



ACCESS AGREEMENT

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

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. Students on courses delivered by UCLan staff at the Burnley campus will be charged the lower fee of £7,000 for honours degrees and £6,000 for foundation degrees, as a reflection of the local target market. Students undertaking a sandwich year in 2013-14 will be charged £1,500; this may be revised for subsequent years.

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 £7,500. Honours Degrees in partner institutions will be charged at £9,000; Runshaw and Burnley Colleges, which offer Year 1 and Year 2 of our honours degrees, will discount these to £6,000.

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 £500 (with 6 modules being equivalent to 1FTE): this is still subject to review and may be increased for 2013 entry. Partners have a range of fees based on the varying markets for their part time courses, ranging from £500 to £1000 per module (the highest confirmed fee to date is £750 per module).

	UCLan Preston	UCLan Burnley	Myerscough College (indirectly funded)	Other partners (indirectly funded)
Full-time undergraduate foundation entry years	6,000	6,000	N/A	6,000
Full-time undergraduate foundation degrees	9,000	6,000	7,500	6,000
Full-time undergraduate honours degrees	9,000	7,000**	9,000	6,000** - 9,000
Sandwich years	1,500	1,500	1,500	N/A

Part-time (per fte) - 2012-13	3,000	3,000	3,450	3,000 – 4,500
Part-time (per fte) – 2013-14	3,000*	3,000*	3,450	3,000 – 6,000
Pg courses for the initial training of teachers that are subject to regulated fees (para 43)	N/A	N/A	6,000	6,000

Notes:

*still under review for 2013 entry

**discounted from £9,000

Full details of how we anticipate our student numbers will align to each type of programme and fee level are provided in annex B.

EXPENDITURE ON ADDITIONAL ACCESS AND RETENTION MEASURES

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	£3,376,616
National Scholarship Programme (match)	£1,530,000
Other bursaries	£4,166,638
Fee Waivers	£466,200
Monitoring and evaluation	£39,000
TOTAL	£10,078,454

All of the expenditure noted is “countable” for the purposes of this 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 the most recent release (for 2010-11 data) reflects that we met or exceeded our targets, with 16.8% of young full-time first degree students coming from low participation neighbourhoods (target 15%) and 39.2% of young full-time first degree students being drawn from lower socio economic groups (target 39%).

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.

Retention is an area of challenge for us, but we are on track with our plans to address this and the latest HESA Performance Indicator release projected that 70.8% of our students would obtain a degree, against a milestone of 69%. Over the last year 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. The data relating to the academic year 2010-11 tells us that attrition was 2% higher for students from low participation neighbourhoods (8%), compared to students from high participation neighbourhoods (6%). For students from average participation neighbourhoods the figure was 7%. Ethnicity also appears to have some impact, with attrition levels for White students being 7% and for BME students 8%.

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. Our analysis shows that attainment figures do vary by neighbourhood participation levels and ethnicity: for example, 57% of students from low participation neighbourhoods achieved a first or upper second class degree, compared to 65% of students from high participation neighbourhoods (2010-11); 63% of White students achieved at this level, compared to 50% of BME students.

We are committed to reducing these gaps and are currently working to identify appropriate interventions to help us to achieve this. A new Student Experience and Diversity Committee has been formed for this purpose, reporting to the Student Experience Committee of Academic Board.

ADDITIONAL ACCESS MEASURES

Outreach and other access measures

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”.

The three objectives arising from this are:

1. To maintain a diverse student profile (particularly in relation to socio-economic origin, ethnicity, age and disability) and to achieve 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 as a whole
2. To develop the University's partnership network with colleges, schools and employers with a focus on strengthening progression routes from foundation and other pre-undergraduate degree courses and by extending educational opportunity to students from a diversity of backgrounds and professions
3. To develop a curriculum which is flexibly structured and delivered to meet the diverse needs of our students and of employers so that students can combine their studies with their other life commitments and with qualifications delivered wholly or partly in the workplace.

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 from 2010-11 data indicates that our partnership arrangements make a significant contribution to mature student entry, with 66% of students based at Burnley and 69% of the students at other partners being over 21 compared with 52% of students at the main campus. 54% of students at Burnley come from low social classes, compared with 39% in other partners and 42% at the main campus. 51% of students on UCLan direct-delivery programmes at Burnley are BME compared with 13% 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 by 46% as partners have been successful in gaining directly funded numbers from the newly created "margin") 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 sponsors two Helena Kennedy Scholarships a year awarded to disadvantaged students progressing from FE colleges.

Following the demise of Aimhigher, UCLan has continued to work closely with schools and colleges in Pennine Lancashire and Preston to develop and deliver our Junior University (JU). During the pilot 2010-11 year, three cohorts of Year 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. In 2011-12 JU has been expanded in Burnley with 119 enrolments against a target 100, drawn from six 11-16 schools and one FE college. A pilot JU

commenced at the Preston campus in May. We remain committed to expanding the scheme to cover 250 pupils in 2012-13 and a steady-state 300 by 2013-14.

The JU complements the work of the University as a partner in the Burnley Education Trust: there are UCLan staff governors on all school boards within the Trust, and on all 16-19 provider boards in Burnley and Pendle. UCLan is also a strategic partner in the new Visions Learning Trust which will be opening a University Technical College in Burnley in 2013; and is the HE partner for the developing UTC in Wigan. The University is currently consulting on the formation of a Maths Free School which would be run alongside its new Engineering Innovation Centre at the Preston Campus. The University also sponsors the West Lakes Academy in West Cumbria and is a partner in the Montgomery Trust in Blackpool and Wigan Education Trust. This work is part of an emerging 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.

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. 11-16 activity has been identified as an area with particular potential for collaboration, including a combined approach to raising understanding and awareness amongst the teachers of younger pupils.

The Centre for Volunteering and Community Leadership (CVCL) is serving to bridge the gap between HE and community, bringing together the voluntary, community and faith sectors to work in an effective partnership. The CVCL is probably unique in the fact that it undertakes large scale outreach youth and community work, with most of its volunteer cohort coming from disadvantaged communities around Preston, Burnley, Knowsley, and West Lakes, rather than the student body. During the last two years, the Centre has brought together a special consortium of UCLan and Lancaster Universities with third sector organisations to skill over 1000 of the hardest to engage NEET young people, progressing 60% (the average is 40%) of these into a positive activity. The young people were engaged through using students as peer mentors and by working closely with partner organisations. 60% of the young people we work with are from BME communities. The CVCL took a key role in engaging this group, again using a student-led peer leadership technique with the young people. The CVCL is currently working with Whitehaven Community Trust to develop community learning around ethnicity, faith and diversity. A recent ESRC grant enables the Centre to deliver a student-led cultural awareness programme to local families and young people. The Centre is now delivering a summer school around cultural awareness within Whitehaven. This programme is being replicated in Kirby 11 – 16 Sport College, Knowsley, which is also a monoculture and within the highest 10% most deprived communities in the UK. The CVCL is currently leading a Traveller Education Project, 'Travellers in Time', successfully delivered by students on the Traveller Site adjacent to the University in Preston. This programme is ongoing and works to develop literacy skills by exploring heritage. This is an exceptionally hard-to-reach mono-cultured community and the success is even more remarkable as the project is led by a young Muslim woman. The CVCL also delivers a culturally sensitive and flexible Foundation Degree and BA top up programme in

Community Leadership at the UCLan Burnley Campus. This is a unique programme aimed at developing effective community leaders from backgrounds that would not normally access HE. Admission is by portfolio and interview and it has an excellent record in attracting South Asian women, who would not normally access education for cultural and family reasons.

Students make a core contribution to many of our current outreach activities and are encouraged to contribute to outreach and public engagement events in a variety of ways. We are currently developing an elective module, which enables students to develop employability skills through outreach activities, made possible by an award of £53k from HEFCE through the HE STEM programme.

Public engagement activities contribute directly to the widening participation agenda by engaging young people, parents, teachers and advisers. The Lancashire Science Festival, to be held for the first time in June 2012, will showcase the diversity of opportunities available at HE and beyond, in an accessible and engaging manner, and thus will offer an initial point of contact with UCLan that many underrepresented groups may not otherwise have. Students are actively involved in the Lancashire Science Festival through provision of hands-on activities, as voluntary festival assistants and as student ambassadors. Funding has been 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.

In summary UCLan remains committed 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 aged 13+, from under-represented groups
- 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 to reach out to communities in deprived areas of our region.

Student retention and success

UCLan's student support mechanisms are impressive and we 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, careers advice and counselling and specialist support 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 were not previously 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 were not as strong as they could be. During 2011-12 progress has been made towards the creation of a new Student Experience and Development Service which will address some of these issues by bringing together for the first time responsibility for the learning environment and the broader student experience, including aspects such as employability, the delivery of structured work experience opportunities, peer mentoring, and the leadership and management of the new Personal Advisers.

The appointment of 30 Personal Advisers represents a major investment by the University this year in a new initiative to support student retention, progression and achievement. These are new roles designed to offer individualised one-to-one support and guidance from pre-entry through to graduation. Personal Advisers will help students to compile their e-portfolio; and will be available to provide career advice/support service for life (i.e. alumni). They are a key element in what we are describing as the "UCLan Advantage", a package of benefits and opportunities which will be on offer for students entering under the new fee regime from September 2012. The impact of this new approach will be closely monitored over the next 12 months with a view to extending it, if successful.

One of the more successful retention initiatives has been Fresh Start, which was launched at UCLan in 2004 and which made a major contribution to the establishment of HEFCE's "Back on Course" service five years later. 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 2,591 students have been supported to return to UCLan. In 2010-11, 388 Fresh Start students were enrolled; 61 (16%) of these had a declared disability; 12 students graduated with First Class Honours.

During 2012-13 we will be carrying out a review of all our part time/CPD provision which will include an analysis of the recruitment, retention and achievement of students from different backgrounds, and an Equality Impact Assessment of our strategy and plans going forward.

In summary, therefore, 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 returning to study and/or unable to attend on a full time basis
- Providing 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
- Strengthening 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 £1,530,000 for the National Scholarship Programme in 2013-14.

We propose to extend the coverage of financial support for the poorest students by:

- Doubling the number of students in receipt of National Scholarships through the use of our £1,530,000 "match"
- Providing a package of support to NSP students, based primarily on a "UCLan portable financial credit" system, towards a menu of items such as books, equipment, travel costs, accommodation, child care, food and car parking fees

- Extending the above level and type of support to all full time home students from households with less than £25k income and paying the maximum £9,000 fee (with the exception of students already in receipt of support such as NHS-sponsored students, Social Work students and Dentistry students)
- Allocating £300-worth of “UCLan portable financial credit”, as above, to support other students whose household income falls below £42,600.

In the light of feedback from our consultation with the SU and students we are reviewing whether and how we could offer more targeted financial support to mature students, especially student parents. This could include supplementing funds available through our Harris Bursary Fund to offer more support at the point of need to mature students who find themselves in financial difficulty.

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 and other partners to strengthen the progression of vocational learners, including apprentices, and part time learners into HE

We aim to increase participation in 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 200 vocational learners in partner institutions in 2013-14.

We do not, at this stage, propose to set specific targets for part time students pending the review of part time/CPD provision scheduled for 2012-13.

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.

MONITORING AND EVALUATION

The Access Agreement is 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. Overall responsibility for the Access Agreement resides with Rod Dubrow-Marshall, Pro Vice-Chancellor (Student Experience).

Operational management and delivery of outreach activity is delegated to the Director of Advancement (Lynne Duckworth) and responsibility for meeting course-level retention targets lies with the Deans 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 is 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 have commissioned 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

We will be carrying out an initial evaluation of the impact of the "UCLan Advantage" during 2012-13, including Personal Adviser and financial support elements, which we anticipate will inform the future development of our offer.

PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

UCLan provides information on fees and financial support on its "Study @" and "Advantage" pages on the website; through talks and publications at Open and Applicant Days; through pre-entry information sent to applicants; and through staff advising students at recruitment fairs and open days or working with under-represented groups through outreach activities.

CONSULTING WITH STUDENTS

In preparing this Access Agreement the University has consulted with the Students' Union and met with a representative group of students, including some involved with the Junior University initiative. The students strongly endorsed the University's strategy of ensuring that students have access to financial support through bursaries at their point of need (i.e. during their studies) rather than giving fee waivers. The students were also particularly concerned that opportunities for mature students were promoted and that those students were fully supported in their studies. The University affirmed that its partnership arrangements are a key vehicle in promoting access for mature students, allowing them to return to study in the supportive environment of a local college and has made more explicit within the Agreement the initiatives which could benefit mature students (for example, the ability to use "portable financial credits" to pay for pre-school child care). Because of the diversity of our student population we aim to encourage an inclusive approach in all our activities (for example, during induction we held a Big Student Party as a family event). However, in the light of this feedback the University is to review how it might offer more targeted financial support to mature students and student parents (for example, through the Harris Bursary Fund) and whether some of the activities in the Junior University programme which are designed to support the development of study skills could be adapted for mature students.

EQUALITY AND DIVERSITY

UCLan is closely following the advice and guidance of the Equality Challenge Unit and other organisations in ensuring that we meet all the requirements of the Equality Act 2010. As part of this, we are making every effort to publish comprehensive staff and student equality and diversity information and are establishing a full programme of work to analyse, report and respond to any issues identified at academic school and/or university levels. Our growing understanding of the differing experiences of our students throughout their time with us is noted throughout this access agreement and our on-going work to embed equality and diversity work throughout the University includes a strong focus on tackling any issues that prevent students with particular characteristics from reaching their full potential.

University of Central Lancashire

May 2012

