inflation on tuition fee caps from 2017/18, as well as the removal of HEFCE Widening Access funding that was previously monitored through the Access Agreement, additional University monies have been allocated to a range of OFFA-countable activities to maintain total expenditure as a percentage of higher fee income at previous levels.

2018/19 OFFA-countable expenditure	
Access	£1,271,518
Student Success	£3,250,147
Progression	£1,753,941
Hardship & Financial Support	£3,666,921
TOTAL	**£9,942,527**

All of the expenditure noted is 'countable' for the purposes of this Access Agreement.

It should be noted that our expenditure on hardship and financial support is almost entirely focused on supporting student retention and success. This approach has been informed by discussions with

key representatives of our Students' Union in terms of the impact of such support and the timing of payments for when our students most need financial assistance. Total amounts for financial support are being increased, but with an emphasis on higher payments in later years of programmes (as detailed in the Financial Support section, below). In addition, the new bursary scheme will now have increased levels of eligibility in supporting students who would formerly have been in receipt of bursaries from the NHS, as well as direct entrants onto latter years of courses.

FINANCIAL SUPPORT

Our approach to financial support is continually evolving, based on discussions with the Students' Union and on feedback from current and previous students, as well as national research. The Students' Union favours an approach which continues to provide a high level of support to the very poorest students, but allows for differing levels of support for other students presenting varying needs. Feedback from previous and current first year students suggests that, although the availability of financial support is not a key determinant in the decision to come to University, once here it is highly valued and may make a significant difference in some students' ability to stay the course, thus impacting favourably on student success and progression. Our experience of administering the National Scholarship Programme taught us that concentrating financial support in the early stages of the student journey (the first year) was not the most effective way of enabling students to complete their full courses. With this in mind, we have refocused our bursaries to allow us to provide more structured support to our lowest income students over the full duration of their courses. Financial support will, therefore, continue to be provided to students in cash and through payments to support student success. In particular, we have introduced a new, higher bursary payment during students' final year, which is intended to reduce their need to undertake part-time employment at this critical point in their studies.

In 2018/19, the UCLan Bursary will deliver financial support to the poorest students by providing £2,000-worth of financial support for all full time undergraduate students at our Preston and Burnley Campuses paying the maximum £9,250 fee from households with residual incomes of less than £20,000 (with the exception of students already in receipt of support such as Dentistry students). Funds are payable in instalments over the duration of the course (two per year, payable in the third and sixth month of study, usually November and February), with an initial allocation of £500 in Year 1, followed by £750 in both Year 2 and Year 3 (and Year 4, if applicable). Students progressing to their final year of study in 2018/19 will also be eligible for an additional £750 (payable as above), to help them succeed in their final assessments by enabling them to reduce paid work commitments at this time. Those studying at other locations should check with their course provider for details of applicable arrangements.

From 2017-18, we slightly increased the fee for our foundation year to allow us to provide an additional, 'top-up' bursary for these students. This gives all students who complete a foundation year with us an annual payment of £500 for each year of their degree programme (ie years 1-3), which will be paid in two instalments per year, in line third and sixth month of study, usually November and February in line with the Financial Bursary payments. Those who are eligible for the UCLan Bursary will receive this payment **in addition**.

Additional funds are allocated to enhance the hardship fund administered by the Harris Bursary Fund Panel. Through these additional funds, we are able to provide more targeted financial support to mature students, especially student parents, and to students in need, at appropriate points throughout the student lifecycle. Our experience of administering the Harris Bursary Fund is that quite small amounts of support – provided in the form of, for example, food vouchers, book tokens and essential IT equipment – can make a substantial difference to students at different times of the year. We have used the funds available to target support to mature students, those with family

responsibilities, and students in hardship who are living at home but struggling to meet the costs of travel. Through the enhancement of the funds available we also want to direct support to students who would find it difficult on financial grounds to access work experience and global experience opportunities. Priority groups targeted via Hardship Funding are:

- Students with children (especially lone parents)

- Disabled students and students who are unable to work due to illness

- Students who are homeless or facing eviction

- Students receiving the final year loan rate who are in financial difficulty

- Postgraduate students who have been unable to secure alternative funding.

The above groups may receive Bursaries or priority loans, dependent upon need, which are payable at two points in the year, following the bi-annual Panel meeting, in December and April.

Information on the Harris Bursary Fund is updated annually and can be found at: http://www.uclan.ac.uk/fundraising/harris_bursary_fund.php.

UCLan offers support for students in financial hardship though a variety of targeted interventions. Following the removal of the HEFCE Access to Learning Fund, the institution has set aside a similar amount on an ongoing basis (c£700k) to support students suffering financial hardship. This fund gives students facing hardship additional financial support to access and remain in Higher Education. Targeted areas for this funding include assistance for students in areas such as:

- meeting specific course and living costs which are not already met from other sources

- supporting dependents whilst studying

- students who may be estranged from their families

- emergency payments for unexpected financial crisis

- help for students who may be considering giving up their course because of financial problems

The University also provides financial grants for students in targeted areas. Assessments for financial grants require supporting evidence and there are two types of grant award – Standard and Non-Standard.

Standard Assessments are based on an individual's circumstances where 'expected' household income is off-set against 'reasonable' expenditure, to determine if there is a shortfall between the two. (NB 'Reasonable' expenditure is agreed annually by a University review panel which includes representation from the Students' Union).

Non-standard assessments are made when a student has circumstances which are unexpected, causing financial hardship and are outside of the general day-to-day living costs considered within the standard assessments (e.g. assistance with funeral costs).

Short term Loans: Funding is allocated to support students with small loans (maximum usually £250) in times of crisis. This includes the beginning of the academic year, where students may be experiencing a delay in receiving their student funding. These loans are repayable and can also be deducted from any grant assistance subsequently awarded from the University's Access to Learning Fund.

We are exploring ways in which we can enhance our support for students with disabilities, particularly those facing financial hardship, to ensure that changes to Disabled Students' Allowance do not deter students with disabilities from accessing and succeeding in Higher Education.

Information on the range of financial support and criteria for assessment can be found at:
http://www.uclan.ac.uk/students/money/alf_info.php.

Recent Initiatives – targeted financial support

In addition to the support measures identified previously in this agreement, we also offer a targeted financial support package for students from disadvantaged groups, as follows:

- **Students who are Leavers from Care**. All UK Home students, enrolled on a full-time, undergraduate UCLan programme, defined as in care for at least 13 weeks, spanning their 16th birthday and under 25 on the first day of the academic year of commencement of course of study are eligible for financial support, which includes a cash bursary of £1000 per year of study, paid in four instalments through the year at times when students need additional financial support the most (at the beginning of October, beginning of December, beginning of March, and end of May); advice on funding sources in addition to the UCLan Care Leavers' Bursary; and waivers on deposits for University-owned accommodation. Information on the Care Leavers' package of support can be found at: https://www.uclan.ac.uk/students/money/care_leavers_support.php.

- **Support for Student Adult Carers.** Student adult carers (defined as those who care, unpaid, for a family member with an illness or disability, mental health condition or an addiction) will be eligible for targeted financial support a minimum of £500 per year of study. Eligibility is determined through the Access to Learning fund application and payable once the application is assessed. Applications are accepted throughout the academic year.   Full details will be available on our website.

- **Support for Estranged Students.** Students who are estranged from their parents, are often in a vulnerable position similar to (or sometimes worse than) care leavers. We therefore offer a designated bursary of £1000 per student in line with the support we offer to care leavers via the care leaver bursary. Eligibility is determined through the Access to Learning fund application and payable once the application is assessed. Applications are accepted throughout the academic year. Full details are available at https://www.uclan.ac.uk/students/money/care_leavers_support.php.

- **Support for Student Parents.** Students with children are a priority group. We offer a bursary of £250 to students from a low-income background with dependent children. Eligibility is determined through the Access to Learning fund application and payable once the application is assessed. Applications are accepted throughout the academic year. Details are available at https://www.uclan.ac.uk/students/money/additional_funding.php.

TARGETS AND MILESTONES

The resource plan which accompanies this Access Agreement sets out a series of stretching targets for the indicators we have chosen to use in monitoring the effectiveness of our work in this area.

In summary, we aim to:

- Achieve or exceed our benchmark for the recruitment of full time students from low socio-economic classes and low participation neighbourhoods

- Achieve progressive increases in the percentage of students expected to complete their degree

- Achieve a progressive reduction in the differential gap in attainment between white and BME students

- Achieve progressive increases in the percentage of students progressing to employment or further studies six months after graduation

- Achieve progressive increases in the numbers of vocational learners, high school students and primary school pupils we interact with through our collaborative outreach work, with the ultimate aims of improving attainment and increasing aspirations towards/entry to HE amongst disadvantaged communities and in areas where participation rates are traditionally low.

- Raise attainment in schools by running six subject-based conferences inviting all teacher across Lancashire and Cumbria to develop subject expertise and best practice in raising attainment

We intend to establish a more outcome-focused target for increasing attainment in schools and will work with schools in the Access School Network to obtain baseline data regarding student attainment, which will be used to inform future milestone and target setting.

We have selected these indicators to give us externally comparable and longer time series data, where possible, whilst ensuring that measures are focused on the key outcomes we are committed to delivering. We note that HESA will no longer continue to provide data on the socio-economic classification of students, but we are hopeful that the metric that HESA chooses to use instead will also provide a suitable replacement for our purposes. If this does not prove to be the case, we will seek our own alternative indicator.

By 2018-19, if we are successful in achieving the milestones that we have set for ourselves, we will have made significant progress against all these targets. For those included in the HESA Performance Indicators, we expect to have exceeded our benchmarks, and we will have halved the attainment gap between BME and white students. Our ambition is to continue to make progress against all of these indicators, but we recognise that this will become more challenging, not least due to the impact of structural factors on our students' prior attainment. In this context, we have not yet established targets beyond 2020 for these indicators, but will do so as part of our full strategic review, which will inform the development of our new strategic plan 2020-2025.

MONITORING AND EVALUATION ARRANGEMENTS

Monitoring of the targets and milestones identified within this Access Agreement is incorporated within the University's operational and strategic reporting, which ensures that this important area of work is considered appropriately within our decision-making. As a result, performance data on progress against these targets are used by the University Board, Academic Board and its sub-committees, the Senior Leadership Team, Colleges, Schools and Services, as well as by the University's Access Agreement Working Group.

Our Access Agreements are monitored through reports to the university's Student Experience Committee, which is a sub-committee of Academic Board and is chaired by the Deputy Vice-Chancellor (Academic). The Students' Union is represented on this Committee. Overall responsibility for the Access Agreement resides with our Deputy Vice-Chancellor (Academic).

The detailed work to develop our Access Agreements and coordinate evaluation of the impact of work in this area is undertaken by a working group, which is chaired by our Deputy Vice-Chancellor (Academic). This group includes representatives of university services responsible for the operational delivery of the activities described and the Students' Union.

We are continuing to enhance our ability to monitor impacts at the more detailed level, through arrangements to track the progress of students involved in specific initiatives or in receipt of

financial support and overall monitoring of any differentials in levels of access, retention, attainment and progression by equality characteristics and other factors known to impact on these aspects of the student lifecycle. As part of this, we are committed to using the 'closing the gap' methodology recently developed for OFFA, to ensure that we understand the impact of our financial support arrangements on the success of those of our students who benefit. To date, we have already undertaken significant evaluation of the impact of our financial support and this has led to a complete change in our approach. As referred to in the Financial Support section, above, we have now focused all our financial support on incentivising progression and we require all students in receipt of additional payments to identify how this funding has benefitted them – overwhelmingly these case studies report that such funding makes it possible for them to continue their studies. The primary group of students applying for additional support are parents and others with caring responsibilities and we have tailored support to their needs, for example, making hardship payments during the summer, to prevent them needing to claim benefits and therefore leave their courses. We have recently commenced a longitudinal study to identify the impact of these interventions.

We monitor annually the progression of students from HE courses offered through partner organisations to 'top-up' courses at UCLan and progression of students from the foundation year programmes. We are aware that a greater proportion of our foundation year students withdraw early and are working to identify any particular groups which may require intervention and support.

The University is exploring its institutional data in more detail to identify different aspects of under-representation within the access, success and progression remits to inform our approaches moving forward. As referenced earlier in the document, we also draw on findings from national research and evaluation to ensure we are able to maximise the impact of our activities and resources and support our students effectively in fulfilling their full potential.

We are in the process of implementing the HEAT database, and intend to use this to provide longitudinal tracking and enable us to assess the effectiveness and impact of our access and student success initiatives. To support this, we will be taking a research approach to our evaluation and have appointed new members of staff to take this forward. We plan to undertake randomised control trials and will extend this methodology if preliminary data looks promising.

As we have referenced throughout this agreement, we regularly collect feedback on the impact of individual initiatives and programmes of activity and take soundings from students on the appropriateness and effectiveness of the support arrangements we have established. We also work closely with the Students Union to ensure the Student Voice is represented within our review and evaluation processes.

EQUALITY AND DIVERSITY

In designing this access agreement, the university has paid due regard to equality and diversity. UCLan is strongly committed to its equality and diversity responsibilities across the full range of its activities as a provider of higher education. Throughout the student lifecycle we actively promote equality, diversity and inclusion by providing diverse entry routes to our degree courses and a suite of interventions and support tailored to ensure students achieve their full potential regardless of prior attainment. Our access agreement is closely linked to our equality and diversity work. For example, we have expanded the suite of foundation entry year courses to provide non-standard access to all our undergraduate degrees. The study skills and learning support to smooth the transition to higher education embedded within the curriculum are designed to further strengthen, and ensure, student success. Our access agreement and equality and diversity focus are both intended to fulfil our key commitment of providing equality of opportunity to all, supporting the

rights and freedoms of our diverse community and fostering good relations and understanding between groups.

We are meeting the specific duties of the Equality Act 2010 and Public Sector Equality Duty (2011) and publishing a breadth of student and staff equality and diversity information at: www.uclan.ac.uk/equalityact2010

Our vision is strongly focused on achieving equality of outcomes. Our strategic equality and diversity objectives are as follows:

- Enriching our culture of valuing and engaging people – staff and students feel valued and engaged in terms of equality, diversity and inclusion.

- Ensuring fair processes and inclusion – enhancing UCLan's working and study environment; increasing consistency and fairness in all that we do; ensuring our inclusion agenda is more prominent and broadly understood.

- Empowering people (protected groups) – empowering staff and students to succeed to the best of their abilities, irrespective of their characteristics.

- Embedding diversity, dignity and wellbeing – enhancing the way we embed diversity, dignity and wellbeing in all of our functions and services; ensuring everyone has a role to play in improving our environment, culture and behaviour.

In support of this, we continue to lead, participate and engage in a range of internal and external equality networks, activities and events to promote equality, diversity and inclusion. We also strive to achieve a range of external equality awards and accreditations, such as the Equality Challenge Unit (ECU)'s Athena SWAN and Race Equality Charter Marks. We currently hold an Institutional Athena SWAN Bronze Award and are working towards several other awards. We also hold Stonewall Champions and Mindful Employer accreditations and are a Disability Confident Level 1 employer. This work allows us to focus our attentions to specific protected groups, benefiting both students and staff. We further participate in ECU projects such as our *"Increasing Diversity: Recruiting students from under-representative groups"* project.

Our Students' Union is active in its support for equality, diversity and inclusion. This year the Students' Union developed an Equality, Diversity and Inclusion (EDI) Strategy and an action plan to improve EDI across the Students' Union and student-led groups. Representation of underrepresented groups is facilitated through student led forums such as BME forum, Disabled Students Forum and Student Parent Forum. The democratically elected Students' Council also includes part time officers focusing on the needs of BME, Trans, Lesbian, Gay and Bisexual, Disabled and Women students. In The Union Plan 2016-2020, The Students' Union has also committed to 'Provide free membership and guaranteed help for student led groups supporting under represented or socially marginalised identities.'

We undertake regular monitoring, produce meaningful student equality and diversity information across the range of student lifecycle stages and make this available to staff to interrogate and inform their approaches. E&D Leads in Academic areas monitor performance, benchmark it and identify areas of under-representation or disparities in satisfaction, retention or attainment locally between groups of students due to protected characteristics and socio-economic background. Reports feed into Committee structures and periodic course reviews evaluate trends and discuss actions planned.

As noted above, institutionally we have identified that we have an ethnicity attainment gap between our UK-domiciled White and BME students, which we are committed to reducing. A University-wide working group is enabling us to take this work forward. By engaging closely with the sector and other HEIs we keep abreast of latest research and findings and share best practice with other HEIs in

steps taken to address attainment differences. We are pleased to have been selected to participate in the ECU's *Increasing diversity: recruiting students from underrepresented groups* project, through which we will be exploring opportunities to transfer methodologies used to increase Muslim student participation to other underrepresented groups.

We will continue to monitor closely and evaluate activities to consider the impact on protected equality groups, which will help inform our work and provide an evidence-base to set future actions.

PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

UCLan is committed to publishing clear and accessible information to existing and prospective students on the fees we intend to charge and the financial support we offer.

We do this through the following channels:

- 'Student life' and 'Money' pages on our website

- Talks and publications at Open and Applicant Days, and all on or off campus events

- Pre-entry information mailings and electronic communications to applicants and enquirers

- Public engagement events

- Displaying leaflets and guidance information in public places

- Staff advising students at recruitment fairs and open days or working with under-represented groups through a wide range of outreach activities.

We are also committed to providing timely, accurate information to UCAS and the Student Loans Company so they can populate their course databases in good time to inform applicants.

CONSULTING WITH STUDENTS

Student views are highly valued within UCLan and are sought on a wide variety of matters, through a range of mechanisms including representation on all senior committees, such as Academic Board and University Board, feedback at course and School level, and meetings between the SU and the Senior Executive Team.

In compiling this Access Agreement the University has, as with all previous Agreements, consulted with the Students' Union and has valued the SU's membership of and contributions to the working group developing the Agreement from the beginning of the process.

The Students' Union has committed to facilitating regular consultations with defined student groups i.e. mature / care leavers, through setting up student-led forums and networks, with a view to using these groups as sounding boards for access initiatives linked directly to them.

Table 7 - Targets and milestones

Institution name: University of Central Lancashire

Institution UKPRN: 10007141

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	**HESA T1a** - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	To remain above benchmark for the recruitment of full time students from low social classes. Because of data fluctuations, the baseline used is an average over the past three years (2011/12-2013/14).	No	Other (please give details in Description column)	42.3%	45%	45.5%	46%	TBC	TBC	HESA has discontinued this metric and is currently reviewing alternative approaches. We intend to use the new HESA metric, unless this proves unsuitable.
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To remain above benchmark for the recruitment of full time students from low participation neighbourhood. Because of data fluctuations, the baseline used is an average over the past three years (2011/12-2013/14).	No	Other (please give details in Description column)	17.4%	19%	19.5%	20%	TBC	TBC	Our current strategic plan extends to 2020, so we will extend the series of targets in due course
T16a_03	Student success	Attainment raising	**HESA T5** - Projected degree (full-time, first degree entrants)	To achieve year on year increases in the percentage of students expected to complete their degree. Because of data fluctuations, the baseline used is an average over the past three years (2011/12-2013/14).	No	Other (please give details in Description column)	77.3%	81%	82%	83%	TBC	TBC	Our current strategic plan extends to 2020, so we will extend the series of targets in due course
T16a_04	Student success	Attainment raising	**Other statistic** - Ethnicity (please give details in the next column)	To reduce the attainment gap between BME and White students (baseline 2010/11 qualifiers)	No	Other (please give details in Description column)	16.3%	max 10%	max 9%	max 8%	TBC	TBC	Our current strategic plan extends to 2020, so we will extend the series of targets in due course
T16a_05	Progression	Other (please give details in Description column)	**Other statistic** - Progression to employment or further study (please give details in the next column)	To increase the proportion of full-time first degree leavers in employment/further studies (HESA PI E1a). Baseline 2014/15 leavers (published in 2016).	No	2014-15	92.2%	93.7%	94.2%	94.7%	95.2%	TBC	Our current strategic plan extends to 2020. Whilst this set of targets was develop more recently and is therefore over a slightly longer timeframe than the others, we do not plan extend the series of targets further until a more over-arching strategic review is undertaken

					Table 7b - Other milestones and targets.								
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	To engage high school students through a range of outreach activity aimed at increasing engagement with and aspirations for higher education	Yes	2011-12	50 students	700	800	900	1000	TBC	Our current strategic plan extends to 2020. Whilst this set of targets was develop more recently and is therefore over a slightly longer timeframe than the others, we do not plan extend the series of targets further until a more over-arching strategic review is undertaken
T16b_02	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	To work in collaboration with FE partners to strengthen the progression of students living in low HE-participation neighbourhoods, into HE	Yes	2011-12	0 students	300	400	500	600	TBC	Our current strategic plan extends to 2020. Whilst this set of targets was develop more recently and is therefore over a slightly longer timeframe than the others, we do not plan extend the series of targets further until a more over-arching strategic review is undertaken
T16b_03	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	To engage primary school pupils through a range of outreach activity aimed at increasing engagement with and aspirations for higher education	Yes	2015-16	0 students	250	300	350	400	TBC	Our current strategic plan extends to 2020. Whilst this set of targets was develop more recently and is therefore over a slightly longer timeframe than the others, we do not plan extend the series of targets further until a more over-arching strategic review is undertaken
T16b_04	Access	Attainment raising	Other (please give details in Description column)	To raise attainment in schools by running 6 subject based conferences inviting all teachers across Lancashire and Cumbria to develop subject expertise and best practice in raising attainment (attendees 280)	Yes	2016-17	0 conferences	6	TBC	TBC	TBC	TBC	We intend to develop a more outcome-focused target for raising attainment and are gathering baseline data to enable us to do so. Therefore, we have not established a longer timer series of targets for the current approach

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