



ACCESS AGREEMENT 2017 – 2018

INTRODUCTION

The University of Central Lancashire has a long track record of success in delivery of its strategy for widening access to higher education. Our effectiveness in 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 2017 - 2018 Access Agreement consolidates and builds on this 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 the latest technologies is creating an environment which enhances students' achievement and progression. All our staff are being equipped to draw on best practice in designing and delivering professional learning to raise levels of student attainment and enhance their employability. Alongside this, we continue to make significant investment in student support to ensure all our students have the opportunity to achieve their full potential.

A key strand of our strategy for improving student progression and success is to define clear responsibilities and indicators of success, so that we are able to ensure performance is closely monitored, that there is appropriate challenge at all levels and that actions to meet (or exceed) targets are implemented in a timely fashion. As well as learning from our own experiences and evaluative studies, we actively draw on research from across the higher education sector to ensure that we continue to be at the forefront of success in widening access and enabling students from all backgrounds to succeed.

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

Having successfully met the eligibility requirements for the Teaching Excellence Framework, UCLan will apply the approved inflation rate to fees and will, therefore, charge a standard £9,250 pa for all its full time undergraduate courses, with the following exceptions:

- Continuing students on courses that had a fee of £9,000 prior to 2017-18 will be charged £9,150 (an inflationary increase of 1.7% based on forecast Consumer Price Index rates, as stated in our fees policy)
- The foundation entry years of the undergraduate courses will be charged at £6,165. This consolidates our strategy to subsidise foundation entry to widen access for students with non-standard qualifications.
- New students on courses delivered by UCLan staff at the Burnley campus will be charged £9,250 for all full time undergraduate courses. Continuing students who started in 2015-16 will be charged £7,110, and continuing students who started in 2016-17 will be charged £9,150.
- New students starting from 2017-18 undertaking a sandwich year at UCLan will be charged £1000 (£915 for students starting prior to 2017-18).
- Partners with indirectly funded provision will charge £6,165 for foundation entry and foundation degrees with the exception of Spirit SSR, who will charge £9,250 for foundation degrees, and Preston's College, who will charge £6,000.

- Honours Degrees in partner institutions will usually be charged at £9,250; Honours Degrees and HNDs at Runshaw College will be charged at £6,165 for new students and £6,000 for continuing students and postgraduate ITT courses will be charged at £7,710. Futureworks charges honours degrees at £6,600 (continuing students only), whilst Spirit SSR charges students commencing honours degrees in 2017-18 £9,250, apart from Music Business and Creative Industries, which is £6,165. Continuing students at Spirit SSR are charged £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 £1,540 per module on-campus for new students and £1,525 per module for continuing students, with a £1,025 fee for new students and £1,015 fee for continuing students choosing to study via distance learning. Students repeating modules on a part-time basis on the courses Bachelor of Dental Surgery and BSc Dental Hygiene and Dental Therapy will be charged £2,000 per module, but students will not repeat more than three modules. The Advanced Certificate in Counselling for Depression is charged at £3,333 per module and students on this course study two modules. New UCLan Burnley students will be charged £1,540 per module and continuing UCLan Burnley students will be charged £1,525 per module in line with the full time honours degree fees at this campus. No part time student will be charged more than £6,930 in an academic year.
- Partners have a range of fees based on the varying markets for their part time courses, charging anything up to £1,028 per module.
- Erasmus / overseas study years will be charged at a rate of £1,385 for students starting from 2017-18. Students who started prior to 2017-18 will be charged £1,370 – these rates are potentially subject to change dependent on the finalisation of 2017-18 government policy.

| | UCLan Preston | UCLan Burnley | Indirectly Funded Partners |
|--|---|--|---|
| Full-time undergraduate foundation entry years | 6,165 | 6,165 | 6,000 – 6,165 |
| Full-time undergraduate foundation degrees | 9,250 new 9,150 continuing | 9,250 new 7110 - 9,150 continuing | 6,000 – 9,250 |
| Full-time undergraduate honours degrees | 9,250 new 9,150 continuing | 9,250 new 7,110 - 9,150 continuing | 6,165- 9,250 new 6,000 – 9,250 continuing |
| Full-time undergraduate HNDs | N/A | N/A | 6,165 new 6,000 continuing |
| Sandwich years | 1,000 new 915 continuing | 1,000 new 915 continuing | N/A |
| Part-time (per fte) | 9,240– 19,998 new 9,150 – 19,998 continuing | 9,250 new 9,150 continuing | up to 6,168 |
| PG courses for the initial training of teachers that are subject to regulated fees | N/A | N/A | 7,710 |
| Erasmus / overseas study years | 1,385 new 1,370 continuing | 1,385 new 1,370 continuing | N/A |

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

Please refer to the resource plan which accompanies this access agreement for details on student numbers and fee income above the basic fee.

ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

Our new University Strategy for the period 2015-2020 affirms our commitments to “create an inspirational student experience, enabling people, irrespective of their backgrounds, to fulfil their potential, develop as global citizens and meet their life and career goals” and to “continue to inspire positive change in organisations and people from all walks of life, enabling them to achieve their full potential”. This ethos is embedded across the strategy and further explored in one of our four core themes: social engagement. We are proud of our long and successful track record in widening access and will continue to build on this to ensure our students’ success throughout their time with us and into their chosen careers and vocations.

Access

The University of Central Lancashire has an extremely strong track record of widening access to under-represented groups. HESA Performance Indicators are used as the main measure of this across the sector and the most recent release (for 2014-15 data) shows that we met or exceeded our targets, with 18.1% of young full-time first degree students coming from low participation neighbourhoods (target 15.5%) and 45.1% of young full-time first degree students being drawn from lower socio economic groups (target 39%).

Given the nature of our student intake, the University’s approach to access is holistic and inclusive and incorporates a spectrum of activity across the institution, offering a myriad of opportunities for a diversity of audiences. We have outlined our approach to Access activity for 2017-18 under four headings: Inspiration, exploration and aspiration; Unlocking potential; Enabling and support; and Collaboration.

Inspiration, exploration and aspiration

This stream of activity focuses on early engagement and sparking enthusiasm, in line with our strategic commitment to work closely with schools, colleges, families and the wider community. We offer a range of activities designed to tackle issues around aspiration, attainment and confidence to remove barriers preventing access to higher education.

The University is seeking to build on the learning from a range of national and regional research in order to shape our approach to access activity from 2017-18. Much national evidence indicates that barriers to access, retention and attainment for disadvantaged and under-represented groups are highlighted in specific course areas and professions. Therefore we will include a specific focus on access to the professions as a key theme throughout our outreach and access work from 2017/18. The following learning and evidence has informed our approach: our previous institutional Access schemes; government report findings including the National Strategy for Access and Student Success and the Strategy for social mobility, *Opening Doors, Breaking Barriers*; the review of mature and part-time students by Universities UK; analysis by HEFCE of young participation data, giving more detail on participation rates across the English regions; the regional LEP Lancashire Skills and Employment Strategic Framework 2016-2021; institutional challenges around differences in performance and access to courses among certain under-represented groups; as well as NUS analysis through the *Pound In Your Pocket, Meet the Parents* and *Never Too Late to Learn* reports.

Our previous access programmes demonstrated that extended, sustained activity had a positive impact, with 66% of participants progressing to HE (against an average expected participation rate of

20% in low participation neighbourhoods - POLAR 3 methodology). The use of an umbrella programme, bringing together a range of targeted groups, was also shown to be successful in removing any 'labelling' of small numbers of students and related reinforcement of barriers to participation. We now intend to increase the reach of this programme and engage with larger numbers of students.

Moving forward, we will draw together activities from across the University to develop a wider, targeted, tailored package of events and activities, which will be available from primary age through to post 16. We will: open up the activities to a larger number of students; include support for their families; develop further activity for primary age children; and include activity and support for mature learners.

This approach ensures that all specific target groups have the opportunity to engage in a sustained, linked and varied programme of higher education access and outreach, throughout their student journey and alongside their peers. The University will work alongside schools and colleges to ensure and monitor that the relevant target groups are appropriately represented in the activities.

A key to the success of this sustained approach will be to engage students and their families from a young age to try and start addressing options, barriers and perceptions about higher education as early as possible. This is particularly important in families from low participation areas or areas of deprivation and those who have no previous experience of HE in their family. Activities within the wider package can be delivered as a standalone intervention, however, we intend to work with families, schools and colleges to ensure the young people receive access to a set number of interactions per year, through Year 5 to Year 13, to support their transition and development.

This long-term social engagement is a central theme of the University's Strategy, and is core to our mission and values. Our portfolio includes public engagement with research, volunteering and community engagement and a varied cultural programme of events and activities. Collectively these activities contribute directly to the widening participation agenda by engaging young people, parents, teachers and advisers. Our flagship event, the award-winning Lancashire Science Festival, is an inspirational celebration of Science, Technology, Engineering and Maths. Now in its sixth year, the Festival attracts 11,000 visitors, with a core audience of schoolchildren aged 10-16 years, and families with young children aged approximately 5-14 years. The Festival is delivered in collaboration with other educational providers and regional employers, demonstrating potential career routes and directly addressing the STEM skills-gap in our region 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 the University that many under-represented groups would not otherwise have had. Funding is made available for schools in low socio-economic areas to cover transport costs to the Lancashire Science Festival.

The University is also actively engaged in local civic and cultural events, such as the Lancashire Encounter arts festival, the Ribble Valley Jazz and Blues Festival, Preston Pride and Armed Forces Day. Through working in partnership with our neighbouring communities, we aim actively to demonstrate the positive benefits of higher education and remove barriers to engagement. Students

make a core contribution to many of our current outreach activities and are encouraged to contribute to engagement events in a variety of ways.

Unlocking potential

This stream of activity builds on early inspirational engagement, to demonstrate pathways and signpost routes to the professions and future careers.

Programmes will be targeted to address issues around under-representation, completion, progression and attainment. For example, Pharmacy attracts a high proportion of high achieving Asian students whilst white working class males are significantly under represented. Similarly, our data demonstrates an attainment gap between white and Black African-Caribbean students. Our work here will also focus on engaging parents and carers to remove cultural barriers around particular professions, highlight the benefits of a broad range of university courses and future careers and provide greater support pre-entry to ensure that students have the skills, knowledge and confidence they need to fulfil their potential.

Work will also focus on pre-NEET groups, care leavers and looked-after children. We are hoping this wider approach and focus on professions will be a positive way to try to address their under-representation and will be working collaboratively with local agencies.

A particular focus, given the known skills gap in the region and the gender imbalance in participation, is STEM outreach. The Young Scientist Centre (YSC) opened in 2015 and is a collaboration between the University of Central Lancashire 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, engineering, computing and forensic science, with all workshops providing an extension and enhancement to the curriculum and 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. Our evaluation shows that 98% of YSC visitors enjoyed the workshop, and 87% would now consider science as an option for future study.

We intend to offer YSC experiences to key groups; this will include those schools designated as HEFCE cold spot schools. Schools accessing KS4/5 workshops are also offered a campus tour, maximising the opportunity for raising aspirations around future HE participation and information about future study and careers is built in at all stages of the programme.

This approach to access and focus on access to the professions in the widest sense is designed to complement our approach to student retention and success, ensuring students are engaged, motivated, confident and informed to succeed in their chosen course whilst at university.

Mentoring and student shadowing opportunities will therefore form a key thread throughout the activities for a range of different groups, including mature students, to ensure sustained support, information and guidance.

Enabling and support

This stream of activity aims to develop a deeper understanding of the issues impacting on prospective and current students, and to embed support, advice and guidance across all aspects of the student/applicant journey.

The University attracts a high number of mature learners, however, the decline in numbers of part-time mature learners across the sector is a concern and we will therefore strengthen our current work with mature and part-time learners through a programme of bitesize taster courses, informed

by academic and employer input. These sessions will be designed to break down barriers, upskill and develop confidence and provide information, advice and guidance to these students, with a further goal to tackle inequality where it exists in particular subject areas. The programme will be delivered in the community, removing perceived barriers to participation.

Confidence and knowledge about higher education can often be low among parents of students who are the first in the family to enter higher education or from specific disadvantaged backgrounds. Parental guidance and support for students in these groups, however, is key to their progression to higher education. Therefore, a range of new activities will be developed for these groups to build knowledge and confidence about higher education, including highlighting the support and opportunities available for target groups. Sessions will include homework support sessions for parents and carers as a helpful way to build their confidence in supporting their young person and to raise attainment. This is the next step from our established family and community events, such as the Lancashire Science Festival, focusing on removing the misconceptions surrounding higher education in an informal, non-threatening atmosphere.

Literacy and numeracy attainment is often an issue for our local schools and colleges and therefore activities will be developed to support this agenda and will be trialled among students in local primary schools. We will embed the learning from the Digital and Literacy Exclusion Project, which offered IT upskilling through packages designed by graduate interns employed by the University. Working with charities as partners to pilot the packages, the interns were able to 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. Mentoring from FE and/or HE students will support this activity to ensure a sustained intervention.

In 2014, the University developed and introduced a foundation entry year option for all our undergraduate courses offered on campus, to enable access to HE for students with non-traditional qualifications, supporting their transition into the university environment. The foundation entry years have proved popular and will continue for 2017-18.

Social media and call centre activities are designed to engage students with the University 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' journeys into higher education are as smooth as possible. These help provide reassurance 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, and have been demonstrated to be very effective in helping students progress and maximise attainment while at university and in achievement of their career goals.

Collaboration

This stream of work focuses on collaborative approaches to our access, outreach and engagement work, and demonstrates our truly holistic approach to integrating aspiration-raising activity.

Widening access to higher education is the major driver behind our extensive collaborative arrangements with further education colleges and other partner organisations, and behind the development of our Burnley Campus. Evidence indicates that our partnership arrangements make a significant contribution to the diversity of our student entry, with 57% of students based at Burnley and 29% of the students at other partners being over 21 compared with 25% of students at the main

campus. 65% of students at Burnley come from low social classes, compared with 42% in other partners and 46% at the main campus. 36% of students on Central Lancashire direct-delivery programmes at Burnley are BME compared with 22% at the main campus.

Our collaborative partnership includes 25 partner colleges, which is the largest HE/FE collaboration in England. Our relationship with FE college partners has, and continues to, change in the light of revisions to government policy, which has led to a significant reduction in indirectly funded student numbers and a growth in partners gaining directly funded numbers. Despite this, 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. The University of Central Lancashire continues to be the validating partner for courses which are now directly funded.

UCLan is also a strategic partner with the University Technical Colleges (UTCs) in Burnley and Wigan, which both opened in 2013. Particular themes of the UTCs are to improve gender balance within the industries served and increase access by students from low participation areas. Activities are designed 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. To date, this has been a more targeted intervention with selected partners, however from 2017-18 this activity will link more holistically into the wider package of activities and enable new bespoke sessions to be developed through this partnership to strengthen the support and transition for students in these UTCs. We are also exploring new partnership working with a number of FE Colleges, given the changing landscape in the FE sector.

UCLan and the University of Cumbria have worked collaboratively as Lead HEIs to develop activity as part of the National Network for Collaborative Outreach (NNCO) initiative. Edge Hill University and Lancaster University supported both networks alongside a broad range of FE partners, including two land-based organisations.

The funding for the NNCO project expires in December 2016, but the partners in the network will continue to work closely together to continue some of the activity designed for target groups. In 2017-18, the collaborative activity will retain key elements such as the website, schools mapping, disability conference, young care leavers' conference and work with young people within the Pupil Referral Units. These activities will be most beneficial as collaborative activities to ensure the numbers are sufficient and that the students and their parents and carers are able to view the full range of information from all higher education providers in the network.

Public and community engagement is part of the research culture at UCLan. Research staff can apply to become 'engagement catalysts', with support to develop projects which engage new audiences and address issues of aspiration and participation. Recent projects include a dance project drawing on local heritage and a regular *pro bono* law clinic, extending legal advice to socio-economic deprived groups. This work is supported by the Creative Communities Network of alumni, honorary fellows, business leaders, staff and students, who put on a range of activities during the year designed to engage our local community with the knowledge, expertise and facilities of the University. This includes regular Health Melas, sporting events, cultural celebrations such as Chinese New Year, and hosting awards ceremonies for voluntary groups.

All staff are encouraged to contribute to our regional community through volunteering or professional duties, such as board membership or work as a trustee. The University supports this through the 'Time to Shine' scheme, offering all staff an additional day of leave per annum to engage in activities that generate a positive impact in the community. Ad hoc outreach and engagement projects are also encouraged and supported and recent successes have included the development of

an online comic book to engage primary school children with engineering, a series of Royal Institution Computing Masterclasses, stargazing evenings and a community choir.

Our Centre for Volunteering and Community Leadership (CVCL) is an Institute of Leadership and Management (ILM) accredited centre, which supports 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 CVCL has a fully inclusive pan-University remit, bringing students from all disciplines together with community and voluntary organisations, including international partners in areas of Russia, Oman, Pakistan and the USA. Recent work has included developments with the Russian State Social University to develop a student-led social action programme embedded in the curriculum and a project with Moscow Government on the volunteering programme for the 2018 World Cup. 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.

On a regional basis, CVCL hosts a range of outreach and engagement programmes. The Lancashire Youth Voices Project brought together young people to discuss community cohesion, equality and diversity and produced an animation presenting their views of how a more cohesive community might be created, which will be used as an educational tool. The 'Travelers through Time' project brought together young people from the Travelling community and our students, with the aim of improving literacy skills and integration through enhanced understanding of Travelling community history. Work continues in Whitehaven to address cultural, educational and social issues and inequalities alongside multiple partner agencies, examining the role of poverty and gathering qualitative data on improving social equality and raising aspirations.

We are pleased to be able to demonstrate an enhanced and coherent approach to access activity, drawing together aspects from across the University to create a vibrant, diverse and innovative offer. Our planned work for 2017-18 draws on the learning from previous activities and ensures that we are embedding best practice and putting in place new and improved measures to address areas of strategic importance relevant to our region and institutional mission. This continuum of activity will allow us to take a more long-term view of the impact of our access measures, with embedded evaluation and research creating a feedback loop for continuous improvement of our work in this area.

Under-represented groups – targeted support

Care Leavers

In the absence of parents or families to provide role models and support them financially, Care Leavers may require additional support to enable them to succeed on their course and overcome any barriers they may face.

The targeted support package for students who are Leavers from Care, which was introduced in September 2014, is continuing with a growing number of students accessing this additional financial and academic/pastoral support package. In addition to the financial support detailed later in this agreement, all UK Home students, 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 a range of targeted support arrangements including:

- A dedicated point of contact for advice and support, from application through admission, 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 which can be accessed 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 (staff and students), which meets regularly 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.

Further information on the Care Leavers' package of support can be found at:

https://www.uclan.ac.uk/students/money/care_leavers_support.php.

Estranged Students

Students who are estranged from their families may face severe financial and welfare support issues, as they may not qualify for Local Authority support and may be in greater need of a personal support network. This group of students is therefore prioritised for financial and pastoral / academic support mirroring the support for Care Leavers outlined above.

Support for Young Adult Carers

Building on the success of the targeted support for Care Leavers, the University has also developed targeted support for students with caring responsibilities and, in particular, 'young carers' who are typically defined as young people aged 18-25 who care, unpaid, for a family member with an illness or a disability, mental health condition or an addiction. In addition to the financial support arrangements outlined later, the following targeted support is to be provided:

- The inclusion of Young Carers as part of our Widening Participation outreach work, to raise aspiration and provide encouragement to enter Higher Education
- The provision of support for Young Carers or other student Carers by identifying them and assessing individual need, making reasonable adjustments for studies and providing academic, financial, pastoral and welfare support, if required
- Working alongside external agencies in delivering holistic support in line with the Care Act 2014
- Tracking the progress of these students and evaluating the support given, to assess impact.

Student success

Retention is an area of challenge for us, but we are making progress in our work to address this and are developing a new strategy to ensure we focus our activities on the things that are most effective. Following successive years of improvement, we were disappointed to see that the latest HESA Performance Indicator release projected that 74.9% of our students would obtain a degree, down from 77.9% in the previous year. However, we have exceeded our milestone of 70% for this period and have experienced occasional fluctuations in our generally improving performance in previous years, so we are hopeful that this is a temporary setback and our developing strategy aims to ensure that this is indeed the case. We intend to use much of the additional fee income that we will receive from the application of inflation (using RPI-X for new students and CPI-X for continuing students) to increase our investment in activities which enable students to engage fully with their studies and achieve their full potential.

Our 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, specific learning difficulties 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 a combination of embedded support and study/academic/employment skills development within all our programmes plus specific, targeted interventions for those identifying additional needs is essential if we are to address the challenges to social mobility likely to be experienced by many of our students.

Over recent years we have been working to understand the nature and extent of any differential impacts on under-represented groups and are developing a series of internal data reports to examine this in detail. 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. The impact of this is being rigorously monitored through the College structure and via enhanced data collection and reporting systems, including a new SRM system, which will provide real-time data to be used by academic and support staff to enable timely and targeted interventions.

We have found that those students who take up opportunities to engage with the activities of the Students' Union are more likely to successfully complete their programme of study. We intend to work closely with the Students' Union to expand the range of such opportunities, particularly looking to increase the number of societies that are associated with academic subject areas.

We have put in place a significant staff development programme for our academic staff, which is focusing on inclusive learning and curriculum design. Our newly-established Centre for Excellence in Learning and Teaching is designed to be the engine for shaping, sharing and evaluating effective pedagogic practice across the University.

We are expanding our previous mentoring programme to include a consolidated approach from pre-entry, throughout students' studies and then into the workplace to create a full chain of support for our students to enhance their success and progression at different stages of their journey. Our mentoring programme for 2017/18 will aim to build relationships with local school pupils to raise aspirations, attainment and awareness of further and higher education. We will work with a wide range of students, from Y6 through to Y13, who have the potential to succeed but are not yet reaching their full potential. Key target groups will be included within this programme. The scheme involves undergraduate students mentoring pupils in local primary and secondary schools on a one-to-one or small group basis. Mentors provide support and encouragement to learners to: increase confidence, motivation, persistence and self-esteem; raise aspirations; improve organisation and study skills; raise awareness of higher education opportunities and improve academic attainment and performance. The mentoring scheme will link with the access to the professions theme and will provide support for specific subject areas, including under-represented groups e.g. STEM-based mentoring, GCSE tutoring in key subject areas, as well as a general aspiration-raising mentoring strand for Years 6-8. The scheme will track the individuals through their educational journey to assess the impact of the mentoring input.

Employers are also key in our mentoring around access to the professions. We will therefore work with local employers to identify mentoring opportunities for school and college students as well as our undergraduate students. Linking with a practitioner in business is a key way of supporting

students' development throughout their studies as it highlights the range of career options available and helps them develop appropriate networks to support their progression. This employer mentoring will be complemented by the peer mentoring support offered to all new students.

We have been working to identify and understand any differentials in the achievement of students from different backgrounds and 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 strong progress in this area: in 2011-12, the 'good' honours ethnicity attainment gap at UCLan was at 16%; this has now reduced to 10.1% in 2014-15, exceeding our target and the sector average.

Progression

Ultimately, we want to see our students progress from excellent degree results to strong professional careers and/or further study. The development of leadership skills, enhancing career aspirations and ensuring our graduates are equipped with both the attitudinal and technical skills required to excel in the working environments of today and into the future are key aspects of our approach to progression. Our mentoring programmes referred to above are key to this and we also offer free access to a leadership and management qualification for our students. Feedback from these 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 (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 provided through our Career Hub, careers advice, input from academic tutors, personal tutors and a range of employment opportunities, plus Abintegro software which is used to support CV building. We have also adopted the HEAR, the Higher Education Achievement Report, which is designed to encourage a more sophisticated approach to recording student achievement, enabling students to showcase more effectively the full range of opportunities they have taken advantage of during their time at the University.

We have created 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. We have established an extensive range of student employment opportunities on campus and with local employers. For example, over 100 students are recruited each year to the University's Student Ambassador Scheme to support events and programmes across a range of audiences and hours that are flexible to fit in with their studies. Students are all DBS checked and are provided with robust and detailed training across a wide range of topics to enable them to succeed within the role. The varied skills, behaviours, networks and knowledge gained from working in these roles is very effective for enhancing students' CVs and helping with their successful progression upon graduation. In addition to this the Students' Union employs over 150 student staff in a variety of roles through the year, providing wages amounting to £430,000. The Union is an active member of the National Association of Student Employment Services with four student staff shortlisted for national student employment awards in the last three years. In the new Union Plan for 2016-20, there is a commitment to working with the University and local employers to develop a Code of Good Practice on the skills development of student staff.

Recognising the importance of work experience in assisting graduates in gaining professional employment, 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.

The University encourages our students to develop entrepreneurial skills and has a range of support in place for student start-up businesses, including business mentoring, incubation space and seed-corn funding programmes. We are the leading UK university for incubated start-up businesses still active after three years of trading, are ranked second in the UK for the number of graduate start-ups still active overall and ranked third in the UK for estimated turnover for active firms. In the last five years the University has helped over 1,000 students or graduates start a business or become self-employed, the second highest figure in the UK.

Students are encouraged to consider postgraduate study through exposure to live research projects and can complete an extended, paid, research internship over summer as part of the Undergraduate Research Internship Scheme. UCLan led the development of the British Conference for Undergraduate Research and was also the first university to send undergraduate students to the National Conference of Undergraduate Research, held annually in the USA. Undergraduates also have the opportunity to take part in ‘Posters in Parliament’, an event devised by the University to give undergraduates the chance to communicate their research. We offer all our graduates a 20% reduction in fees if they continue their studies with us. From April 2017, we will also be delivering a range of postgraduate degree apprenticeships.

Through these and other initiatives, we are aiming to increase the proportion of our graduates who progress to employment or further studies six months after graduation to over 95% by 2020/21.

Estimated expenditure on access, student success and progression measures

Indicative expenditure for 2017-18 is shown below highlighting the balance of funding between the different areas and our continuing commitment to hardship payments and financial support in recognition of the fact that a significant number of UCLan students enter from low income families. Feedback from students and from the Students’ Union is that it is the combination of such measures that encourages low income families into higher education and improves retention, success and progression rates. Following the introduction of inflation on tuition fee caps from 2017/18, additional expenditure has been allocated to Access, Student Success and Progression categories to maintain total expenditure as a percentage of higher fee income at previous levels.

| 2017-18 OFFA-countable expenditure | |
|---|-------------------|
| Access | £757,056 |
| Student Success | £2,658,479 |
| Progression | £1,736,674 |
| Hardship/Financial support | £1,968,749 |
| TOTAL | £7,120,958 |

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

In 2017-18 OFFA-countable expenditure is lower than in previous years and this is due to planned changes within our student bursary schemes. Our strategy to improve student retention and success, which has been informed by discussions with key representatives of our Students’ Union in terms of when our students most need financial assistance, has led to a change from the current full

payment of bursary in Year 1 to spreading payments out over the duration of the course. Total amounts for financial support are actually being increased, but the emphasis on higher payments in later years of programmes (as detailed in the Financial Support section, below) means that expenditure during 2017-18 is lower, but this increases again from 2018/19 as awards in Year 2 onwards are included. In addition, we will now include new student types within our bursary scheme to support students who would formerly have been in receipt of bursaries from the NHS. The monies that appear to be 'saved' during 2017-18 will, therefore, be more than accounted for in subsequent years.

The University has suffered imposed HEFCE Student Opportunity (SO) funding cuts of £1.2m in our 2016-17 grant letter. Our SO funding covers a wide variety of widening participation and retention-related activities at the University and its partner institutions, some of which the funds are directly allocated to, some of which are embedded within School and College operations and some other specifically identifiable projects to which funds are only apportioned within the access agreement resource plan itself. As an understanding of the financial scale of these cuts has only been achieved at a very late stage in the access agreement process there has been no time to determine their full implications via our normal budget approval process – indeed, we will be seeking overall 2016-17 University budget approval from the University Board in the next month or so. We intend to use some of the additional fee income received from the application of inflation to our fees to help us to maintain as much provision as possible that has previously been funded from this source, but may need to amend this assumption as a result of a review of overall budget affordability.

The University has made no additional adjustments to assumed SO funds beyond those provisionally confirmed for 2016-17. Whilst we have noted the likelihood of future reductions as part of our risk management processes, until further announcements are made, we will not be in a position to quantify the financial impact of these for 2017-18 and beyond. We hope that other sources of funding, such as that made available through the application of inflation to fee caps will enable us to maintain future support for this area, but we will need to continue to monitor affordability over time and may need to review some areas of activity if this becomes more challenging.

FINANCIAL SUPPORT

Our approach to financial support is continually evolving, based on discussions with the Students' Union and on feedback from current and previous students, as well as national research. 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. Our experience of administering the National Scholarship Programme taught us that concentrating financial support in the early stages of the student journey (the first year) was not the most effective way of enabling students to complete their full courses. With this in mind, we have refocused our bursaries to allow us to provide more structured support to our lowest income students over the full duration of their courses. Financial support will, therefore, continue to 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.

From 2017-18, the UCLan Bursary will deliver financial support to the poorest students by providing £2,000-worth of financial support 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. If the removal of NHS bursaries is confirmed, these students will become eligible for a UCLan bursary). Funds are payable in instalments over the duration of the course, with an initial allocation of £500 in Year 1, followed by £750 in both Year 2 and Year 3 (and Year 4, if applicable).

From 2017-18, we have slightly increased the fee for our foundation year to allow us to provide an additional, 'top-up' bursary for these students. This will give all students who complete a foundation year with us an annual payment of £500 for each year of their degree programme (ie years 1-3). Those who are eligible for the UCLan Bursary will receive this payment **in addition**.

Additional funds are allocated to enhance the hardship fund administered by the Harris Bursary Fund Panel. Through these additional funds, we are 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. 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. Priority groups targeted via Hardship Funding are:

- Students with children (especially lone parents)
- Disabled students and students who are unable to work due to illness
- Students who are homeless or facing eviction
- Students receiving the final year loan rate who are in financial difficulty
- Postgraduate students who have been unable to secure alternative funding.

The above groups may receive Bursaries or priority loans, dependent upon need.

Information on the Harris Bursary Fund is updated annually and can be found at:

http://www.uclan.ac.uk/fundraising/harris_bursary_fund.php.

UCLan offers support for students in financial hardship through 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 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 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

In addition to the support measures identified previously in this agreement, we also offer a targeted financial support package for students from disadvantaged groups, as follows:

- **Students who are Leavers from Care.** All UK Home students, 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, which includes a cash bursary of £1000 per year of study, paid in four instalments through the year at times when students need additional financial support the most; advice on funding sources in addition to the UCLan Care Leavers' Bursary; and waivers on deposits for University-owned accommodation. 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.** Young adult carers (defined as young people aged 14–25 who care, unpaid, for a family member with an illness or disability, mental health condition or an addiction) will be eligible for targeted financial support a minimum of £500 per year of study. Full details will be available on our website.
- **Support for Estranged Students.** Students who are estranged from their parents, are often in a vulnerable position similar to (or sometimes worse than) care leavers. We therefore offer a designated bursary a minimum of £500 per student in line with the support we offer to care leavers via the care leaver bursary. Full details are available at https://www.uclan.ac.uk/students/money/care_leavers_support.php.
- **Support for Student Parents.** Students with children are a priority group. We offer a bursary of £250 to students from a low income background with dependent children. Details are available at https://www.uclan.ac.uk/students/money/additional_funding.php.

TARGETS AND MILESTONES

The resource plan which accompanies this Access Agreement sets out a series of stretching targets for the indicators we have chosen to use in monitoring the effectiveness of our work in this area.

In summary, we aim to:

- Achieve or exceed our benchmark for the recruitment of full time students from low socio-economic 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
- Achieve progressive increases in the percentage of students progressing to employment or further studies six months after graduation
- Achieve progressive increases in the numbers of vocational learners, high school students and primary school pupils we interact with through our collaborative outreach work, with the ultimate aim of increasing aspirations and entry to HE amongst disadvantaged communities and in areas where participation rates are traditionally low. For 2017/18, we have added a new target which extends our outreach work towards younger children, aiming to develop aspirations for higher education from an early age.

We have selected these indicators to give us externally comparable and longer time series data, where possible, whilst ensuring that measures are focused on the key outcomes we are committed to delivering. We note that HESA will no longer continue to provide data on the socio-economic classification of students, but we are hopeful that the metric that HESA chooses to use instead will also provide a suitable replacement for our purposes. If this does not prove to be the case, we will seek our own alternative indicator.

By 2017-18, if we are successful in achieving the milestones that we have set for ourselves, we will have made significant progress against all these targets. For those included in the HESA Performance Indicators, we expect to have exceeded our benchmarks, and we will have halved the attainment gap between BME and white students. Our ambition is to continue to make progress against all of these indicators, but we recognise that this will become more challenging, not least due to the impact of structural factors on our students' prior attainment. We are, therefore, aiming to achieve a 0.5% increase in each of the targets set out in table 7a.

MONITORING AND EVALUATION ARRANGEMENTS

Monitoring of the targets and milestones identified within this 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 Leadership Team, Colleges, Schools and Services.

In addition, as part of our new strategy, we are enhancing our ability to monitor impacts at the more detailed level, through arrangements to track the progress of students involved in specific initiatives or in receipt of financial support and overall monitoring of any differentials in levels of access, retention, attainment and progression by equality characteristics and other factors known to impact on these aspects of the student lifecycle.

As we have referenced throughout this agreement, we regularly collect feedback on the impact of individual initiatives and programmes of activity and take soundings from students on the appropriateness and effectiveness of the support arrangements we have established. We are in the process of purchasing the HEAT database, which will provide longitudinal tracking and enable us to assess the effectiveness and impact of our access and student success initiatives, and we are hoping for this to be in place by September 2016. We monitor annually 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 and are working to identify any particular groups which may require intervention and support. The University is exploring its institutional data in more detail to identify different aspects of under-representation within the access, success and progression remits to inform our approaches moving forward. As referenced earlier in the document, we also draw on findings from national research and evaluation to ensure we are able to maximise the impact of our activities and resources and support our students effectively in fulfilling their full potential.

Our Access Agreements are monitored through reports to the university’s Student Experience Committee, which is a sub-committee of Academic Board and is chaired by the Pro Vice-Chancellor (Student Experience). The Students’ Union is represented on this Committee. Overall responsibility for the Access Agreement resides with our Pro Vice-Chancellor, who is also a member of Student Experience Committee.

The detailed work to develop our Access Agreements and coordinate evaluation of the impact of work in this area is undertaken by a working group, which is chaired by our Pro Vice-Chancellor. This group includes representatives of university services responsible for the operational delivery of the activities described and the Students’ Union.

Operational management and delivery of outreach activity is delegated to the Director of Marketing & Communications; responsibility for student support and careers services is delegated to the Director of LIS; and responsibility for meeting course-level retention targets lies with the Heads of School and Executive Deans, each reporting in to their Executive Team lead.

EQUALITY AND DIVERSITY

In designing this access agreement, the university has paid due regard to 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, diversity and inclusion 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 have expanded the suite of foundation entry year courses to provide non-standard access to all our undergraduate degrees. The study skills and learning support to smooth the transition to higher education embedded within the curriculum are 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 providing equality of opportunity to all, supporting the rights and freedoms of our diverse community and fostering good relations and understanding between groups.

We are meeting the specific duties of the Equality Act 2010 and Public Sector Equality Duty (2011) and 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. Our strategic equality and diversity plan and objectives are in the process of being reviewed and updated, 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 continue to lead, participate and engage in a range of internal and external equality networks, activities and events to promote equality, diversity and inclusion. We also strive to achieve a range of external equality awards and accreditations, such as the Equality Challenge Unit (ECU)'s Athena SWAN and Race Equality Charter Marks. We currently hold an Institutional Athena SWAN Bronze Award and are working towards several other awards. We also hold Stonewall Champions, Two Ticks and Mindful Employer accreditations. This work allows us to focus our attentions to specific protected groups, benefiting both students and staff. We further participate in ECU projects such as our pending *"Increasing Diversity: Recruiting students from under-representative groups"* project.

Our Students' Union is active in its support for equality, diversity and inclusion, with dedicated Officers focusing on the needs of BME, trans, lesbian and gay, disabled and women students.

We undertake regular monitoring, 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. 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 are pleased to have been selected to participate in the ECU's *Increasing diversity: recruiting students from underrepresented groups* project, through which we will be exploring opportunities to transfer methodologies used to increase Muslim student participation to other underrepresented groups.

We will continue to closely monitor and evaluate activities to consider the impact on protected equality groups, which will help inform our work and provide an evidence-base to set future actions.

PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

UCLan is committed to publishing clear and accessible information to existing and prospective students on the fees we intend to charge and the financial support we offer.

We do this through the following channels:

- 'Student life' and 'Money' pages on our website
- Talks and publications at Open and Applicant Days
- Pre-entry information mailings and electronic communications to applicants
- Public engagement events
- Displaying leaflets and guidance information in public places
- Staff advising students at recruitment fairs and open days or working with under-represented groups through a wide range of outreach activities.

We are also committed to providing timely, accurate information to UCAS and the Student Loans Company so they can populate their course databases in good time to inform applicants.

CONSULTING WITH STUDENTS

Student views are highly valued within UCLan and are sought on a wide variety of matters, through a range of mechanisms including 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), but this year the SU has joined the University's working group and taken an active role in developing the Agreement from the beginning of the process. The University has valued this level of input and intends to follow this approach in future years.

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 | Stage of the lifecycle (drop-down menu) | Target type (drop-down menu) | Description (500 characters maximum) | Is this a collaborative target? (drop-down menu) | Baseline year (drop-down menu) | 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) |
|------------------|---|---|--|--|---|---------------|--|---------|---------|---------|---------|---|
| | | | | | | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| T16a_01 | Access | 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% | 44.5% | 45% | 45.5% | 46% | TBC | HESA has discontinued this metric and is currently reviewing alternative approaches. We intend to use the new HESA metric, unless this proves unsuitable. |
| T16a_02 | Access | 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% | 19% | 19.5% | 20% | | Our current strategic plan extends to 2020, so we will extend the series of targets in due course |
| T16a_03 | Student success | 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% | 80% | 81% | 82% | 83% | | Our current strategic plan extends to 2020, so we will extend the series of targets in due course |
| T16a_04 | Student success | 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 12% | max 10% | max 9% | max 8% | | Our current strategic plan extends to 2020, so we will extend the series of targets in due course |
| T16a_05 | Progression | Other statistic - Progression to employment or further study (please give details in the next column) | To increase the proportion of full-time first degree leavers in employment/further studies (HESA PI E1a). Baseline 2014/15 leavers (published in 2016). | No | 2014-15 | 92.2% | 93.2% | 93.7% | 94.2% | 94.7% | 95.2% | |

Table 7b - Other milestones and targets.

| Reference Number | Select stage of the lifecycle | 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) |
|------------------|-------------------------------|---|---|---------------------------------|---------------|---------------|--|---------|---------|---------|---------|--|
| | | | | | | | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| T16b_01 | Access | 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 | 700 | 800 | 900 | 1000 | |
| T16b_02 | Access | 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 | 300 | 400 | 500 | 600 | |
| T16b_03 | Access | Outreach / WP activity (other - please give details in the next column) | To engage primary school pupils through a range of outreach activity aimed at increasing engagement with and aspirations for higher education | Yes | 2015-16 | 0 students | | 250 | 300 | 350 | 400 | |