## ACCESS AGREEMENT 2016 – 2017

### INTRODUCTION

UCLan is extremely successful in delivering its strategy for widening access to higher education. 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 2016 - 2017 Access Agreement consolidates and builds on this success 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 latest technologies will create an environment which enhances students' achievement and progression. All our staff will be equipped to draw on best practice in designing and delivering professional learning to raise levels of student attainment and employability. A key strand of our strategy for improving student progression and success is to define clear responsibilities and measures, so that we are able to ensure performance is closely monitored against the nominated targets, that there is appropriate challenge at all levels and that actions to meet (or exceed) targets are implemented in a timely fashion. Alongside this, we continue to make significant investment in student support.

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

UCLan will continue to charge a standard £9,000 pa for all its full time undergraduate courses, with the following exceptions:

- The foundation entry years of the undergraduate courses will be charged at £4,500 for all foundation year courses run on the UCLan campus. This consolidates our strategy to subsidise heavily foundation entry to widen access for students with non-standard qualifications.

- Students on courses delivered by UCLan staff at the Burnley campus will be charged £7,000 for all its full time undergraduate courses as a reflection of the local target market.

- Students undertaking a sandwich year at UCLan in 2016-17 will be charged £900. The sandwich year fee at Myerscough College is £1,500, although there are currently no such courses within their indirectly funded provision.

- Partners with indirectly funded provision will charge £6,000 for foundation entry and foundation degrees, except in the case of specialist foundation degree provision at Myerscough College, which will be charged at £9,000.

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- Honours Degrees in partner institutions will be charged at £9,000; Honours Degrees at Runshaw and Burnley Colleges will be charged at £6,000, other than Social Work and Computer Games Enterprise courses at Burnley College, which will be charged at £7,000. Hugh Baird College offers a top-up (Year 3) to our honours degree, charged at £6,000. Futureworks charges honours degrees at £6,600, whilst the School of Sound Recording charge honours degrees at £6,000 for all other than the Studio Live Music Production course, which is £9,000.

- Part-time courses are studied via a mixture of routes from distance learning to block release. Fees will be set at £1,500 per module for those commencing in 2016/17 on-campus, with a £1,000 fee for those students choosing to study via distance learning. UCLan Burnley students will be charged £1,167 per module in line with the full time honours degree fee. No part time student will be charged more than £6,750 in an academic year.

- UG conversion courses are charged at a rate of £1,000 per module (e.g. Grad Dip in Psych and CPE Law).

- Partners have a range of fees based on the varying markets for their part time courses, charging anything up to £1000 per module.

- Erasmus / overseas study years will be charged at a rate of £1,350 – this rate is potentially subject to change dependent on the finalisation of 2016-17 government policy.

| | UCLan Preston | UCLan Burnley | Myerscough College (indirectly funded) | Other partners (indirectly funded) |
|---|---|---|---|---|
| Full-time undergraduate foundation entry years | 4,500 | 4,500 | N/A | 6,000 |
| Full-time undergraduate foundation degrees | 9,000 | 7,000 | 9,000 | 6,000 |
| Full-time undergraduate honours degrees | 9,000 | 7,000 | 9,000 | 6,000 - 9,000 |
| Sandwich years | 900 | 900 | 1,500 | N/A |
| Part-time (per fte) | 9,000 | 7,002 | 5,400 | up to 6,000 |
| PG courses for the initial training of teachers that are subject to regulated fees | N/A | N/A | 6,000 | 6,000 |
| Erasmus / overseas study years | 1,350 | 1,350 | N/A | N/A |

We will apply any permitted real terms rise in fees from 2017-18 onwards.

## EXPENDITURE ON ADDITIONAL ACCESS AND RETENTION MEASURES

Indicative expenditure for 2016-17 is shown below highlighting the balance of access and student success activities, whilst at the same time maintaining bursary support to recognise the fact that a significant number of UCLan students enter from low income families. Feedback from students and

from the Students' Union is that such measures encourage low income families into higher education and improve progression rates.

|  | 2016-17 OFFA-countable expenditure |
|---|---|
| Access | £725,852 |
| Student Success | £3,133,683 |
| Progression | £1,104,800 |
| Financial support | £3,877,600 |
| **TOTAL** | **£8,841,935** |

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

## FINANCIAL SUPPORT FOR STUDENTS

Financial support will be provided to students in cash and through payments to support learning.

Timely information will be provided to UCAS and the SLC to ensure that applicants and students are aware of the support available.

The UCLan Bursary delivers financial support to the poorest students by:

- Providing £2,000-worth of financial support in Year 1 for all full time undergraduate students at our Preston Campus paying the maximum £9,000 fee from households with residual incomes of less than £20,000 (with the exception of students already in receipt of support such as NHS-sponsored students and Dentistry students).

- Providing £1,000-worth of financial support in Year 1 for all full time undergraduate students at our Preston Campus paying the maximum £9,000 fee from households with residual incomes between £20,000 and £25,000 (with the exception of students already in receipt of support such as NHS-sponsored students and Dentistry students).

Additional funds will be allocated to enhance the hardship fund to be administered by the Harris Bursary Fund Panel.  Through these additional funds, we will be 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. Information on the Harris Bursary Fund is updated annually and can be found at:
http://www.uclan.ac.uk/fundraising/harris_bursary_fund.php.

Our approach to financial support is continually evolving, based on discussions with the Students' Union and on feedback from previous and current First Years, as well as national research and feedback.  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.  While recognising that national research does not point to bursaries having significant impact in widening participation, we feel that tailored investment, based on impartial and auditable criteria, will allow

interventions by way of financial support to be used to maximise student retention and achievement.

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.

Future recommendations include more targeted support for students with disabilities, particularly those facing financial hardship, to ensure that changes proposed to Disabled Students' Allowance from 2016-17 do not deter students with disabilities from accessing and succeeding in Higher Education.

Information on the range of the above 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**

Care Leavers are a group of students who are particularly vulnerable when they enter Higher Education. In the absence of parents or families to provide role models and support them financially,

they often require additional support to enable them to succeed on their course and overcome any barriers they may face.

In September 2014, a new, targeted financial support package was introduced for students who are Leavers from Care.  All students who meet the criteria (UK Home student, 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, along with a range of other targeted support arrangements including:

- A cash bursary of £1000 per year of study for Home undergraduate students meeting the criteria for Care Leaver status, paid in four instalments through the year at times when students need additional financial support the most

- A dedicated point of contact for advice and support, from application through admission and 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 in addition to the UCLan Care Leavers' Bursary

- Access to a peer mentoring / wellbeing scheme, study skills support and enhanced careers support

- A Care Leavers' Group, which meets regularly (staff and students) to provide opportunities for discussion and mutual support

- 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.

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 Young Adult Carers**

Building on the success of the targeted support for Care Leavers, the University is now working with the Students' Union on developing targeted support for students with caring responsibilities.  A significant proportion of UCLan students, young and older, have caring responsibilities.  Currently information on such students is gathered through interventions such as Counselling or Hardship funding support.  The Students' Union have recently launched a survey of students to gather additional data on the needs of this group, and have requested that the University should move to gather data systematically through student enrolment to facilitate the development of targeted support.  Planning for this support is at an early stage of development, but as with Care Leavers, initial plans include:

- Targeted financial support (amount and eligibility criteria to be defined)

- Flexible arrangements for study (e.g. ease of access to course materials via the VLE when students are unable to attend because of caring responsibilities)

- Dedicated point of contact for advice and support at all stages from application through to study and graduation

- Opportunities to meet with other students and staff with similar responsibilities to share experience and gain peer support

**Evaluation of financial support**

The University will undertake evaluation of the impact of these initiatives relating to financial support for students in areas such as access and participation, retention, student satisfaction and academic performance and achievement.

# ASSESSMENT OF PERFORMANCE

Traditionally UCLan has an extremely strong track record of access for under-represented groups. HESA Performance Indicators are used as the main measure and the most recent release (for 2013/14 data) reflects that we met or exceeded our targets, with 17.3% of young full-time first degree students coming from low participation neighbourhoods (target 15% - POLAR 2 methodology) and 43.9% of young full-time first degree students being drawn from lower socio economic groups (target 39%).

We have a strong story to tell, but we are mindful that there could be threats to our continued success in this area. We therefore made a strategic decision to introduce a foundation entry year option for all our undergraduate courses offered on campus. These are heavily discounted to allow for access to higher education by students with non-traditional qualifications, within which students from low participation neighbourhoods form a high proportion. We also made a strategic decision to continue with our policy of maintaining the increased entry requirements for full time undergraduate courses. However, we have introduced the significantly expanded alternative entry route to ensure that this policy will not have a negative impact on students with 'non-standard' qualifications who have the potential to benefit from higher education. We currently monitor this using the HESA performance indicators noted above, but if this data begins to indicate a downturn in enrolments of students from these under-represented groups, we will look to extend our monitoring to cover applications.

Retention is an area of challenge for us, but we are on track with our work to address this and the latest HESA Performance Indicator release projected that 77.9% of our students would obtain a degree, against a milestone of 70%. Over recent years we have been working to understand the nature and extent of any differential impacts on under-represented groups and have developed a series of internal data reports to examine this at both school and university levels. 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. This is being rigorously monitored through the College structure and investment in enhanced data collection and reporting systems.

We are not only concerned to ensure that our students complete their courses; we want to see them achieve strong grades that ensure that they are competitive in the graduate job market. We have, therefore, been working to identify and understand any differentials in the achievement of

students from under-represented groups. We have chosen to focus initially on the attainment gap between White students and BME students, with a strategic objective to reduce the gap to 12% by 2016. We are pleased to note that we are making good progress in this area: in 2011/12, the 'good' honours ethnicity attainment gap at UCLan was at 16%; this has now reduced to 12% in 2013/14, and is below the sector average.

## ACCESS MEASURES

UCLan's Strategy for the period 2007-2017 affirms our commitment to "continue to lead the UK higher education sector in promoting equality of educational opportunity". Although the strategy is now in the process of being revised and updated, access to higher education will continue to be at the heart of our new strategy.

## Collaboration

### Collaborative provision

Widening participation is the major driver behind our extensive collaborative arrangements with FE colleges and other partner organisations, and behind the development of the Burnley University Campus. Evidence indicates that our partnership arrangements make a significant contribution to mature student entry, with 58% of students based at Burnley and 66% of the students at other partners being over 21 compared with 54% of students at the main campus. 48% of students at Burnley come from low social classes, compared with 42% in other partners and 40% at the main campus. 30% of students on UCLan direct-delivery programmes at Burnley are BME compared with 15% at the main campus.

Although our relationship with FE college partners is changing in the light of government policy (indirectly funded student numbers have reduced significantly as partners have been successful in gaining directly funded numbers), 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 nuclear engineering. UCLan continues to be the validating partner for courses which are now directly funded.

The University sponsors two Helena Kennedy Scholarships a year, which are awarded to disadvantaged students progressing from FE colleges.

### Junior University

UCLan remains committed to working closely with schools and colleges in Pennine Lancashire and Preston to further develop and deliver our Junior University (JU). During the pilot 2010-11 year, three cohorts of Year 9 and 10 pupils participated in the JU, with a 93% completion rate over the 20-session programme (51 out of 55). Qualitative feedback from participants, teachers and parents was uniformly positive. Participant questionnaires demonstrated significant improvements in motivation, knowledge and understanding of HE. Teachers highlighted the positive impact on

confidence, maturity and motivation.  Parents talked about the excellent opportunity, inspirational student ambassadors and positive benefits for their children.

Since then we have enhanced and expanded the programme in a variety of ways, based on findings from our evaluation and on feedback from participants and stakeholders.  Such findings include strong indications that the extended activity further supported the beneficiaries' aspiration to continue to progress onto Higher Education.  The very first cohort of JU students were eligible to enter HE in September 2014 and, based on data available to us, 66% applied to HE, with 19% to UCLan and, of these, 9% eventually enrolled with us.  We were able to engage with students throughout the application process and two students are now trained Student Ambassadors working on the JU programme as undergraduate students.

**Other HE-FE-Secondary School collaboration**

Working in collaboration with Preston Collaborative Partnership (PCP – formally the Preston 14-19 LEAD Group), a pilot programme was launched in 2011-12 to support learners who may be at risk of becoming "not in education, employment or training" (NEET). Ten pupils from a local high school were identified to work with student mentors from Preston College (BTEC vocational students) and UCLan, on a pilot project which was designed to raise their participation, confidence and motivation in education. Based on evaluation feedback, there was a 10% increase in those who were confident that they could achieve a university qualification at the end of the programme compared to the beginning.  In preparation for RPA (Raising the Participation Age) and the potential impact that this may have on the NEET agenda, UCLan extended this programme for 2013, working with four Preston Schools and extending the activity to 20 "at risk pupils". By sharing expertise and resource, working in collaboration with Preston Collaborative Partnership this model serves as a test bed for further development within the immediate locality of the University, working with schools in some of the most deprived wards.  For 2013-14 the project was extended to include pre-NEET (year 9) students. The programme is being offered again during the summer term of 2015 and, although numbers are relatively low for this activity, the difference made to the participants is significant. We have observed that 10% of this cohort have progressed onto the main JU programme during Year 10. We aim to monitor this cohort in more depth during the academic year 2015/16, and will offer a further 10 places. The NEET statistics for Preston continue to increase and we will continue to work collaboratively with local agencies to play a role in addressing this.

Academic Schools in UCLan also work in a variety of ways with pupils from feeder schools in the region and in particular with pupils from low participation neighbourhoods to run university taster events, subject specific events, joint projects and other outreach activities.  Such relationships are ongoing through the year and through such links pupils come into university and academics go out into schools to raise aspirations.  In Cumbria, UCLan is working with two partners, Howgill Family Centre and Inspira Inspiration for Life, on two three-year projects with young people and families from low participation areas to identify and evaluate interventions which encourage resilience, success and progression into higher education and throughout the student lifecycle.

In July 2014 UCLan hosted a year 8 EXPO event for pupils from schools in the area, which brought over 6,000 pupils onto campus to engage with a wide variety of hands-on activities with staff and students to raise aspirations, highlight careers opportunities, expand networks and inspire pupils to work towards reaching their full potential through routes into higher education.

UCLan is also a strategic partner with Visions Learning Trust, which opened a University Technical College in Burnley in 2013; and is the HE partner for the UTC in Wigan, which again opened in 2013. The University also sponsors the West Lakes Academy in West Cumbria and is a partner in the Montgomery Trust in Blackpool and in Wigan Education Trust. UCLan is working with Visions Learning Trust to sponsor Preston Guild UTC in Preston city centre to extend opportunities for gaining skills which will allow progression into HE and careers in construction and engineering. A particular theme of the UTC is to improve gender balance within the industries served and access by students from low participation areas. This work is part of our strategy to work in depth with selected partners 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.

Whilst it is recognised that relatively low numbers of care leavers currently access Higher Education, this is an area of focus for UCLan for 2015-16 as part of the strategic commitment to increasing their participation and we have developed a programme to implement interventions targeted at supporting these groups. Although the Buttle accreditation in itself has been discontinued, UCLan is using research commissioned by the Buttle Trust to inform its strategy and interventions by adopting the recommendations to improve the chances of care leavers accessing and remaining in Higher Education. Building on the outreach work we are already delivering, additional emphasis is also being placed on ensuring that Looked After Children are offered the same opportunities to participate, for example, in the Junior University programme, and to be supported by Peer mentors and Student Ambassador mentors.

### Collaboration with HEIs

The four universities covering Cumbria and Lancashire (University of Cumbria, University of Central Lancashire, Edge Hill University and Lancaster University) continue to liaise post-Aimhigher in order to share ideas and best practice for outreach activity, to minimise the risk of duplication, and to make the most effective use of the resource available across the four institutions. Although there are practical limitations in the ability to share resources and facilities where institutions are not closely co-located, collaborative working has continued, mainly in relation to re-directing requests for activity from 11-16 schools to Universities more closely located to their geographical locations with regard to primary activity.

UCLan and the University of Cumbria are now working collaboratively to establish two networks under the National Network for Collaborative Outreach initiative. Edge Hill University and Lancaster University are supporting both networks alongside a broad range of FE partners, including two land based organisations.

## Outreach

### Public and community engagement

An extensive and varied set of public and community engagement activities contributes directly to the widening participation agenda by engaging young people, parents, teachers and advisers. The Lancashire Science Festival, held for the first time in June 2012, and now organised as an annual event, is our flagship community event, with an audience of around 7500 people visiting campus over the three-day event. The Festival core audience is schoolchildren aged 10-16 years, and

families with young children aged approx. 5-14 years.  It takes place over three days at the end of June (25-27 June in 2015) and aims to engage young people with STEM, and the potential educational and career paths open to them, and is in this sense aspiration-raising. Visitor feedback tells us that we are successful in this aim:

> *"My son is dyslexic and was overwhelmed by the amount of dyslexic scientists there, it has probably changed his life, and his future, thank you"*

> *"A fantastic day out that appealed to a wide age range.  Although my son is only 11, it made him think about career choices that are not always obvious"*

> *"Son wants to be an industrial pharmacist after the making medicine workshop. Learnt loads and definitely sparked his interest in science and he can't wait for the next one"*

Visitor feedback also highlighted that this was an initial point of contact with UCLan that many underrepresented groups would not otherwise have had.  Students contribute to the Lancashire Science Festival through provision of hands-on activities, as voluntary festival assistants and as student ambassadors, who are matched to the school groups visiting to ensure that students have the best possible experience at UCLan.  Funding is made available for schools in low socio economic areas to cover transport costs to the Lancashire Science Festival.

Outreach projects, especially in STEM, are often targeted at those schools that cannot participate in expensive curriculum enrichment and are always provided free of charge.  We work closely with the Ogden Trust to raise the aspirations of young people and increase progression into STEM subject areas, especially Maths and Physics, through Science Partnerships and access to Ogden studentships.  The outreach projects also raise awareness of the UTCs which provide pupils with opportunities to focus on these subject areas alongside gaining workplace experience and developing applied projects to engage their interest.

The Young Scientist Centre (YSC) was formally opened in 2015 and is a collaboration between UCLan and the Royal Institution, offering high-quality practical science experiences for pupils at key stages 2-5 within a dedicated laboratory space. The programme of activities covers areas of chemistry, cell biology, ecology and forensic science, with workshops in engineering and astrophysics currently in development.  All workshops are an extension to the curriculum and provide practical experiences which cannot be delivered in school/college.  Such experiences are likely to lead to increased interest in science subjects and possibly uptake of such subjects at A-level and beyond.  We intend to offer the opportunity to access the YSC, free-of-charge, to schools fulfilling our WP criteria, to remove all potential barriers to engagement, and enable us to work with schools who would most benefit.  Schools accessing KS4/5 workshops are also offered a campus tour, maximising the opportunity for raising aspirations around future HE participation.

Public and community engagement is part of the research culture at UCLan.  Ten research staff have been appointed as 'engagement catalysts' and an artist in residence bridges the gap between the research environment and the regional community, through creative outputs. Many Catalyst projects directly address issues of aspiration and participation, from working with girls in computing to offering a Pro Bono law clinic extending legal advice to socioeconomic deprived groups.   This is supported by the Creative Communities Network of alumni, UCLan honorary fellows, business leaders, staff and students who put on a range of activities during the year designed to engage pupils

who have otherwise limited exposure to higher education as well as creating a forum for raising existing students' aspirations, awareness and opportunities for progression into chosen careers.

UCLan is also actively engaged in local civic events, such as the Preston City Council sponsored 'Winckley Weekend' in May 2014, which will attracted over 6,000 visitors to the City from diverse backgrounds. Supported by student ambassadors, UCLan put on hands-on activities and raised awareness of university education through a series of stalls and events over the two days.

Students make a core contribution to many of our current outreach activities and are encouraged to contribute to public and community engagement events in a variety of ways. Research students and staff can access relevant training in skills for public and community engagement, and the EngageUCLan steering group is working to reward and recognise these activities. The SU also provides recognition for student volunteering and works in partnership with the university to maximise student involvement and recognition.

Digital and Literacy Exclusion Project designed and led by UCLan graduate interns employed by the University involved the design of IT training packages to assist sections of the public gain the skills to access IT networks and the digital environment. Working with charities as partners to pilot the packages, the interns were able to enhance the skills and 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 to improve adult literacy and digital engagement.

The Centre for Volunteering and Community Leadership (CVCL) is an Institute of Leadership and Management (ILM) accredited centre on behalf of the University of Central Lancashire. As well as ILM accreditation through academic programmes of study, the centre has accredited much of its volunteering activity. This is aimed at supporting 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.

The Centre for Volunteering and Community Leadership has an extensive network of around 500 partners regionally, nationally and internationally, including Russia, Oman, Pakistan and the USA. These partners support the development of the Community Leadership Programme and Continuous Professional Development Portfolio. The CVCL is currently is looking to create a Community interest Company that will provide opportunities for students to gain work experience in a socially entrepreneurial manner, benefiting themselves and the community. This will enable CVCL to sustain an even broader range of activities and social action opportunities involving a higher proportion of the student population.

The CVCL has a fully inclusive pan university remit, bringing students from all disciplines together with community and voluntary organisations, including international partners. For example, the CVCL collaborates with a number of partners in Russia, from Non-Governmental youth organisations to the Sochi 2014 Organising committee. Recently the CVCL has been working with the Russian State Social University to develop a student-led social action programme embedded in the curriculum. The centre is also working with Moscow Government on the volunteering programme for the 2018 world Cup.

The CVCL's Freire Institute, based at the UCLan Burnley campus, works as a collaboration between academia and community organisations. The Institute facilitates critical dialogue pertinent to activists, organisers and groups at the grassroots and also provides workshops and training for community groups around peer education. In 2014, the CVCL hosted an international conference on the work of Paulo Freire called Transforming Communities, the proceedings of which are to be published by Palgrave Macmillan. The CVCL also holds regular seminars with policy makers and strategists as well as MPs and influential scholars. In 2014, Colin Parry OBE gave a seminar on sectarianism that was accessed by local people and also colleagues in Pakistan through Adobe Contact Software. 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.

An extensive range of outreach projects and programmes aimed at engaging the local and wider communities is undertaken each year. Some examples of this kind of work are:

- Lancashire Youth Voices Project, led by UCLan staff and students from the Community Leadership BA course, which aimed to engage three different groups of young people from Preston and Pennine Lancashire. The project explored young people's views of community cohesion, equality and diversity, active citizenship through creative expression, educational and interactive workshops exploring the concept of community cohesion and how it relates to them and their local area. These workshops culminated in the production of a creative and relevant story which was presented as a stop frame animation. The story incorporated the views of young people in Lancashire and raised awareness of how a more cohesive community can be created. Seal Films, a Lancashire based film company put the finished piece together and this is now being exhibited and will be used as an educational tool.

- Travellers through Time, a joint project between UCLan and a Preston based Travellers Site, aimed to improve the literacy skills of their young people alongside providing an opportunity for students at UCLan the young people from the Travelling community to learn more about each other's cultures. A group of six students attended the site once a week for six months with a community artist. In order to improve on the literacy skills, the artist and UCLan students worked with the young people to write and record stories using creative monologues based on Traveller history.

- West Lakes projects: Throughout the past year CVCL, the University's Applied Policy Science Unit with the Samuel Lindow Foundation has been working in Whitehaven and surrounding areas to address cultural, educational and social issues and inequalities, and has looked at the role of poverty as a factor influencing this. Working with multi artners agencies and schools in the region a number of conferences and events have been held along with interviews with parents, teachers and pupils to gain qualitative data on improving social equality and raising aspirations. A number of summer schools, aimed at working with community organisations and community leaders, were delivered as university certificates aiming to up-skill members of the local community.

- Flying start is now a mature programme designed to help students without family experience of higher education and from low participation backgrounds into higher education through a tailored pre-entry programme of events offered across a block in summer. Tracking students

forward, this programme has been demonstrated to increase student access and also to sustain engagement to improve progression and success through the student lifecycle.

- Social media and call centre activities are designed to engage students with UCLan prior to their entry and provide a forum for prospective students to discuss concerns and ask questions 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' journey into higher education is as smooth as possible. These help provide re-assurance and advice to students from low participation areas or with low levels of family experience in higher education. The social media activities are also targeted at subject groups, so that students can start to create learning networks and communities of practice prior to entry to the course, which have been demonstrated to be very effective in helping students progress and maximise achievement while at university and in achievement of their career goals.

## Summary

In summary UCLan is committed to:

- Expanding access from under-represented groups to all its courses by offering a comprehensive set of discounted foundation year entry programmes as an alternative to traditional entry qualifications

- Continuing to work with and through FE College partners to strengthen the participation of under-represented groups through:

  - a 2+2+1 progression model, based on progression through vocational FE to Foundation Degree (or similar) and on, where appropriate, to top-up Honours Degree or Level 5/6 CPD programmes

  - employer/employee-friendly CPD programmes at levels 4-6, targeting mature and part time students in particular

- Extending the Junior University approach alongside other outreach activities as an umbrella for a portfolio of activities to target cohorts of students, primarily at Key Stage 4, from under-represented groups

- Extending its work with UTCs and Academies and employers to extend access to higher education from under-represented groups in areas of skills shortages such as construction and engineering

- Targeting UCLan Schools/courses where disadvantaged groups are poorly represented for specific outreach activity as part of the Junior University approach and/or with students drawn from a wider geographical area

- Building on and extending its outreach work, through initiatives such as the Lancashire Science Festival and the newly opened Young Scientist Centre

- Working in collaboration with a range of partners to reach out to communities in deprived areas of our region.

## STUDENT SUCCESS

UCLan's student support mechanisms are wide ranging and, given the profile of our student body, we commit considerable resources to initiatives designed to smooth the transition of our students into HE; support them and maximise engagement during their critical first year of study; develop strong communities of learning and cohort identity to strengthen academic performance from under-represented groups; re-engage those students who have withdrawn or who are at risk of withdrawing; and provide specialist support for students with specific needs associated with, for example, disability or family hardship. Increasingly, however, we are also 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 this is essential if we are to address the challenges to social mobility likely to be experienced by many of our students, in particular those who come from disadvantaged backgrounds.

We have been encouraged by early signs of improvement in student retention and progression, but this, together with the overall success of our students, remains a key institutional priority. One of the ways we are addressing the challenges is to bring a number of disparate initiatives together in a more integrated approach to the management of the "student journey", focussing on interventions through the full student lifecycle and on student engagement and the development of leadership skills. A series of focussed student engagement activities and high energy 'student engagement weeks' are being delivered across the University to ensure that all students are engaged with their learning journey throughout their time at UCLan and with all the opportunities that are available to help them grow and develop. Activities are specifically focused around the more vulnerable periods for student engagement (for example after vacations, before or after assessment periods) and targeted at students who are returning to education (for example, identifying opportunities for buddying, volunteering and additional study opportunities, such as languages). The University offers a place on a 'Flying Start pre-arrival programme to all new students. Taking account of students' personal commitments, we offer both residential and non-residential options for these programmes, which are designed to engage students positively with the University and with their peers from the earliest possible stage. A range of activities including study skills development, team working, career planning and social events form part of the programme and this approach has been extremely successful in building students' confidence and establishing a firm relationship with the University from the beginning of their studies. The opportunity of peer mentoring is also offered to all students. When inviting students to take up such opportunities the University proactively targets students from under-represented groups using a variety of methods of communication to ensure individuals are not singled out, but are fully aware of the support available.

Additionally two new 'Future Leaders Programmes' have been developed. In their first year of operation, 60% of students attending were from low participation or under-represented groups. The programmes have drawn on leaders from industry and the professions, the armed forces and UCLan's own expertise in leadership. Feedback from the programmes has been extremely positive, with students reporting increased confidence, engagement and career development awareness. To support the learning development of students further, opportunities for placements, internships and other forms of work experience and volunteering are embedded in all courses. Peer mentoring and the leadership and management of personal development (to which all students are invited and

supported to take part) is offered alongside tailored one to one careers' advice and guidance. The Careers Service offers a series of dedicated subject based careers events supported by employers and cross-university events which are designed to engage all students with careers support.

Further support for students is being rolled out through the use of Pebblepad, an e-portfolio interactive software package for use by students to record and reflect on their skills and academic development and careers' advice, supported by academic tutors, personal tutors and the careers service and employability staff. Online literacy and numeracy software packages are being piloted to assess students' performance and areas for intervention. The packages produce tailored interventions for students to engage with to support performance in conjunction with the work of academic and personal tutors. Strengthening of face to face skills support is offered by 'Wiser' our targeted study skills intervention team. Alongside this, a comprehensive and best practice informed programme of academic staff development has been rolled out to assist and inspire staff to create curricula and identify and support students to maximise their potential and future success regardless of levels of prior attainment.

Further support for the employability agenda has been provided through the creation of additional posts in our Careers' Service and in our Innovation and Enterprise service, to give advice and act as the interface between employers and our academic Schools and, amongst other things, to generate structured work experience opportunities for our undergraduates. This service also has an important role to play in seeking to arrest the decline in part time participation, through the development of more customer-friendly options for employers and employees. There is a renewed focus on providing tailored one to one careers' advice and support to students.

Recognising the importance of work experience in the student lifecycle, 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. Qualitative data collected suggests many participants in the scheme have been positively supported through the programme into permanent full time graduate employment.

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.

**Summary**

In summary the University remains committed to continually improving the performance, progression and completion of students on all our programmes, and is allocating additional resource to:

- Continuing to develop the curriculum and delivery modes to make our programmes accessible to a diverse student population, including those in employment, returning to study and/or unable to attend on a full time basis

- Providing more integrated and proactive leadership and management of the student journey through a focus on active student engagement throughout each academic year, leadership development activity and tailored one to one career and employment advice

- To provide work experience opportunities for all students throughout the student lifecycle including post-graduation internships and careers support

- Providing financial support at the point of need to students in addition to the standard package of support for students from low household incomes

- To roll out a sustainable programme of staff development to embed best practice within the curricula and pedagogies adopted

## TARGETS AND MILESTONES

We aim to:

- Achieve or exceed our benchmark for the recruitment of full time students from state schools, low social 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

In recognition of the fact that we will need to work harder in the future to attract students from under-represented groups, we anticipate that our strategy to expand foundation entry years to all our degrees will ensure the overall proportion of such students amongst our student body is maintained, and remains at least at benchmark.

In supporting these aims we will:

- Engage younger age groups from year 6 upwards in activities to raise aspirations and promote progress into higher education through activities such as the Year 8 EXPO and Science Festivals on campus and the activities of the Young Scientist Centre
- Engage students in Year 10 upwards from the targeted cohorts in a co-ordinated programme of interventions leading to HE
- Work in collaboration with FE and other partners to strengthen the progression of vocational learners, including apprentices, and part time learners into HE
- Support the recruitment of students to our sponsored Academy and UTCs in Westlakes, Wigan and Burnley, and seek to expand to include a new UTC to be based in Preston
- Support our students with employability embedded within the curriculum and through extra curricula activities and structured work experience.

We aim to increase and sustain participation in the Junior University to approximately 300 participants a year from the 2010-11 baseline of 50; and will supplement this through the activities of our Young Scientist centre, resulting in a further 500 participants benefitting each year.  We also aim to carry out targeted work with a minimum of 300 vocational learners in partner institutions in

2015-16; and promote opportunities and aspirations to go into higher education with 6000 younger participants through the Schools' EXPO on campus in 2016-17 and annually.

Having identified that, like the rest of the higher education sector, a smaller proportion of our BME students achieve a first or upper second class degree than our White students, we have set ourselves a new set of targets and milestones which aim to reduce this gap in attainment to well below the sector average by 2017.

We are pleased to note that, as reported above, our performance against the milestones we set for this year has been strong, with all targets being met or exceeded.

We are currently part-way through the process of reviewing and revising our University Strategy (our current Medium Term Strategy was established to run until 2017). Targets through to 2020 will be set during this year for all our key areas of activity and the targets included in our appendices to this Access Agreement are based on our current expectations, but have not yet been approved by the University Board and, therefore, may be subject to change as this process is completed later this year. Such changes will only occur if these targets do not sit well alongside the final targets for all other areas of activity.

## MONITORING AND EVALUATION ARRANGEMENTS

The Access Agreement is monitored through reports to the Student Experience Committee which is chaired by the Pro Vice-Chancellor (Student Experience) Gai Murphy. The Students' Union is represented on this Committee. Overall responsibility for the Access Agreement resides with Lynne Livesey, Pro Vice-Chancellor, who is a member of Student Experience Committee.

Operational management and delivery of outreach activity is delegated to the Director of Marketing (Joel Arber) and responsibility for meeting course-level retention targets lies with the Heads of School and Executive Deans, reporting in to their Directorate lead.

Monitoring of the targets and milestones identified within the Access Agreement is addressed on an on-going basis through the use of the University's management information system, which is updated as new data becomes available (overnight in some cases) and presents key performance data for use by the University Board, Academic Board and its sub-committees, the Senior Management Team, Schools and Services.

In addition to collecting feedback on the impact of individual outreach activities and student success activities, we have commissioned longitudinal research into the experience and progression of Junior University participants into and through HE. We annually monitor 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.

## 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 and diversity 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 are expanding the suite of foundation entry year courses to provide non-standard access to all our undergraduate degrees. This is offered at a substantially discounted fee. The study skills and learning to support the transition to higher education embedded within the curriculum is 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 enabling access and providing equality of opportunity to all those who are able to benefit from higher education.

In response to the flexibility of the Equality Act 2010 we have included targets within the University's key strategic document (the Annual Plan). We believe this is a significant strength and an indication of our commitment to ensuring that equality and diversity issues are at the centre of the University's core priorities. This approach is also a key lever to ensure that equality and diversity activities are mainstreamed effectively across the University. We are otherwise meeting the specific duties of the Equality Act 2010 by 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 too. Our strategic equality and diversity objectives are about to be reviewed, but are currently:

- Monitoring the staff and student diversity profiles.

- Ensuring that student applications, enrolments, retention, satisfaction, attainment and employability outcomes for students from diverse groups are on a par with or outperform the wider student body.

- Ensuring that staff applications, appointments, satisfaction, retention, progression and training for staff from diverse groups are on a par with or outperform the wider staff body.

- Ensuring that we inspire inclusive learning communities and develop curricula which are accessible, challenging, engaging and meet the needs of diverse groups of students, in terms of design, delivery, content, mode of learning, assessment and achievement.

- Ensuring that our approach to developing and implementing interventions is evidence-based, research informed, monitored and evaluated.

- Ensuring that all our staff are equipped with skills, training and development programmes to ensure they have the confidence, knowledge and skills to deal with diversity issues on a daily basis.

- We celebrate, through multi layered activities and rewards, our diversity and discuss and debate key institutional and sector diversity issues.

In support of this, we recognise that it is important to set targets in some areas so that progress can be achieved more quickly and be monitored tangibly. We undertake regular effective monitoring, build up effective bases, 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 by 2017. 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 will closely monitor and evaluate activities to consider the impact on protected equality groups. We will be setting further equality and diversity targets as our work develops.


## PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

UCLan provides information on fees and financial support on its "Study here @" and "fees and finance @" and "bursaries scholarship @" pages on the website; through talks and publications at Open and Applicant Days; through pre-entry information sent to applicants; through public engagement events; leaflets and guidance information in public places; and through staff advising students at recruitment fairs and open days or working with under-represented groups through a wide range of outreach activities.


## CONSULTING WITH STUDENTS

Student views are highly valued within UCLan and are sought on a wide range of matters, through a range of mechanisms from representation on all senior committees, including Academic Board and University Board, feedback at course and School level, and meetings between the SU and the Senior Management Team. In compiling this Access Agreement the University has, as with all previous Agreements, consulted with the Students' Union (SU).

# 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 | 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** - 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% | 44% | 44.5% | 45% | 45.5% | 46% | |
| T16a_02 | **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% | 18.5% | 18.5% | 19% | 19.5% | 20% | |
| T16a_03 | **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% | 79% | 80% | 81% | 82% | 83% | |
| T16a_04 | **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 13% | max 12% | max 10% | max 9% | max 8% | |

### 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) | 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 | 300 | 300 | 700 | 800 | 900 | |
| T16b_02 | Outreach / WP activity (other - please give details in the next column) | To work in collaboration with FE partners to strengthen the progression of vocational learners, including apprentices, into HE | Yes | 2011-12 | 0 students | 200 | 200 | 300 | 400 | 500 | |

**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.