



ACCESS AGREEMENT 2014 – 2015

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

UCLan will continue to charge a standard £9,000 pa for all its full time undergraduate courses, with the 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 a discounted 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 2014-15 will be charged £1,500.

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. Hugh Baird College offers a top-up (Year 3) to our honours degree, discounted to £4,500.

Part-time courses are studied via a mixture of routes from distance learning to block release. Fees will be set at a module rate of £600 (with 6 modules being equivalent to 1FTE). Partners have a range of fees based on the varying markets for their part time courses, ranging from £600 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)	3,600	3,600	3,600	3,600 – 4500
Pg courses for the initial training of teachers that are subject to regulated fees	N/A	N/A	6,000	6,000

*Discounted from £9,000

We will apply any permitted real terms rise in fees from 2015-16 onwards.

EXPENDITURE ON ADDITIONAL ACCESS AND RETENTION MEASURES

Indicative expenditure is shown below highlighting the balance of access and student success 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
Student Success	£3,422,818
National Scholarship Programme (match)	£2,295,000
Other bursaries	£1,205,760
Fee Waivers	£690,900
Monitoring and evaluation	£40,000
TOTAL	£8,154,478

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

FINANCIAL SUPPORT FOR STUDENTS

UCLan has been allocated £650,000 for the National Scholarship Programme in 2014-15.

We propose to match this and to extend further the coverage of financial support for the poorest students by:

- Providing £2,000-worth of financial support in Year 1 for all full time students paying the maximum £9,000 fee from residual household incomes less than £20,000 (with the exception of students already in receipt of support such as NHS-sponsored students and Dentistry students). Based on an analysis of our current student profile we estimate that over 1500 students will be in receipt of this level of support, which will include 650 NSP students and our match. £1000 will be paid in cash; the remainder will be allocated in the form of “financial credits” for use as below.
- Providing £1,000-worth of financial support in Year 1 for all full time students paying the maximum £9,000 fee from residual household incomes between £20,000 and £25,000 (with the exception of students already in receipt of support such as NHS-sponsored students and Dentistry students)

Financial support will be provided through a mixture of “UCLan portable financial credit” (which students can use towards a menu of items such as books, equipment, travel costs, accommodation, child care, food and IT equipment) and cash.

Additional funds will be allocated to enhance the hardship fund to be administered by the Harris Bursary Fund Panel. Through these additional funds we will be able to provide more targeted financial support to mature students, especially student parents.

Our approach to financial support is evolving based on discussions with the Students’ Union and on feedback from current First Years. 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 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.

ASSESSMENT OF PERFORMANCE

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 2011/12 data) reflects that we met or exceeded our targets, with 16.4% of young full-time first degree students coming from low participation neighbourhoods (target 15% - POLAR 2 methodology) and 40% 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. We made a strategic decision to continue with our policy of increasing entry requirements for full time undergraduate courses 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. We currently monitor this using the HESA performance indicators noted above, but if this data begins to indicate a downturn in enrolments of students from these under-represented groups, we will look to extend our monitoring to cover applications.

Retention is an area of challenge for us, but we are on track with our plans to address this and the latest HESA Performance Indicator release projected that 76.6% of our students would obtain a degree, against a milestone of 69%. Over the last couple of years we have been working to understand the nature and extent of any differential impacts on under-represented groups and have developed a series of internal data reports to examine this at both school and university levels. The data relating to the academic year 2011/12 tells us that attrition was 3% higher for students from low participation neighbourhoods (9%), compared to students from high participation neighbourhoods (6%). For students from average participation neighbourhoods the figure was 8%. The ethnicity attrition gap decreased in 2011/12, with attrition levels for White students being 8% and for BME students 9%.

We are not only concerned to ensure that our students complete their courses; we want to see them achieve strong grades that ensure that they are competitive in the graduate job market. We have, therefore, been working to identify and understand any differentials in the achievement of students from under-represented groups. We want to make a difference in this area, so we have chosen to focus our energies on one area of disparity, rather than take a more generalised, scatter-gun approach. We have chosen to focus on the attainment gap between White students and BME students. Our analysis shows that this attainment gap is present at UCLan, and although the gap here is below the sector average (UCLan 16.3%, sector average 18.4%), we are determined to reduce this significantly over the next few years. We have therefore agreed a new set of targets and milestones to address this and the University Board has confirmed our intention to reduce this gap to 12% (or lower) by 2017. Once we feel that we are making sufficient progress in this area, we will begin initiatives to address other attainment gaps.

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.

Collaborative provision

Widening participation is the major driver behind our extensive collaborative arrangements with FE colleges and other partner organisations, and behind the development of the Burnley University Campus. Evidence from 2011/12 data indicates that our partnership arrangements make a significant contribution to mature student entry, with 58% of students based at Burnley and 66% of the students at other partners being over 21 compared with 54% of students at the main campus. 48% of students at Burnley come from low social classes, compared with 42% in other partners and 40% at the main campus. 30% of students on UCLan direct-delivery programmes at Burnley are BME compared with 15% at the main campus.

Although our relationship with FE college partners is changing in the light of government policy (indirectly funded student numbers have reduced 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. Our key college partners have maintained and in some cases grown their HE provision through successful bids for student numbers from the "margin" and UCLan continues to be the validating partner for courses which are now directly funded.

UCLan sponsors two Helena Kennedy Scholarships a year awarded to disadvantaged students progressing from FE colleges.

Junior University

UCLan remains committed to working closely with schools and colleges in Pennine Lancashire and Preston to further develop and deliver our Junior University (JU). During the pilot 2010-11 year,

three cohorts of Year 9 and 10 pupils participated in the JU, with a 93% completion rate over the 20-session programme (51 out of 55). Qualitative feedback from participants, teachers and parents was uniformly positive. Participant questionnaires demonstrated significant improvements in motivation, knowledge and understanding of HE. Teachers highlighted the positive impact on confidence, maturity and motivation. Parents talked about the excellent opportunity, inspirational student ambassadors and positive benefits for their children.

In 2011-12 JU was 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 2012 again with the number of enrolments exceeding target. Overall for Burnley and Preston there were 161 participants who completed the activity in 2011-12 against a target of 150. Participants received questionnaires to complete at pre, mid and at the final close of the programme. 99% of all participants felt inspired to continue studying after their GCSE's. 71% of teachers who completed evaluation forms definitely agreed or agreed that the JU programme enhances the curriculum. In terms of impact within the school environment, 86% of teachers definitely agreed or agreed that the performance of the participants in class and engagement in school had improved since the start of the JU programme.

Based on feedback following the evaluation process the main programme has been offered to Year 10 pupils only this year.

Junior University 2013 commenced in February, with both the Preston and Burnley programme roll out commencing within the same week. Enrolments stand at 239 against a target of 250. A slightly reduced head count has been planned to enable participation of the first year pilot students, now in Year 12, in the end of programme residential activity. This is to enable further longitudinal research and evaluation of JU to take place. This year's programme has been revised to include additional stretch and challenge throughout with particular emphasis on additional academic activity.

Other HE-FE-Secondary School collaboration

Working in collaboration with Preston Collaborative Partnership (PCP – formally the Preston 14-19 LEAD Group), a pilot programme was launched in 2011-12 to support learners who may be at risk of becoming “not in education, employment or training” (NEET). Pupils (10) were identified from Longridge High school in Preston to work with student mentors from Preston College (BTEC vocational students) and UCLan, on a pilot project which was designed to raise their participation, confidence and motivation in education. Based on evaluation feedback, there was a 10% increase in those who were confident that they could achieve a university qualification at the end of the programme compared to the beginning. In preparation for RPA (Raising the Participation Age) and the potential impact that this may have on the NEET agenda, UCLan intends to extend this programme for 2013 working with four Preston Schools and to extend the activity to 20 “at risk pupils”. By sharing expertise and resource working in collaboration with Preston Collaborative Partnership we hope that this model will serve as a test bed for further development within the immediate locality of the University working with schools in some of the most deprived wards.

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, again due to open in 2013. 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.

Whilst it is recognised that relatively low numbers of care leavers currently access Higher Education, UCLan is committed to applying for the Frank Buttle Trust Accreditation during the next academic cycle. The accreditation in itself is not a stand-alone objective. Research commissioned by the Buttle Trust outlines a number of recommendations to improve the chances of care leavers accessing and remaining in Higher Education. Through the outreach work we are already delivering additional emphasis can be placed on ensuring that Looked After Children are offered the same opportunities to participate, for example, in the Junior University programme, and to be supported by Student Ambassador mentors.

Collaboration with HEIs

The four universities covering Cumbria and Lancashire (University of Cumbria, University of Central Lancashire, Edge Hill University and Lancaster University) continue to liaise post-Aimhigher in order to share ideas and best practice for outreach activity, to minimise the risk of duplication, and to make the most effective use of the resource available across the four institutions. There are practical limitations in the ability to share resources and facilities where institutions are not closely co-located. Throughout 2012, there has been some level of collaborative working, mainly in relation to re-directing requests for activity from 11-16 schools to Universities more closely located to their geographical locations with regard to primary activity.

Public and community engagement

Public and community engagement activities contribute directly to the widening participation agenda by engaging young people, parents, teachers and advisers. The Lancashire Science Festival, held for the first time in June 2012, showcased the diversity of opportunities available at HE and beyond in an accessible and engaging manner to over 5000 visitors. Visitor feedback highlighted that this was an initial point of contact with UCLan that many underrepresented groups would not otherwise have had. Students contribute to the Lancashire Science Festival through provision of hands-on activities, as voluntary festival assistants and as student ambassadors. Funding was made available for schools in low socio economic areas to cover transport costs to the Lancashire Science Festival. The Lancashire Science Festival remains our flagship community event and will take place again in 2013 (one-day mini event) and return to a major three-day celebration in 2014.

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.

Public and community engagement is part of the research culture at UCLan. Ten research staff have been appointed as 'engagement catalysts' and an artist in residence bridges the gap between the research environment and the regional community, through creative outputs. Many Catalyst

projects directly address issues of aspiration and participation, from working with girls in computing to extending legal advice to socioeconomic deprived groups.

Students make a core contribution to many of our current outreach activities and are encouraged to contribute to public and community engagement events in a variety of ways. Research students and staff can access relevant training in skills for public and community engagement, and the EngageUCLan steering group is working to reward and recognise these activities.

The Centre for Volunteering and Community Leadership (CVCL) has an extensive network of partners regionally, nationally and internationally, including Russia, Oman, Pakistan and the USA, who support the development of the academic, training and Continuous Professional Development programmes delivered by the Centre through volunteer placements and expert contributions.

Students from any course across the University can get involved in the Centre alongside community, charity and corporate organisations. CVCL has worked with the Russian youth and volunteering organisation, Association of Young Leaders since 2002. The centre is currently supporting Sochi's 2014 Winter Olympics Committee in Russia to develop the Olympic volunteering opportunities.

The Centre's International Institute for Community Leadership (IICL) based at the UCLan Burnley campus is led by collaboration with community organisations. The Institute is set to be influenced by the needs within communities and aims to respond, support and listen to what's needed by activists, organisers and groups at the grassroots. CVCL is noted for its work in developing community cohesion and active citizenship projects, winning the CRAC Higher Education Active Community Fund Exceptional Student Volunteer of the Year 2004 and the HEVA awards 2008.

Institute for Leadership and Management

The Centre for Volunteering and Community Leadership is an Institute of Leadership and Management (ILM) accredited centre on behalf of the University of Central Lancashire. As well as ILM accreditation through academic programmes of study the centre has accredited much of its volunteering activity. This is aimed at supporting our students to become effective leaders within the community and providing grassroots organisations with the opportunity to 'grow your own' community leaders for the future.

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

Travellers through Time

A joint project between UCLan and a Preston based Traveller's Site aimed to improve the literacy skills of their young people alongside providing an opportunity for students at UCLan to learn more

about the Traveller culture as well as the young people to learn more about non Travellers. A group of six students have been attending the site once a week for the past six months with a community artist. In order to improve on the literacy skills, the artist and UCLan students worked with the young people to write and record stories using creative monologues based on Traveller history.

West Lakes projects

Throughout the past year CVCL has been working in Whitehaven to address cultural and social inequalities through a number of events engaging people from different backgrounds and encouraging them to explore cultural similarities and differences through social interaction. A number of summer schools aimed at working with community organisations and community leaders were held in July 2012; these programmes of study were delivered as university certificates aiming to up-skill members of the local community.

Summary

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 at Key Stage 4, 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 a range of partners to reach out to communities in deprived areas of our region.

STUDENT SUCCESS

UCLan's student support mechanisms are wide ranging and impressive 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 during their critical first year of study; re-engage those students who have withdrawn or who are at risk of withdrawing; and provide specialist support for students with specific needs associated with, for example, disability or family hardship. Increasingly, however, we are also placing much more emphasis on working proactively with students to encourage and help them to make the most of the opportunities available to them, both as part of and in addition to their academic programmes. We believe that this is essential if we are to address

the challenges to “social mobility” likely to be experienced by many of our students, and in particular those who come from disadvantaged backgrounds.

We have been encouraged by early signs of improvement in student retention and progression, but this, together with the overall success of our students, remains a key institutional priority. As reported in our 2013-14 Access Agreement one of the ways we are addressing the challenges is to bring a number of disparate initiatives together in a more integrated approach to the management of the “student journey”, focussing on student engagement and the development of leadership skills. A series of focussed student engagement activities and high energy ‘student engagement weeks’ are being delivered and planned across the University to ensure that all students are engaged with their learning journey throughout their time at UCLan and with all the opportunities that are available to them grow and develop. These activities specifically relate to the more vulnerable periods for student engagement (for example after vacations, before or after assessment periods) and to students who are returning to education in terms of identifying opportunities for buddying, volunteering and additional study opportunities (such as languages). Additionally a new ‘Future Leaders Programme’ is being developed to further support the learning development of students linked to the delivery of structured work experience opportunities that are embedded in all courses, peer mentoring and the leadership and management of personal development (to which all students will be invited and supported to take part) and tailored one to one career advice and guidance.

UCLan has made explicit the broad opportunities available to students through the packaging and promotion of “the UCLan Advantage”. Key elements of this are the guarantee of structured work experience, overseas study, portable financial credit, sports facilities membership and the provision of “personal advice” to help students navigate through and make the most of the opportunities available. A comprehensive evaluation of the impact of the “Advantage” is underway. Through this we will be able to monitor the progress of students from different diversity and socio-economic groups through and beyond UCLan and assess the effectiveness of the package in addressing the gap between attainment and post-graduate destinations of different groups of students.

At this early stage we are only able to report on students’ initial experience and the perceived value of different elements of the package. However, it is clear from the early feedback that employability built into the curriculum, the guarantee of structured work experience, and the availability of portable financial credit are the most highly valued parts of the offer. It is also clear that the proactive role of Personal Advisers and Personal Tutors in contacting students before arrival and providing support during the first half of the year has proved an important part of the settling in process and for some students made the difference between early withdrawal and continuation.

We are currently considering how best to embed the elements of support which students have found most useful during their first 6 months at UCLan in the day to day work of our academic schools whilst increasing engagement with opportunities such as structured work experience and global opportunities to study which we believe will do most to improve their life and employment chances over the longer term.

Further support for the employability agenda is being provided through the creation of additional posts in our Innovation and Enterprise service, to act as the interface between employers and our academic Schools and, amongst other things, to generate structured work experience opportunities for our undergraduates. This service also has an important role to play in seeking to arrest the

decline in part time participation, through the development of more customer-friendly options for employers and employees. An enhanced careers advisor role and service with a renewed focus on providing tailored one to one advice and support to students including on the development of their personal skills and employment 'e portfolio' is also under continued development for roll out during 2013-14 onwards.

Our evolving understanding of the role of financial support in student success has led us to reduce the "standard" package of support available to students in the £20-£25k category in Year 1 and to all students in Years 2 and 3 in order to create a more substantial fund from which we can provide more flexible and tailored support for students at greatest need throughout the year. 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 when given the opportunity to apply for support at different times of the year. We have used the Fund to target support to mature students, those with family responsibilities, and students in hardship who are living at home but struggling to meet the costs of travel. Through the enhancement of the funds available we also want to direct support to students who would find it difficult on financial grounds to access work experience and global experience opportunities.

Summary

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

- Continuing to develop the curriculum and delivery modes to make our programmes accessible to a diverse student population, including those in employment, returning to study and/or unable to attend on a full time basis
- Providing more integrated and proactive leadership and management of the student journey through a focus on active student engagement throughout each academic year, leadership development activity and tailored one to one career and employment advice
- Providing financial support at the point of need to students in addition to the standard package of support for students from low household incomes.

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 10 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 2014-15.

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

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

We are currently working to deliver our medium term strategy, which has established a number of key outcomes that we want to achieve by 2017. The 2017/18 academic year will, therefore, be a year of consolidation and review as we evaluate our achievements and identify our next set of challenges. With this in mind, the targets we have set for 2017/18 are identical to those for 2016/17.

MONITORING AND EVALUATION ARRANGEMENTS

The Access Agreement is monitored through reports to the Student Experience Committee which is chaired by the Pro Vice-Chancellor (Student Experience), 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 on-going 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 longitudinal research into the experience and progression of Junior University participants into and through HE. We annually monitor the progression of students from HE courses

offered through partner organisations to “top-up” courses at UCLan. We have also put in place a comprehensive evaluation plan for those aspects of the student experience which we package as the “UCLan Advantage” which includes financial support, personal advice and support, and employability support.

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. Our access agreement is closely linked to our equality and diversity work and we are very keen to further strengthen this as our work in both areas develops and matures. Our access agreement and equality and diversity focus are both intended to fulfil our key commitment of enabling access and providing equality of opportunity to all those who are able to benefit from higher education.

In response to the flexibility of the Equality Act 2010 we have moved away from outlining our E&D objectives and targets within a separate document i.e. our Single Equality Scheme, to the inclusion of them within the University’s key strategic document (the Corporate Plan). We believe this is a significant strength and an indication of our commitment to ensuring that equality and diversity issues are at the centre of the University’s core priorities. This approach is also a key lever to ensure that equality and diversity activities are mainstreamed effectively across the University. We are otherwise meeting the specific duties of the Equality Act 2010 by publishing a breadth of student and staff equality and diversity information at: www.uclan.ac.uk/equalityact2010

Our vision is strongly focused on achieving equality of outcomes too. Our strategic equality and diversity objectives, therefore, are:

- 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 the wider student body.
- Ensuring that staff applications, appointments, satisfaction, retention, progression and training for staff from diverse groups are on a par with the wider staff body.
- Ensuring that our curriculum is inclusive, accessible and meeting the needs of diverse groups of students, in terms of design, delivery and content.
- Ensuring that our approach to developing and implementing interventions is evidence-based.
- Ensuring that 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 our diversity and discuss and debate key institutional and sector diversity issues.

In support of this, we recognise that it is important to set targets in some areas so progress can be achieved more quickly and be monitored tangibly. Our first step to this has been to undertake effective monitoring, build up effective bases, produce meaningful student equality and diversity information across the range of student lifecycle stages. We are achieving this and are now supporting E&D Leads in sixteen Schools to understand that data, benchmark it and identify areas of under-representation or disparities in satisfaction, retention or attainment locally between groups of students due to age, disability, gender, ethnicity and socio-economic background. As well as this we have incorporated such analyses in periodic course reviews where any similar trends over a 3-year period can be considered, and where there are any issues the School is prompted to discuss what actions it has 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 significantly by 2017.

We are developing a University-wide working group to enable us to take this work forward. We are engaging closely with the sector and other HEIs to keep abreast of latest research and findings and learning from the work of other HEIs in steps taken within their institutions to address attainment differences.

Our intention initially is to evaluate current mainstream interventions and assess the take-up of these services by students from different protected characteristics both to evaluate the effectiveness of their inclusivity and the impact of their work on students from different groups - rather than seek to develop new initiatives.

We will closely monitor and evaluate activities to consider the impact on protected equality groups. We will be setting further equality and diversity targets as our work develops.

PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

UCLan provides information on fees and financial support on its “Study @” 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 compiling this Access Agreement the University has consulted with the Students’ Union. Their view that they would like to see a more graduated approach for financial support has been taken on board in differentiating the funding levels according to household income and targeting the greatest level of support to those on incomes below £20,000. Other views about how portable financial credits can be used have been addressed through a reduced use of the credits and a greater use instead of cash and hardship monies.

The SU continues to be particularly concerned that mature students are fully supported, and the University has ensured that this has been highlighted as one of the criteria for the Harris Bursary Fund. The University's 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.

OFFA Access Agreement 2014/15 - Annexes B & C

Institution name: University of Central Lancashire
 Institution UKPRN: 10007141

Table 5 - Milestones and targets

Table 5a - Statistical milestones and targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	NS-SEC (HESA Table T1a)	To remain at or above benchmark for the recruitment of full time students from low social classes	No	2011 (2009/10 data)	39%	minimum 39%	minimum 39%	minimum 39%	minimum 39%	minimum 39%		
2	LPN (HESA Table T1a)	To remain at or above benchmark for the recruitment of full time students from low participation neighbourhoods	No	2011 (2009/10 data)	16.3%	minimum 15%	minimum 15%	minimum 15.5%	minimum 16%	minimum 16%		
3	Projected outcomes (HESA table T5)	To achieve year on year increases in the percentage of students expected to complete their degree	No	2010 (2008/09 data)	68.7%	69%	70%	72%	76%	80%		
4	Ethnicity	To reduce the attainment gap between BME and White students	No	2010/11 qualifiers	16.3%	maximum 16%	max 15.5%	max 14%	max 13%	max 12%		Attainment gap' refers to the difference between the proportion of White students gaining a first or upper second class honours degree and the proportion of BME students gaining a first or upper second class honours degree

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Number	Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones/targets (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)
						2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	
1	Outreach / WP activity (other - please give details in the next column)	To engage year 10 and 11 students from the targeted cohorts in a coordinated programme of interventions over a one or two year period (eg Junior University; work with sponsored Academy in West Cumbria)	Yes	2011	50 (students engaged in Junior University)	250 students	300 students	300 students	300 students	300 students	300 students	
2	Outreach / WP activity (collaborative - 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	0	100 students engaged in activity	200 students	200 students	200 students	200 students	200 students	

Optional commentary on milestones. This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Yellow highlighted area for optional commentary on milestones.

White area for optional commentary on milestones.