

Lancaster University 2016-17 Access Agreement

1. Fees, student numbers and fee income

Lancaster University intends to charge new Home-EU fee-regulated full-time degree entrants a flat fee of £9,000 for all courses in 2016-17. Students on full year abroad or sandwich years will be charged at the percentage of the full fee permitted by the Government for these categories. The estimated number of students who will be paying these fees up until 2019-20 is set out in Table 1 in the Resource Plan accompanying this agreement.

We anticipate that very few (if any) of our Home-EU part-time undergraduates will have a fee of 25% or more but any falling into this category will be charged pro-rata at the same level as the full-time students. We will not charge any part-time student more than £6,750 in an academic year, in line with the fees regulations.

For subsequent years we will apply any inflationary increases allowed by the Government. We will also continue to set the percentage of the standard fee payable by students on sandwich years or study abroad years in line with the latest government regulations.

2. Assessment of access and student success record

The following table shows Lancaster's latest performance under the national HESA HE performance indicators for 2013-14 compared with the previous three years.

	2010-11			2011-12			2012-13			2013-14		
	Lancaster	HEFCE benchmark	+/-	Lancaster	HEFCE benchmark	+/-	Lancaster	HEFCE benchmark	+/-	Lancaster	HEFCE benchmark	+/-
Percentage from state schools or colleges (Young degree entrants)	88.9	83.7	5.2	89.6	80.9	8.7	90.9	82.5	8.4	90.1	83.8	6.3
Percentage from NS-SEC classes 4,5,6 & 7 (Young degree entrants)	21.3	25.4	-4.1	22.6	22.8	-0.2	25.3	25.4	-0.1	25.2	26.1	-0.9
Percentage from low participation neighbourhoods (Young degree entrants)	8.9	8.1	0.8	8.8	6.8	2.0	9.9	7.7	2.2	9.8	7.9	1.9

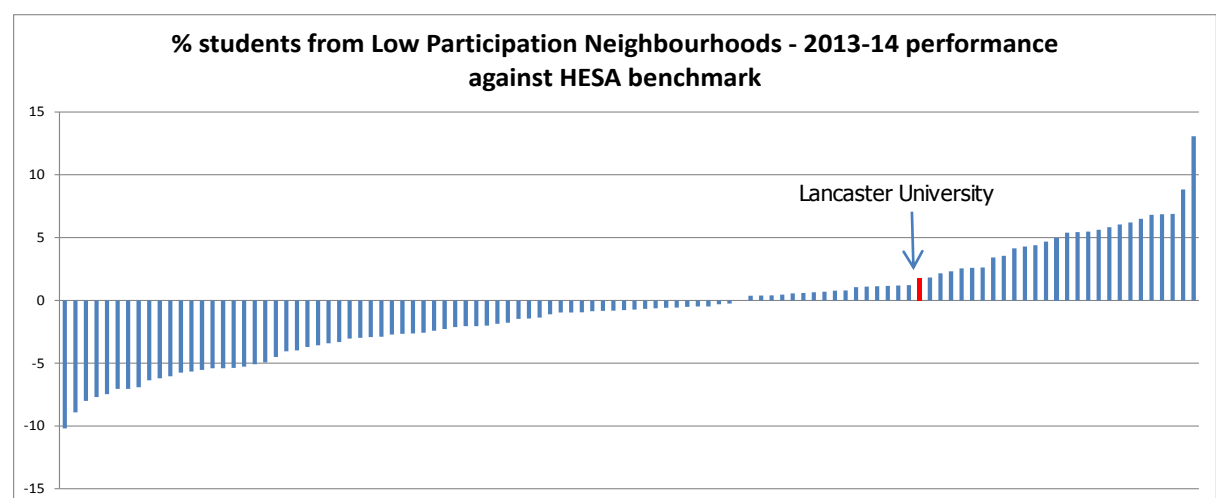
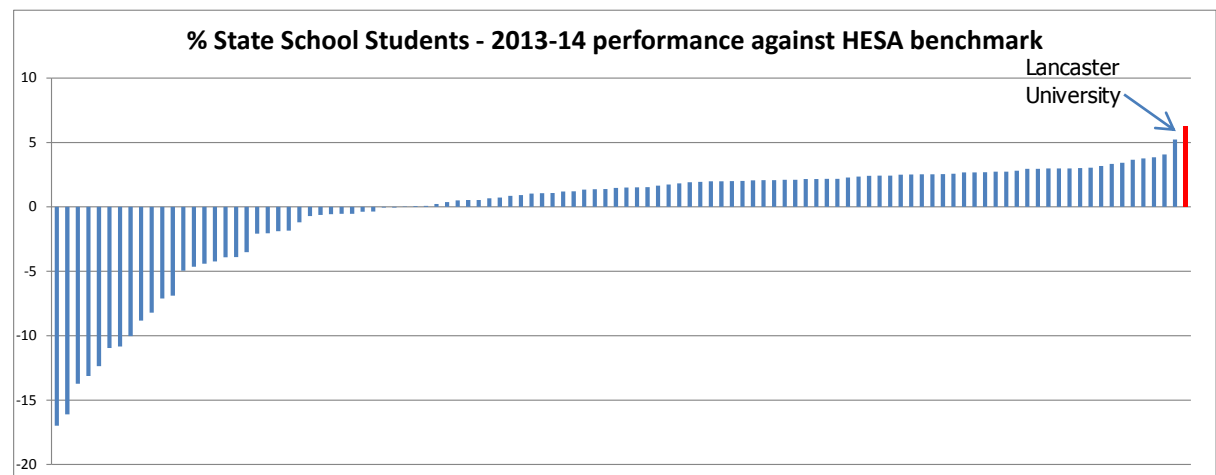
There is also provisional internal data available for the University's 2014-15 undergraduate intake for the following indicators:

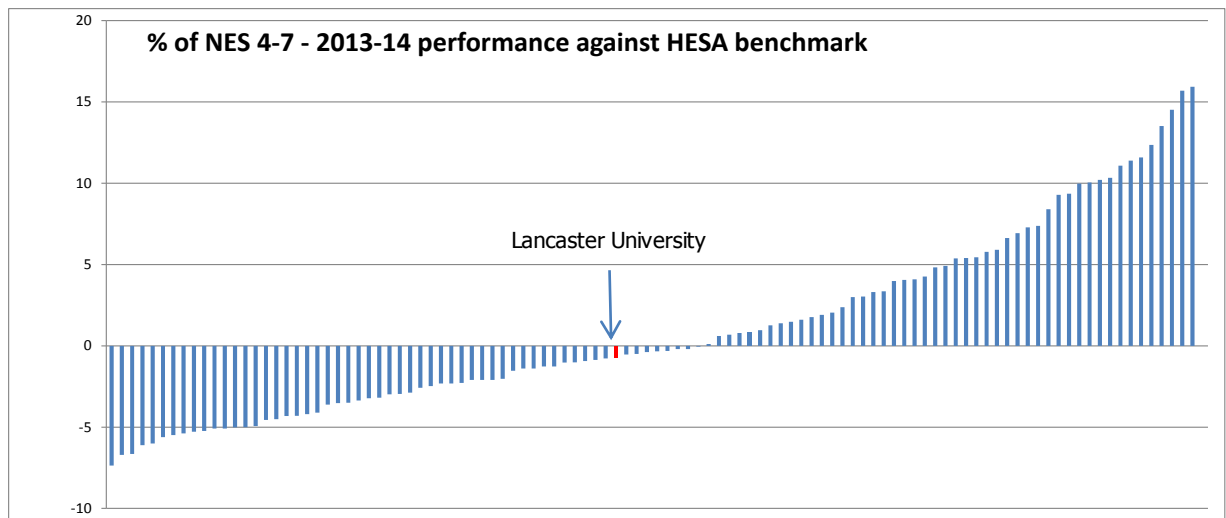
	2014-15
Percentage recruited from state schools	90.4
Percentage from NS-SEC groups 4-7	26.2

The figures show in the period since 2010-11 Lancaster has maintained its strong WP performance, both in absolute terms and against its HEFCE/HESA benchmarks, for the recruitment of students from state schools/colleges, the NS-SEC classes 4-7 and from low participation neighbourhoods. The provisional figures for 2014 entry show that continuing progress is being made in increasing the recruitment of students from the target NS-SEC 4-7 group. The percentage of students recruited from state schools continues to be exceptionally high.

This performance should be viewed in the context of a sustained increase in the proportion of Lancaster's students who have high entry grades. National data on the patterns of recruitment at other institutions suggests that this would normally have resulted in a significant fall in the proportion of students recruited from the target WP groups.

The following charts show how Lancaster's 2013-14 performance against the HEFCE/HESA benchmarks compares against that of the rest of the sector





On the basis of the above data we are confident in stating that Lancaster University's overall WP record is exceptional for a research-led institution with high entry grades, particularly in the percentage of students recruited from state schools. We therefore intend to continue spending around 22.5 per cent of additional fee income above the lower fee threshold on widening participation.

3. Strategic approach to access and student experience

The University's strategic approach to widening participation has a primary focus on increasing the proportion of students recruited to Lancaster from the target WP groups (in particular from NS-SEC 4-7 and low participation neighbourhoods) and helping ensure that they successfully complete their studies.

A strong emphasis is placed on involving current students in the University's outreach activities. For example, through their employment as mentors and student ambassadors as this has proved an effective means of maximising the engagement of participating school students from the WP target groups. Qualitative evaluations have shown that these school students welcome the opportunity to receive direct advice and support from students currently studying at university, particularly when the latter have progressed to higher education from a WP background. This approach also provides current students, especially those from a WP background, with opportunities to gain valuable work experience and enhance their future employability.

Much of the University's outreach work is directly linked to the specialist academic disciplines taught at Lancaster; focusing on the subject interests of the targeted WP students has proved to be an effective incentive for their engagement in outreach

activities. For example, all of Lancaster's year 12 WP summer schools have a specific academic theme with students working alongside Lancaster academics and PhD students from a range of subjects across the institution's four faculties. Experience has also shown that school and college teachers are more likely to allow and encourage students to engage in outreach activities when those activities provide enhancements to the curriculum. Examples include; a year 11 WP summer school, run by the UK Student Recruitment and Outreach Office (UKSRO), which supports students in core subjects when revising for their GCSEs; Students' Union Literacy Circle and Maths Buddies workshops for primary school students in years 5 & 6 that provide help with reading skills and numeracy.

Work on student success focuses on providing students who have progressed to HE from a WP background with the skills, opportunities and support needed to progress successfully in their current studies and progress to graduate employment or study once they have completed their degree, such as our three day Frontrunner Leadership Course for students with a disability. Participant feedback from previous years has been extremely positive and consent has been obtained from the participants to undertake longer term evaluation into the impact of the course.

We also believe that Lancaster's range of scholarships and bursaries for students from a WP background provides vital targeted additional financial support for these students during their studies.

4. Estimate of expenditure on access and student success measures

On the basis of the University's latest future tuition fee income assumptions, the projected OFFA eligible expenditure on access and student success measures for 2015-16 and 2016-17 is as follows:

	2015-16 (£000)	2016-17 (£000)
Financial support	3,687	3,664
Access	1,100	1,100
Student Success	140	140
Progression	60	60
Total spend	4,987	4,964

5. Amount of financial support and the eligibility criteria for new entrants

As in 2015-16, all UK students in the <£42.62k income group will receive a £1k annual bursary throughout the period of their study at Lancaster. This approach, which takes into account the additional government support provided to students in the <£25k income bracket, received the full support of Lancaster's Students' Union when it was proposed for implementation in 2015-16.

The complete bursary and scholarship scheme for 2016-17 will comprise:

- an Lancaster bursary of £1k per annum for all UK students from households in the <£42.62k income bracket;
- an Access Scholarship of £1k per annum for all UK students in the <£42.62k income bracket who enter with grades of A*AA (or the equivalent), which is additional to any other award(s) being received;
- an Open Scholarship of £2k for the first year of study to any UK student entering with A*A*A, which is additional to any other award(s) being received (including the Access Scholarship).

6. Targeting of activities at under-represented groups

All outreach activities funded through the University's Access Agreements and delivered by the University are carefully targeted at under-represented groups.

For example, all school and college students participating in the 'Target Uni' Mentoring programme are in one of the following target groups:

- a) They have a disability which potentially limits their options for university
- b) They are in care or a care leaver
- c) They receive a free school meal
- d) They receive the 16-19 bursary
- e) Their parents have not been to university
- f) They are a young carer or parent

The UK Student Recruitment & Outreach (UKSRO) office has an extensive database of information on feeder schools and colleges (the numbers of students who are first in their family to consider higher education, on free school meals, from a low household income

etc.) which is used to help ensure that activities such as WP Summer Schools and Master Classes are reaching the right students.

This information is now being fed into a central data system, Higher Education Access Tracker (HEAT) to enable all departments to access the data and promote greater collaboration in WP work across the University.

7. Collaborative WP work

The University understands the value of strong, sustainable collaborative work in both Outreach and Student Support once students have commenced their studies.

Internal Collaboration:

Collaborative partnerships across different departments within the University are an important element in providing successful and meaningful outreach work for school and college students from across the UK.

Examples of the types of activities being delivered include:

Ogden Trust Physics Residential – Physics Department and UKSRO

The University's Physics Department and UKSRO are working together to deliver an annual Physics residential for year 13 students from a WP background, which looks to enhance students' understanding of physics and help prepare them for their final year 13 exams.

Academic Module Placements – Students' Union and various academic departments

The Students' Union works in partnership with 13 academic departments to provide students with 10-week school placements which form part of a credit-bearing degree module. The students use their placement experience as an experiential learning exercise to produce an assessed piece of work linked to an aspect of academic theory. The module placements are very popular with students and allow those who are unable to undertake volunteering (because of the financial need to take on part-time work) the opportunity to access valuable outreach experience through this programme instead.

Stretch and Challenge Master Classes – UKSRO and various academic departments

UKSRO co-ordinates a programme of Master Classes for WP students in years 11, 12 and 13 which are delivered in partnership with a range of academic departments. The classes are designed to complement students' current learning and enhance their knowledge and experience in a variety of curriculum areas. The work is modelled on that expected of first year university students.

External Collaboration:

The University is currently engaged in collaborative WP work with a range of external partners including: our associated colleges, Blackpool & the Fylde College and Blackburn College; the Dukes Theatre; Villiers Park Educational Trust and the educational charity The Transformation Trust. We are also involved in the National Networks for Collaborative Outreach for both Lancashire and Cumbria.

Examples of the type of activities being delivered include:

Villiers Park Educational Trust – Scholars Programme

Lancaster University's and Villiers Park Educational Trust 'Scholars Programme' is targeted at high ability students from disadvantaged backgrounds in the North West. The programme aims to support the academic success of these students through a series of academic Master Classes, workshops, academic tasters and residentials.

Transformation Trust – Junior University programme.

Lancaster University students are helping year 8 students in ten schools across the UK to produce an academic project linked to their area of study, which will be presented and judged at a special event to be held at the University in the summer term.

The Dukes Theatre – The MAKE Programme

This is a collaborative programme with The Dukes Theatre in Lancaster, which is delivered across the Lancaster District and includes partners who specialise in working with young people with a low engagement in education and from economically and socially deprived areas. The organisations involved include; Lancashire Young Peoples Service; Marsh Community Centre; Ryelands Community Centre; Lancaster and the Fylde YMCA; Aspire; Lancashire Museums and Libraries Service and Central Lancaster High School. Lancaster University Students' Union provides student volunteers to take part in activities and in 2014-15 the programme included internship opportunities for Lancaster students from WP groups.

Blackpool & the Fylde College and Blackburn College

On-going work with our associated regional colleges provides FE students from a WP background with opportunities to take part in tailor-made mentoring and residential programmes as well as shadowing opportunities with Lancaster students during their final year of studies.

Joint disability conference

The Universities of Lancaster, Edge Hill, Central Lancashire and Cumbria jointly deliver a special annual conference targeted at students with any type of disability, giving them the opportunity to find out about the opportunities for study at H.E. level and the support that is available at all the participating institutions. This conference is part of Lancaster's on-going involvement in the National Networks for Collaborative Outreach for Lancashire and Cumbria.

8. Activities to support student progression

The University plans to continue to use OFFA eligible expenditure in 2016-17 for activities that support the retention of current WP students and their progression into employment and/or further study. While many of these activities will continue to be delivered by the University's Student Based Support and Careers Service, a programme of collaborative projects with academic departments are also planned. Projects will include:

Careers Support for WP students

The updating of existing video resources (produced with the involvement of WP students) that show the importance of extra-curricular activity for personal development and employability, the opportunities offered by being involved in student societies and the importance of work experience. Careers will work closely with LUSU and academic departments to ensure resources incorporate a range of opportunities and experiences.

Travel Bursary

Targeted interventions for WP students to assist in their job hunting, including the availability of a travel bursary for journeys to attend job interviews, assessment centres and travel costs for internships.

Front Runner

A Leadership Programme delivered over three days to forty students with a disability, which includes exposure to leaders from the private, public and third sector, the development of leadership skills and confidence through direct engagement with employers and access to peer support from University alumni who have previously taken the course.

Chamber of Commerce

A Chamber of Commerce Student Membership Scheme targeted at WP students. The scheme addresses the need to raise students' awareness of opportunities with SMEs as well as raising awareness among employers of the graduate potential of Lancaster students. The scheme also facilitates direct employer input to employability skills development, mock interviews.

Smart Start

A pre-session residential for students with autism, this will run just before their registration at the University for the first year of their studies. The residential will allow students to gain familiarity with the University and the city of Lancaster, and to meet with key contacts within the Careers and central University support services. Students will

then have the option to take part in a peer to peer mentoring programme throughout their studies both as a mentee and later as a mentor for other students joining the programme. Beginning with students with autism, we will look to expand this programme to other groups in future years.

International Cultural Exchange

A travel bursary for students from a WP background to for travel costs associated with our International Cultural Exchange programme, which takes place over the summer vacation.

Care Leavers

In 2015-16, the University will be introducing a support bursary of £2,000 per annum for Care Leavers. In addition, a programme of targeted careers support, mentoring and support opportunities will also be developed. Each Care Leaver will be assigned a personal support officer from within student support for the duration of their course.

Disabled Students' Allowance

The University will also keep the situation with respect to the changes in the Disability Students' Allowance and the possible use OFFA eligible expenditure to provide appropriate additional targeted support for this group under review.

Mature Students

Student Based Services will develop and deliver a programme of support workshops and information sessions for mature students on a range of topic areas designed to help support their progression within their current studies and to explore employment and postgraduate study opportunities upon their graduation.

Student staff and volunteers

The University actively encourages WP students to engage with volunteering and paid work experience opportunities to help enhance their skills base and to develop their employability post-graduation. To support this, the University will be looking to develop a programme of professional development opportunities for student staff and volunteers within UKSRO and LUSU in the first instance with the hope to open this up to the wider student population from 2016-17.

9. Monitoring and Evaluation of WP activities

Widening participation policy is the responsibility of the Deputy Vice-Chancellor who reports to the Vice-Chancellor.

The University's Widening Participation Co-ordinating Group (WPCG) chaired by the Deputy Vice-Chancellor, takes an overview of the University's WP strategy and makes recommendations for possible changes to this in the light of the evidence collected and analysed. The WPCG has a membership covering all aspects of the student life cycle, including the Students' Union President, representatives from Outreach, Admissions and Student Based Services, the Pro-Vice Chancellor for Education and the Directors of Finance and Planning. The University actively consults with the Students' Union on all aspects of widening participation and will continue to involve students when monitoring and evaluating its WP success and in considering any possible changes to related programmes and activities

The University's Researching Equity, Access and Participation group (REAP), based in the Department of Educational Research has been commissioned for the next three years to lead on a hybrid programme of evaluation.

In 2015-16 this programme of evaluation will look at three inter-related strands of activity that together will inform and be informed by a series of small scale targeted evaluation projects.

<i>Data Strand</i>	<i>Cohort Strand</i>	<i>Evaluation and Networking Strand</i>
To analyse data to provide monitoring and contextual evidence for evaluation	To generate a deeper understanding of the student lifecycle, including outreach and final destinations	To facilitate internal and external capacity building, collaboration and dissemination
<i>Evaluation Projects Intervention</i>		
Evaluation of individual projects to establish the most effective features, confirm quality and inform future development. In 2015-16 the focus will be on: Summer Schools; Training of 'Ambassadors' (Undergraduates and Postgraduates who work on outreach activities); Partnerships (schools and colleges) and Disabled Students.		

REAP's work will be shaped by three research topics that will address all stages of the student lifecycle and extend across the full range of WP activities. Their work will be concerned with assessment of current work as well as the development of new practices and procedures. The areas of focus are:

- the effectiveness of activities designed to prepare potential future students for university;
- learning from current students about the factors influencing participation and subsequent success and achievement;
- exploring the factors influencing graduate progression.

As part of their remit, REAP will also evaluate the impact of Lancaster's financial support packages on the retention, progression and degree classifications of WP students.

REAP will make recommendations to WPCG with regard to future University financial support packages based on these findings.

10. Access to Medicine

The Faculty of Health and Medicine, Lancaster Medical School and UKSRO are currently in the processing of developing a new Compact Scheme for access to medicine and other healthcare professions, which will provide students with the opportunity to engage in a series of health and medicine activities with the University. As well as continuing with our successful year 12 Medical Summer School and taster days, we will be looking to offer the opportunity for students to take part in interactive workshops and ethics debates. We appreciate how important it is to introduce students to higher education and medicine from an early age and as such the programme will look to work with students from year 5 onwards. We will, in particular, be looking to work with students from the coastal and rural regions of Lancashire and Cumbria.

We believe we are making significant progress in supporting students from WP backgrounds to access medicine and the Medical School are continuously reviewing their admissions policies to ensure these offer the right support to WP students.

In addition, the Medical School have recently appointed a Widening Participation Officer with a specific remit to widen access to medicine for students from a WP background.

The following table shows Lancaster's performance for medicine admissions against key WP performance indicators for 2013-14 and 2014-15. In comparison to national statistics from the General Medical School for 2013-14, Lancaster performs significantly above the sector average. For example in 2013-14, 76.2% of Lancaster Medical School students came from a state school or college and 24% were from NS-SEC classes 4 – 7, compared to a national average of 62.5% from state schools and colleges and around 20% from NS-SEC classes 4-7¹.

	2013-14	2014-15
Percentage from state schools or colleges (Young degree entrants)	76.2%	83.3%
Percentage from NS-SEC classes 4, 5, 6 & 7 (Young degree entrants)	24%	28%
Percentage from low participation neighbourhoods (Young degree entrants)	8%	11%

11. Targets and milestones

¹ http://www.gmc-uk.org/Report_NTS_Socioeconomic_Status_Questions.pdf_53743451.pdf

We do not propose any changes to the output targets set out in our approved Access Agreement for 2015-16, which are based on the following HEFCE widening participation performance indicators:

- Percentage of young degree entrants recruited from state schools or colleges
- Percentage of young degree entrants recruited from NS-SEC classes 4,5,6 & 7
- Percentage of young degree entrants recruited from low participation neighbourhoods
- Percentage of young first degree entrants from low participation neighbourhoods no longer in HE after first year of study

The latest baseline figures are the University's performance in the HESA PIs for the 2011-12 academic year. The proposed milestones for the period to 2017-18 are set out in Annex B. For those measures where we were already performing strongly in 2011-12, such as state school recruitment, the target is to maintain our current performance; for those measures where our current performance is less strong, such as retention rates from those in NS-SEC groups 4-7, we aim to improve both our absolute performance and our performance against HEFCE benchmarks.

12. Equality and diversity

Responsibility for ensuring the University executes its responsibilities under the Equality Act 2010 lies with the Equality and Diversity Committee, a joint committee of the University's Senate and Council (the governing body of the University), which is chaired by the Pro Vice-Chancellor for Education and includes representatives from Senate, Council, the Students' Union, Student Based Services, the University's Disability/Equality Networks and the Trade Unions.

Reports on the activities and targets set out in the University's Access Agreements and the progress made towards achieving these are made annually to the Committee.

13. Provision of information to prospective students

The University will continue to provide comprehensive and clear information on tuition fees and the financial support available for both prospective and current students through its website and other media (including hard copy publications such as the University Prospectus, subject to the limitations caused by print deadlines). All applicants receiving an offer of a place receive a letter giving details of the financial support available to new students from the University, and the eligibility criteria for access to that support.

We also work with and through Lancaster University Students' Union to help ensure that relevant information reaches students.

Table 7 - Targets and milestones											
Institution name: The University of Lancaster											
Institution UKPRN: 10007768											
Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body											
Reference number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	HESA T1a - State School (Young, full-time, first degree entrants)	Young degree entrants	No	2011-12	90.1%	91.4%	91.4%	91.4%	91.4%	91.4%	
T16a_02	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Young degree entrants	No	2013-14	25.2%	27%	28%	28.3%	28.6%	28.9%	
T16a_03	HESA T1a - Low participation neighbourhoods (POLAR2) (Young, full-time, first degree entrants)	Young degree entrants	No	2013-14	9.8%	11.5%	12%	12.3%	12.6%	12.9%	
T16a_04	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 2) (Young, full-time, first degree entrants)	Young degree entrants	No	2013-14	6.1%	5.2%	5%	4.8%	4.6%	4.4%	
Notes											
Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes -based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.											
Table 7b - Other milestones and targets.											
Reference Number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16b_01	Outreach / WP activity (other - please give details in the next column)	Number of outreach schools worked with - off campus including presentations, workshops and IAG events	No	2011-12	40	100	100	100	100	100	
T16b_02	Outreach / WP activity (other - please give details in the next column)	Programme of campus day visits, master classes and workshops	No	2011-12	960	1800	1800	1800	1800	1800	Student from WP groups attending campus day visits and activities
T16b_03	Outreach / WP activity (summer schools)	Residential and day Summer Schools for WP students in years 11 - 13, providing academic tasters and higher education and key skills workshops	No	2011-12	455	600	600	600	600	600	Student from WP groups attending summer schools
T16b_04	Outreach / WP activity (other - please give details in the next column)	Peer mentoring programmes for year 8 and year 12 students from a WP background.	No	2011-12	280	460	500	500	500	500	Students from a WP background mentored
T16b_05	Outreach / WP activity (other - please give details in the next column)	Formal partnerships with low HE participation feeder institutions	No	2011-12	15	20	20	20	20	20	Partnerships established
T16b_06	Outreach / WP activity (collaborative - please give details in the next column)	Formal partnerships with external partners and associated colleges to provide a range of activities, master classes, workshops, residentials and mentoring opportunities to students from a WP background	Yes	2011-12	0	800	800	800	800	800	
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.											