

Lancaster University 2015-16 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 2015-16. The estimated number of students who will be paying this fee up until 2018-19 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.

2. Assessment of access and student success record

The following table shows Lancaster's latest performance under the national HESA HE performance indicators for 2012-13 compared with the previous three years.

	2009-10			2010-11			2011-12			2012-13		
	Lancaster	HEFCE benchmark	+/-	Lancaster	HEFCE benchmark	+/-	Lancaster	HEFCE benchmark	+/-	Lancaster	HEFCE benchmark	+/-
Percentage from state schools or colleges (Young degree entrants)	91.4	83.9	7.5	88.9	83.7	5.2	89.6	80.9	8.7	90.9	82.5	8.4
Percentage from NS-SEC classes 4,5,6 & 7 (Young degree entrants)	23.4	25.0	-1.6	21.3	25.4	-4.1	22.6	22.8	-0.2	25.3	25.4	-0.1
Percentage from low participation neighbourhoods (Young degree entrants)	9.4	8.1	1.3	8.9	8.1	0.8	8.8	6.8	2.0	9.9	7.7	2.2

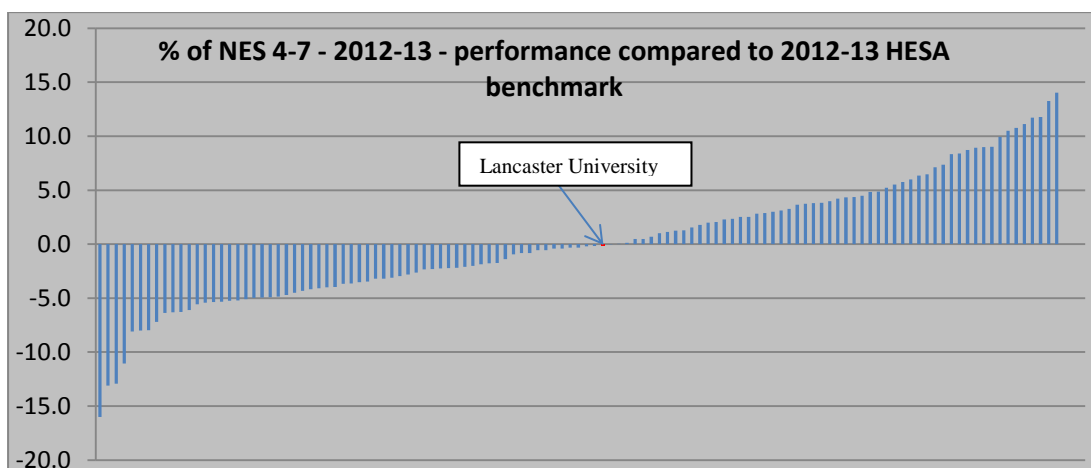
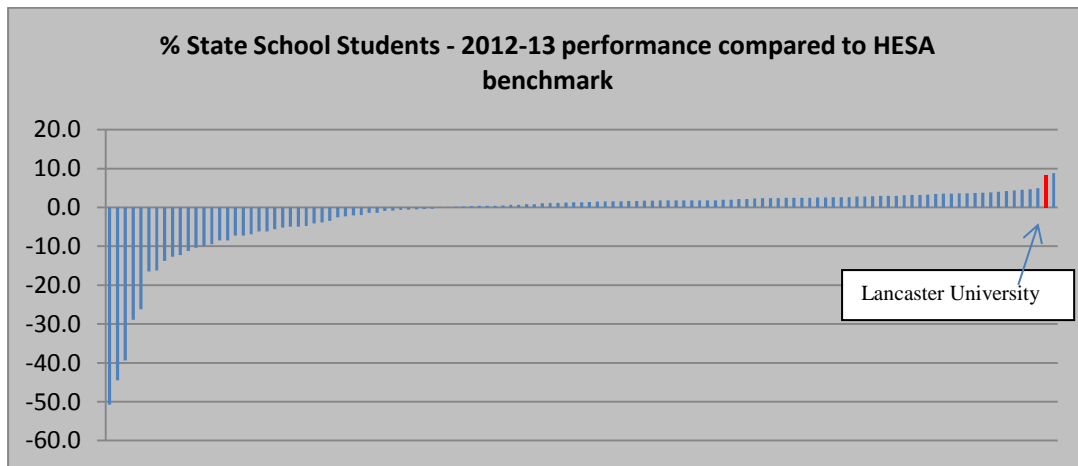
There is also provisional internal data available for the University's 2013-14 undergraduate intake for the following indicators:

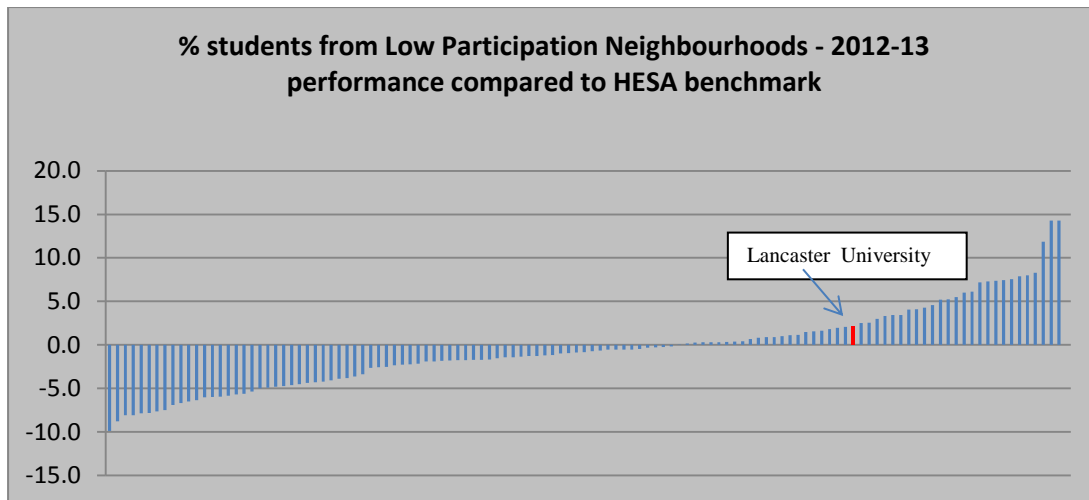
	2013-14
Percentage recruited from state schools	90.1
Percentage from NS-SEC groups 4-7	26.6

The figures show that over this period Lancaster has improved its already 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 2013 entry show that continuing progress is being made in increasing the recruitment of students from the target NS-SEC 4-7 group and 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 2012-13 performance against the HEFCE/HESA benchmarks compares against that of the rest of the sector





On 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 (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, particular when the latter have progressed to HE 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 with the specialist academic disciplines taught at Lancaster, as 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 in 2013 all of Lancaster’s WP summer schools had a specific academic theme, Business and Managements, Health and Medicine, Science and Technology and Arts and Social Sciences. Experience has also shown that schools and

college teachers are more likely to allow and encourage students to engage in outreach activities when they provide enhancements to their curriculum.

Another important strand of Lancaster’s WP strategy is to provide continuing financial support for WP-related activities undertaken by the Lancaster University Students’ Union’s nationally recognised student volunteering unit, INVOLVE, who provide students with worthwhile and interesting volunteering and enterprise opportunities in local schools and communities.

4. Estimate of expenditure on access and student success measures

On the basis of the University’s current future tuition fee income assumptions, the projected OFFA eligible expenditure on access and student success measures for 2014-15 and 2015-16 is as follows:

	2014-15 (£000)	2015-16 (£000)
Financial support	3,675	3,554
Outreach	800	1,100
Student Success	170	200
<i>Indicative amount under Student Success heading for Progression</i>	50	60
Total spend	4,645	4,854

The share of projected expenditure to be spent on financial support will decrease following the planned changes to Lancaster’s bursary and scholarship scheme that will take effect from 2015-16 onwards (see under the next heading for more detail). There has also been an increase in the projected fee income above the basic fee for 2015-16. These factors have enabled the total sums provisionally committed for expenditure on Outreach and Student success to be increased for 2015-16.

The University will be giving careful consideration to committing a proportion of the projected increase in Student Success expenditure to replace those elements of the now discontinued Access to Learning Fund that would have been received by students in the OFFA target groups and to providing additional support to disabled students following the changes that have just been announced to the Disabled Students’ Allowances.

Although the University has increased the projected proportion of OFFA eligible expenditure that will be spent on Outreach and Student Success in 2015-16, it will continue to take account of the evidence from its own internal data that financial support provided directly to students whilst they are studying has a beneficial effect on completion rates. A statistical analysis of the available data (which includes detailed information about financial support received and success rates at the level of individual student) was undertaken by Professor Amanda Chetwynd and Professor Peter Diggle. This showed that students from the NS-SEC (4-7) group who do not receive financial support were more likely to drop out than students from the NS-SEC (1-3) group with equivalent entry grades. However, the students from the NS-SEC (4-7) group who did receive financial support had almost identical drop-out rates to equivalent students from the NS-SEC (1-3) group (i.e. the provision of bursaries eliminated the social class effect on completion rates). The full paper¹ is included in the supporting information provided to OFFA with this Access Agreement.

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

The University has reviewed its bursary and scholarship scheme for 2015-16 entry in the light of the discontinuation of the NSP programme and the loss of the associated matched funding provided by the Government. As a result, the total standard first-year bursary given to students in the <£25k household income bracket will reduce from £2k in 2014-15 (when it will still be classified as a NSP award) to £1k from 2015-16 onwards. The existing Lancaster bursary of £1k for students in the >£25k and <£42.62k income bracket will be maintained in 2015-16, meaning that from this year onwards 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, has the full support of Lancaster's Student Union.

The complete bursary and scholarship scheme for 2015-16 will therefore comprise.

- an annual 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 reward(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).

¹ *Bursaries negate effect of social class on probability of dropout*, Chetwynd, A.G., Diggle, P.J., 2013

6. Targeting of activities at under-represented groups

All outreach activities funded through the University's Access Agreements and delivered by the central UK Student Recruitment Office (UKSRO) are carefully targeted at under-represented groups.

UKSRO has an extensive database of information on feeder schools and colleges (the numbers of students who are first in the family to consider HE, on free school meals, from low household incomes etc.) which is used to help ensure that activities such as WP Summer Schools and Master Classes are reaching the right students.

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

- a) They have a disability they feel might limit 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

7. Collaborative WP work

The University is currently carrying out collaborative WP work with Blackpool & the Fylde College, Blackburn College, the Dukes Theatre and the Transformation Trust. Examples of the type of activities being delivered include:

Transformation Trust – Junior University programme.

Lancaster University students are helping year 8 students in ten schools across the UK (including two in London) to produce academic projects linked to their area of study, which will be presented and judged at a special event to be held at the University.

Dukes Theatre – The MAKE Programme

This is a new collaborative programme being delivered across the Lancaster District with partners who specialise in engaging with young people with low engagement in education and from economically and socially deprived areas. Organisations involved include the Lancashire Young Peoples Service, Marsh Community Centre, Ryelands Community Centre, Lancaster and Fylde YMCA, Aspire, Lancashire Museums and Libraries Service and Central Lancaster High School. Lancaster University's Student Union is providing student volunteers to take part in the programme and an internship programme with the Dukes Theatre for Lancaster University students from WP groups is planned for 2014-15.

Blackpool and The Fylde College – super learning days

Student ambassadors from Lancaster University have contributed in the delivery of Blackpool's 'Super Learning Days' for local high schools, which are designed around thematic learning experiences and designed to help pupils contextualise their curricula experience and school teachers to meet their information, advice and guidance (IAG) targets.

Blackburn College

A bespoke mentoring programme and a science residential at Lancaster are being delivered for Blackburn's F.E. students who have the potential to progress to H.E. level study.

Joint disability conference

In 2014-15 the Universities of Lancaster, Edge Hill, Central Lancashire and Cumbria will be jointly delivering a special conference targeted at students with any type of disability, giving them the opportunity to find out about opportunities for study at H.E. level and the support that is available at all the participating institutions.

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The outcomes to date of the current collaborative projects will be reviewed towards the end of 2013-14 and used to inform planning for further collaborative work in 2014-15 and 2015-16.

The University is mindful that HEFCE is to provide £22m of funding across the 2014-15 and 2015-16 academic years to support the development of a new national WP network but at the time of writing has yet to provide details of the approach that will be taken. Lancaster will therefore make more definitive decisions about future WP collaborative work after it has received more information about the new programmes.

8. Activities to support student progression

The University plans to direct more OFFA eligible expenditure in 2015-16 to activities to support current WP students' progression to employment and/or further study. Many of these are likely to be delivered by the University's Careers Service which is already providing a number of activities in support WP students funded through OFFA eligible expenditure. These include:

- The development of video resources (produced with the involvement of WP students) targeted at WP students that address the importance of extra-curricular activity for personal development and increasing employability, the opportunities offered by

involvement in student societies, volunteering etc. and the importance and value of work experience.

- Targeted interventions for WP students that address the barriers and challenges that they may encounter within the world of work and travel bursaries to assist students in attending job interviews.
- 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.
- A Chamber of Commerce Student Membership Scheme targeted at WP students.

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 (which is chaired by the Deputy Vice-Chancellor and includes the Students' Union President in its membership) 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 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.

A wide range of data is collected and analysed, including:

- applications data (e.g. number of applications from WP target groups, number of applications from target/partner schools, offers made, conversion rates, final acceptance rates etc.)
- data on outreach and retention activities (schools visited, events held, pupils from WP groups reached, students from WP groups given employment opportunities etc.)
- student registrations (actual recruitment of students from WP groups, recruitment from target schools, provision performance against HEFCE WP Performance Indicators etc.)
- student performance (dropout rates, in-year performance monitoring, final degree classifications etc.)
- graduate outcomes (employment rates, proportion of WP groups in graduate level employment etc.)

An important factor in achieving successful outcomes has been a rigorous analysis of a dataset of Lancaster's prospective applicant cohort, feeder schools and colleges, which has enabled the University to better target and measure its outreach work.

The UK Student Recruitment Office evaluated every WP activity it delivered in 2013-14, including collecting feedback from participating staff and students. This will inform future planning for WP activities and helping ensure that these are effectively focussed on achieving the WP outcome targets set out in the University's access agreement.

In recognition of the importance of effective evaluation, the University has commissioned a formal review of its evaluation processes that will take place in the period up to September 2014. This will be carried out by the University's *Researching Equity Access and Participation Unit (REAP)*, which is based in the Department of Educational Research and which has extensive past experience of evaluating WP activities in H.E. (both at Lancaster and elsewhere), including the formal evaluation of a number of Aimhigher projects. The review will include an assessment of all existing WP evaluation processes and data collection at Lancaster, looking at these in the context of the available national data and possible future sector level evaluation programmes. The recommendations from the review will inform the University's future evaluation of its WP activities, ensuring that the outcomes from these are used to direct funding towards those activities which are most effective.

10. Targets and milestones

We do not propose any changes to the output targets set out in our approved 2014-15 Access Agreement, which are based on the following HEFCE widening participation performance indicators:

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

The baseline figures are the University's performance in the PIs for the 2009-10 academic year and 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 2009-10, such as state school recruitment, the target is to maintain our current performance; for those measures where our current performance is less strong we aim to improve both our absolute performance and our performance against HEFCE benchmarks.

11. 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 Colleges and the Student Experience and includes representatives from the Senate and 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.

12. Provision of information to prospective students

The University will continue to provide comprehensive and clear information on the financial support available for both prospective and current students through its web site 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 full details of the financial support that will be given to new students and the criteria that will be used.

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

Access agreement 2015-16 resource plan (submission 1st May 2014)
(Table 7) Targets and milestones

Institution name: Lancaster University

Institution UKPRN: 10007768

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

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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	HESA T1a - State School (Young, full-time, first degree entrants)	Young degree entrants	No	2009-10	91.4%	91.4%	91.4%	91.4%	91.4%		
2	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Young degree entrants	No	2009-10	23.4%	26%	27%	28%	28%		
3	HESA T1a - Low participation neighbourhoods (POLAR2) (Young, full-time, first degree entrants)	Young degree entrants	No	2009-10	9.4%	11%	11.5%	12%	12%		
4	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	2009-10	5.2%	5.2%	5.2%	5.2%	5.2%		

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.

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)
						2014-15	2015-16	2016-17	2017-18	2018-19	
1	Outreach / WP activity (other - please give details in the next column)	Number of outreach schools worked with- off campus including presentations, IAG events	No	2010-11	40	100	100	100	100		
2	Outreach / WP activity (other - please give details in the next column)	Programme of campus day visits, Years 10 to 13 students, from low HE participation rates	No	2010-11	960	1800	1800	1800	1800		Students from WP groups attending campus day visits
3	Outreach / WP activity (summer schools)	Summer schools for Years 10 to 13 students, targeted towards institutions with low participation rates to HE	No	2010-11	455	800	800	800	800		Students from WP groups participating in Summer Schools
4	Outreach / WP activity (other - please give details in the next column)	Peer to peer mentoring scheme with 40 low HE participation feeder institutions	No	2010-11	0	350	350	350	350		Students from WP groups mentored
5	Outreach / WP activity (other - please give details in the next column)	Academic masterclasses programme for students from feeder institutions with low HE participation rates	No	2010-11	300	750	750	750	750		Students from WP groups participating in masterclasses
6	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Develop formal partnerships with low HE participation feeder institutions	No	2010-11	0	20	25	25	25		Partnerships established

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.