



**ACCESS AGREEMENT**

**FEE LEVELS AND STUDENT NUMBERS**

UCLan plans to charge a standard £9,000 pa for all its full time undergraduate courses with the exception of foundation entry years which will be charged at £6,000. Sandwich years will be charged at 50% of the standard fee.

UCLan has collaborative provision with approximately 35 partner institutions/organisations and has embarked on an extensive consultation exercise with them on the implications of the new funding arrangements from 2012. This work is ongoing but for the purpose of this Agreement we are assuming a fee level of £9,000 for all UCLan validated degrees at indirectly funded partner organisations with the exception of foundation entry years which will be charged at £6,000 and foundation degrees which will also be charged at £6,000 except in the case of specialist provision, for example at Myerscough where it is intended that the foundation degree fee may be in the region of £7,500. PGCEs at partner colleges will be charged at £7,500.

Part-time courses are studied via a mixture of routes from distance learning to block release and fees will be set at a module rate of between £500-1500 (with 6 modules being equivalent to 1FTE) but the detail is still being reviewed.

	UCLan	Myerscough College	Other Partners	Total Entrants in 2012
Full-time undergraduate foundation entry years	6,000	NA	6,000	335
Full-time undergraduate foundation degrees	9,000	7,500	6,000	818
Other full-time undergraduate courses	9,000	9,000	9,000	3,620
Half-fee years	4,500	4,500	NA	NA

We will apply annual increases in line with the amount set by the Government each year.

**EXPENDITURE ON ADDITIONAL ACCESS AND RETENTION MEASURES (2012-13)**

Indicative expenditure is shown below highlighting the balance of access and retention activities, whilst at the same time enhancing bursary support to recognise the fact that a significant number of UCLan students enter from low income families.

Access	£500,000
Retention	£2,300,000
National Scholarship Programme (match)	£861,000
Other bursaries	£3,300,000
Monitoring and evaluation	£39,000
<b>TOTAL</b>	<b>£7,000,000</b>

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

Traditionally UCLan has a strong track record of access for under-represented groups. HESA Performance Indicators are used as the main measure and in our first WPSA monitoring report in January 2011 we were able to report that we were at or above benchmark for 13 out of 21 HESA widening participation targets, against a target of 15. In particular, data published in 2008-09 shows us above benchmark for the recruitment of young people from state schools and from lower socio economic groups.

Although we have a strong story to tell we know that there could be threats to our continued success in this area. Entry levels for full time undergraduate courses are rising and we need to ensure that this will not have a negative impact on students with "non-standard" qualifications who have the potential to benefit from higher education. And we are keen to ensure that some initiatives previously funded by Aimhigher are incorporated into our outreach activities post-July 2011.

We have allocated £300k to fund outreach activities in the "transition" year 2011-12.

Retention is an area of challenge for us, particularly in relation to mature full time degree students and part time first degree entrants. We do, however, perform above benchmark in relation to the retention of young full time degree students from low participation neighbourhoods. Our own internal data shows little differential impact for under-represented groups, although we need and are committed to do further analysis in relation to socio-economic origin.

## **ADDITIONAL ACCESS MEASURES**

### **Outreach**

#### Current activities

UCLan's Strategy for the period 2007-2017 reaffirms our commitment to "continue to lead the UK higher education sector in promoting equality of educational opportunity".

In our Widening Participation Strategic Assessment (WPSA), which covers the period 2009-12, we translate this commitment into two key strategic objectives:

- To maintain a diverse student profile, particularly in relation to socio economic origin, ethnicity, age and disability;
- To work towards retention, progression and achievement levels and post-degree destinations for students from diverse backgrounds which are on a par with those of the university population at large.

Widening participation is already the major driver behind our extensive collaborative arrangements with FE Colleges and other partner organisations, and behind the development of the Burnley University Campus. The WPSA monitoring report provides evidence of the contribution made by these arrangements to the University's widening participation performance.

Partnership makes a significant contribution to the provision of part time routes and of access for mature students. In 2009-10 approximately 4000 part time students were recruited through our collaborative provision arrangements, representing 36% of the total UCLan part time provision. The

proportion of mature students at Burnley was 69% and in other partner institutions 71%, compared with 55% at the main Preston campus (58% all students). We are committed to increasing our part time provision, including further development of partnership models with FECs and other organisations to offer more flexible provision for students and employers.

In addition Aimhigher and to a lesser extent Lifelong Learning funding has enabled us to put concerted effort into working, in a targeted way, with students from under-represented groups in a series of co-ordinated interventions designed to raise aspirations and achievement. Most of this work has targeted younger pupils from lower socio economic groups, and vocational learners. UCLan has worked in partnership with other HEIs and with local 14-19 delivery groups to “share out” the work and ensure appropriate coverage of Lancashire: whilst helping to meet our institutional objectives a significant element of this work is altruistic, with the aim of widening participation in HE in general.

“Junior University” was launched in Pennine Lancashire this year, made possible by philanthropic funds raised from three trusts. Three cohorts of Year 10 pupils – approximately 50 in total – have undertaken the programme which is delivered by a combination of staff and student ambassadors and is aimed at introducing pupils to the benefits of HE.

UCLan is a named partner in the West Lakes Academy, Burnley Education Trust, Montgomery Trust (Blackpool) and proposed Wigan Education Trust, and has been approached by other schools looking to transform themselves in line with current government policy. We are exploring opportunities for collaboration with new types of institution such as University Technical Colleges.

UCLan is making a significant contribution to the regeneration of West Cumbria through its presence at West Lakes, its partnerships with Lakes College and West Lakes Academy, and the charitable work of the Samuel Lindow Foundation of which it is the sole member.

UCLan also sponsors two Helena Kennedy Scholarships a year (total cost £4k pa), awarded to disadvantaged students progressing from FECs.

Students make a core contribution to many of our current outreach activities and UCLan has recently secured £53k from HEFCE to encourage STEM undergraduates, through an elective module, to develop and deliver outreach activities in schools and colleges.

#### Additional activities

UCLan is committed to building on the strong foundations laid by its current level of outreach activity, and will allocate additional resource to:

- 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 as an umbrella for a portfolio of activities to target cohorts of students, primarily 13+, from under-represented groups, delivered direct and/or in partnership with other HEIs and FECs. Activities will be both generic and subject-specific in nature, and will include some activities formerly funded through Aimhigher such as masterclasses, student mentoring/buddying and residential experiences. The approach will be one of depth rather than breadth and priority will be given to working in the areas closest to our campuses, especially Pennine Lancashire and Preston
- 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;
- Working in collaboration with HEI and other partners where appropriate to reach out to communities in Cumbria and Lancashire.

## **Student retention and success**

### Current

UCLan's student support mechanisms are impressive and we already commit considerable resources to initiatives such as Flying Start, Fresh Start, WISER (study skills support), M&M Mentoring, Student Liaison Officers, outdoor personal development programmes at Tyn Dwr, employability support and specialist careers advice for students with disabilities. We have also embraced the concept of the one-stop approach for student enquiries through the ground-breaking student "i". However, whilst impressive in volume and individual impact such initiatives are not brought together in a managed or targeted way to meet the needs of individual students who have been identified as being "at risk"; and the links between such central initiatives and the personal tutoring system are not as strong as they could be.

One of the more successful retention initiatives has been Fresh Start. Fresh Start's principal aim is to re-engage and support students who wish to return to studies at UCLan, pro-actively targeting students from the following groups:

- Withdrawn students
- Those having taken time out of study (intercalated) and not returned to resume studies when expected
- Students who consider themselves on the wrong course
- Students not returned the following academic year to enrol, despite successful Subject/Course Assessment Board recommendations
- Students who have received 'Fail' Subject/Course Assessment Board recommendations.

Since Fresh Start was launched in 2004 a total of 2,205 students have been supported to return to UCLan, including 388 who have re-enrolled in 2010-11. Twelve have subsequently graduated with First Class Honours.

In 2009-10 442 Fresh Start students were enrolled. Ninety-four or 21.3% of these had a declared disability (42 of them disclosed their disability for the first time to the Fresh Start team). The year

also saw an increase in the number of students approaching the team because of family pressures associated with arranged marriage.

The initiative helped inspire a 3-year HEFCE funded project called “Back on Course” which is delivered under the auspices of The Open University in partnership with UCAS.

#### Additional activities

The University is committed to continually improving the performance, progression and completion of students on all our programmes, and will allocate additional resource to:

- Continue to develop the curriculum and delivery modes to make our programmes accessible to a diverse student population, including those returning to study and/or unable to attend on a full time basis
- Provide a continuum of support pre- and post-arrival through an individual personal advisor with advice on study and learning skills, employability, course and option choices and participation in activities such as sport, outdoor activity, volunteering, language and international study
- Strengthen the role and development of personal tutors in Schools who will advise on academic matters pertaining to students’ courses and will signpost opportunities for specialist support either from the student’s personal advisor or from other specialist sources of advice such as Counselling, Finance, Disability support etc.

Partner Colleges have their own retention strategies and we will continue to work very closely with them to ensure that the above good practice is shared and extended.

#### **FINANCIAL SUPPORT FOR STUDENTS**

UCLan has been allocated £861k for the National Scholarship Programme. We are in the process of collecting data on our current student population to assess the number of students who are likely to be eligible, and how they are distributed across our campuses and partner institutions. We are also awaiting the final guidelines on the operation of the NSP. However, for the purpose of the Access Agreement we are planning on the basis of:

- Doubling the number of students in receipt of National Scholarships through the use of our £861k “match”
- Providing a package of support to NSP students based on a “UCLan credit” system towards a menu of items such as books, equipment, travel costs, accommodation, food and car parking fees
- Extending and administering support via the above system to all full time students from households with less than £25k income at an additional cost of £2.7m
- Allocating an additional £600k to provide “UCLan credit” as above, in varying amounts, to support other students whose household income falls below £42,600 at the point of need; this is based on our experience of disbursing philanthropic funds through our Harris Bursary Scheme, where small amounts of support, not exceeding £1000 in total value, have made a huge difference to disadvantaged students who find themselves in particular difficulties at certain points in their course.

It is expected that such credit schemes can not only support with key requirements but also enable students to engage with a range of enhancement activities such as overseas placements where appropriate. Such academically led support can be key in raising aspirations, for example the University has in the past had success in offering such support to Physics students to enable them to visit the astronomical facilities utilised by the University in Africa. We are currently in discussion with Partner Colleges on the financial support arrangements for our franchised students. Under the current arrangements Colleges are given discretion to devise the most appropriate arrangements for their local market.

## **TARGETS AND MILESTONES**

We aim to:

- Remain at or above benchmark for the recruitment of full time students from state schools, low social classes and low participation neighbourhoods
- Achieve year-on-year increases in the percentage of students expected to complete their degree

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 the overall proportion of such students amongst our student body may see a slight drop, whilst remaining at least at benchmark.

We are seeking annual increases of 1% rising to 4% over the next 5 years in terms of retention.

In supporting these aims we will:

- Engage Year 9 upwards students from the targeted cohorts in a co-ordinated programme of interventions leading to HE
- Work in collaboration with FE partners to strengthen the progression of vocational learners, including apprentices, into HE

We aim to build up the Junior University to approximately 300 participants a year from a 2010-11 baseline of 50; and would further aim to carry out targeted work with a minimum of 100 vocational learners in partner institutions in 2012-13 building up to approximately 200 in subsequent years.

## **MONITORING AND EVALUATION**

The Access Agreement will be monitored through reports to the Student Experience Committee which is chaired by the Pro Vice-Chancellor (Student Experience), Rod Dubrow-Marshall. The Students' Union is represented on this Committee (and the current President of the SU has been consulted over this Agreement). Overall responsibility for the Access Agreement will reside with Rod Dubrow-Marshall, Pro Vice-Chancellor (Student Experience).

Operational management and delivery of outreach activity will be delegated to the Director of Advancement (Lynne Duckworth) and responsibility for meeting course-level retention targets will lie with the Heads of School, reporting in to either the Deputy Vice-Chancellor (Academic) Graham Baldwin or the Pro Vice-Chancellor (Student Experience) Rod Dubrow-Marshall.

Monitoring of the targets and milestones identified within the Access Agreement will be addressed on an ongoing basis through the use of the University's scorecard system, which is updated monthly and presents key performance data to 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 we will commission two pieces of longitudinal research into:

1. The experience and progression of Junior University participants into and through HE
2. The admission, retention and success of vocational learners from partner organisations

### **PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS**

UCLan will provide explicit information on fees and financial support on its "Study @" pages on the website, which were re vamped in 2010. This is part of a much larger project which is being carried out in consultation with students and which aims to present information on the web in a much more customer-friendly fashion. The information on the fees to be charged from 2012 will be added to the website once the University has received approval from OFFA.

In addition to the web the information will be disseminated through staff advising students at recruitment fairs and open days or working with under-represented groups through outreach activities. We will also be liaising with all the Head teachers and Principals of those schools and colleges from which we regularly take numbers of students in order to advise them of the new arrangements from 2012.

Finally, we will ensure that information required by UCAS and the SLC to populate their applicant facing web-services is provided in a timely manner.

University of Central Lancashire

April 2011

Revised June 2011





