Lancaster University
2019-20 access and participation plan

Executive Summary

As detailed in our University strategic plan (http://www.lancaster.ac.uk/about-us/strategic-plan/), we believe in the importance of pursuing excellence in all we do. As well as celebrating diversity, we remain committed to equality of opportunity and treatment in our staff and student community. This includes ensuring we have a diverse student body which is reflective of the world around us. In 2019-20 we are committing over £7,000,000 to achieving this.

Our access and participation plan outlines both our current performance and our strategic commitments to achieving our aims and objectives. This includes long-term commitments to:

- Increase the diversity of the student body at Lancaster.
- Support the journey of 'upwards social mobility' for all our students, providing them with access to a world class education and opportunities to become highly skilled, global citizens.
- Support future generations of young people to achieve their goals by engaging with schools/colleges staff.
- Contribute to research and evaluation of widening participation and social mobility both locally and nationally.
- Ensure all those with a desire and ability to study within higher education have the opportunity to do so regardless of background or barriers.

## 1. Assessment of current performance

The following assessment examines Lancaster's current performance in improving access, student success and progression for the groups highlighted in the OfS guidance notes. As noted in the detailed analysis for some groups below, the actual numbers involved can sometimes be small and this needs to be taken into consideration when undertaking any analysis of performance. Further analysis is planned for all groups to understand the differences there may be across the faculties and departments at Lancaster as well as between different sub-groups of students in each category. This work will be used to shape the final activity plans for 2019-20 as well as future access and participation plans.

Students recruited from low participation neighbourhoods (POLAR 3 Quintile 1)

LPN Access
Lancaster's current LPN recruitment target is 14% of the total UK first degree intake (against a baseline of 8.9%) as measured by the HESA T1a WP performance indicator, to

be achieved by 2021-22. The University's current performance under this measure from the baseline year is as follows:
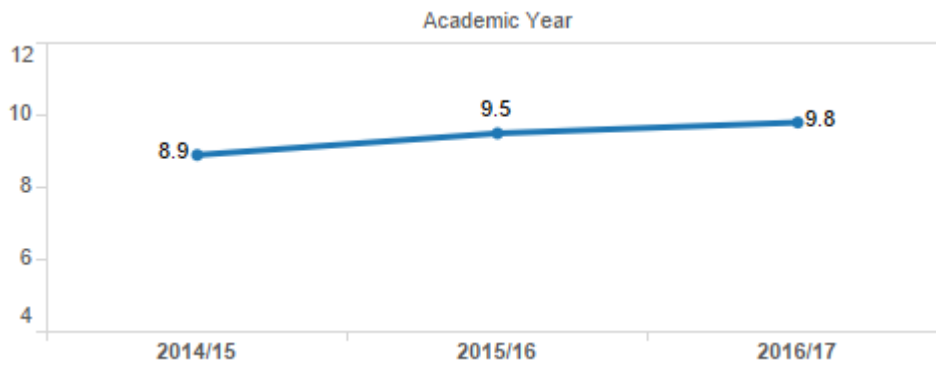
(Percentage of new UK students who are LPN. Source: HESA Performance Indicators in HE)

This compares favourably with the overall trend for ex-94 and Russell Group institutions:
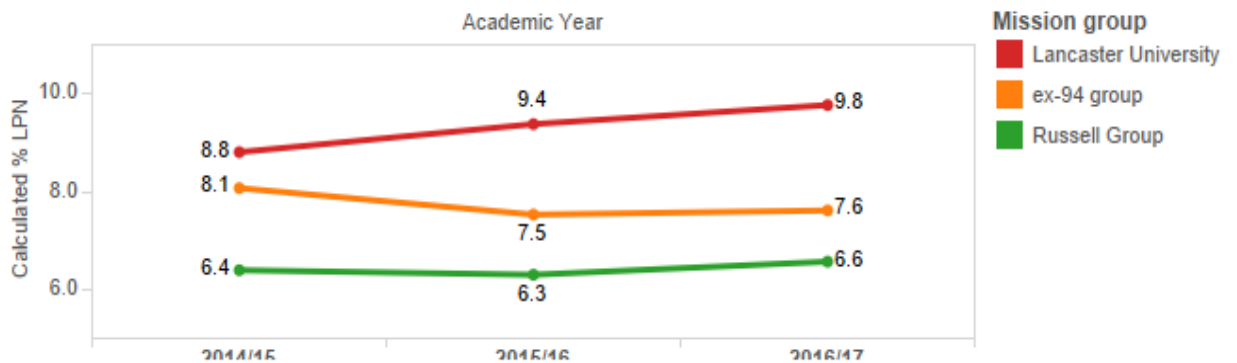

(Percentage of new UK students who are LPN. Source: HESA Performance Indicators in HE)

However, it is recognised that achieving the target figure of 14% will be a significant challenge and this has been reflected in the commitment to increase the amount of expenditure on access to £1.7m per annum from 2019-20 onwards. Details of the work currently undertaken to improve WP/LPN recruitment and future plans in this area are outlined in sections 2 and 3 of this plan.

LPN Student success

Prior to 2016-17, 1st to 2nd year non-continuation rates for LPN students were higher than for other students but the latest data shows a significant improvement:

Non-continuation from 1st to 2nd year
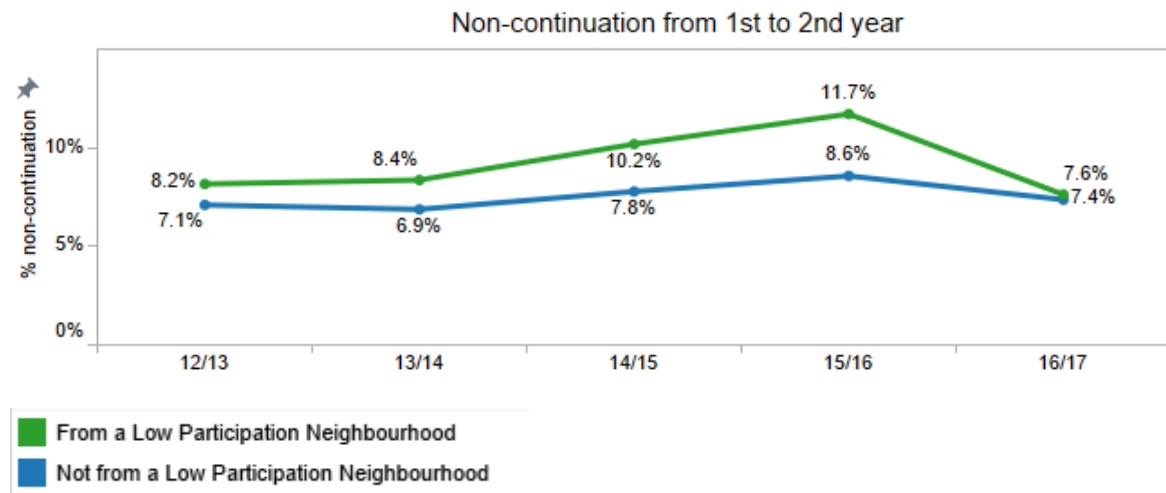
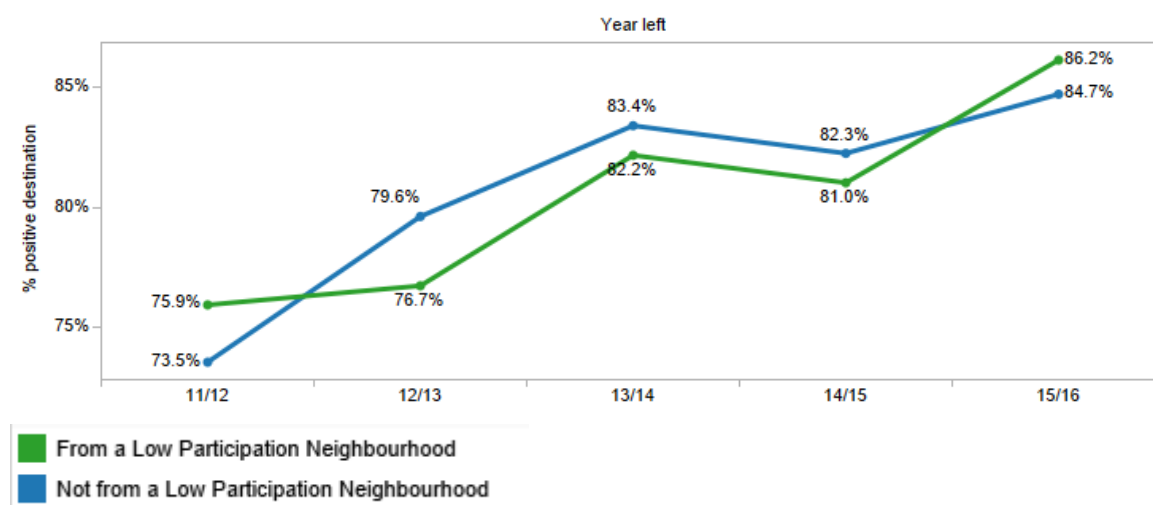(Percentage of LPN and non-LPN UK students progressing from 1st to 2nd year study. Source: LU internal data)

The proportion of LPN students achieving 1sts or 2:1s has closely matched that of other student cohorts from the 2014-15 graduating cohort onwards:

Good degree (1st or 2:1)
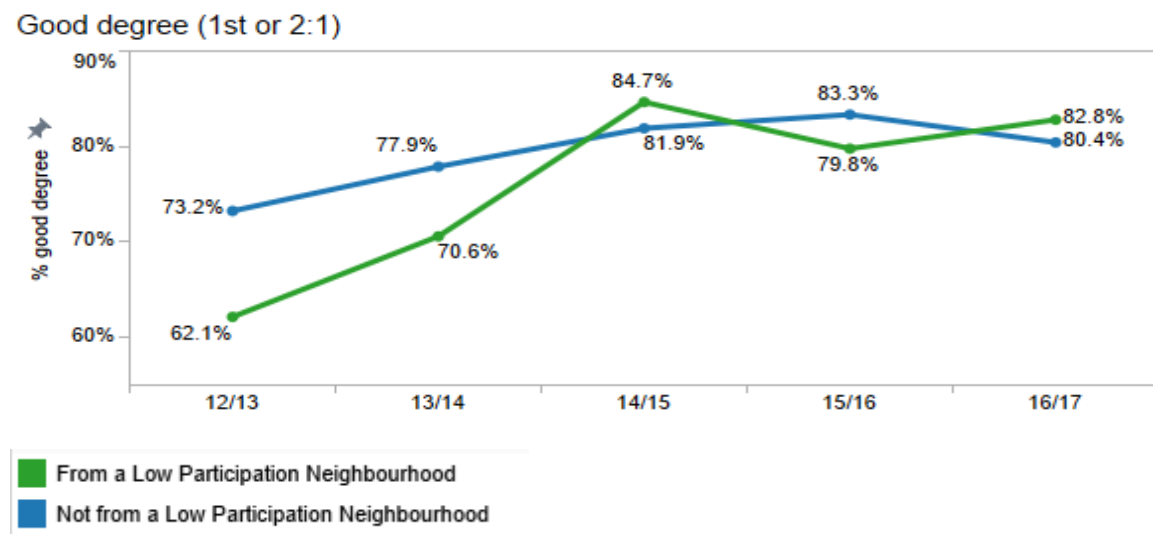
(Percentage of LPN and non-LPN students achieving 1sts or 2:1s. Source: LU internal data)

LPN Progression

The proportion of LPN students progressing to graduate level employment or further study has also converged with that of all other students:

(Percentage of LPN and non-LPN students progressing to graduate-level employment or further study. Source: LU DLHE data)

Overall, the evidence suggests that the actions being taken by the University to reduce the attainment gap for students from low participation neighbourhoods are being successful but that further progress is needed on increasing the proportion of students recruited from this group if the intake target of 14% is to be achieved.

Black and Minority Ethnic (BME) students

BME Access

The percentage of UK undergraduate students recruited to Lancaster from BME groups has very significantly improved from the position 10 years ago, when the figure was only 4%. The latest HESA data for 2016-17 shows that this has now risen to 14%. This is still below the overall figure for the sector, but it needs to be borne in mind that Lancaster's distance from London and its rural location are factors known to have an adverse effect on BME recruitment. Continuing access work in this area is detailed in sections 2 and 3 of this plan.

BME Student success

The pattern of 1st to 2nd year non-completion rates for Lancaster's UK BME students is very similar to that of all other UK students:
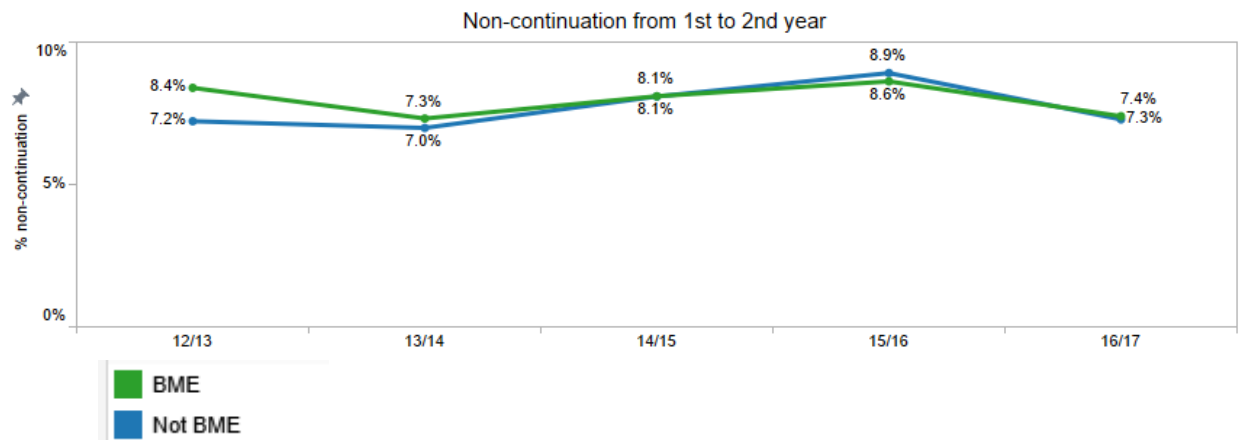
(Percentage of UK BME and non-BME students progressing from 1st to 2nd year study. Source: LU internal data)

However, in common with the sector there is a concerning gap in attainment as measured by the percentage of students achieving 1sts and 2:1s:
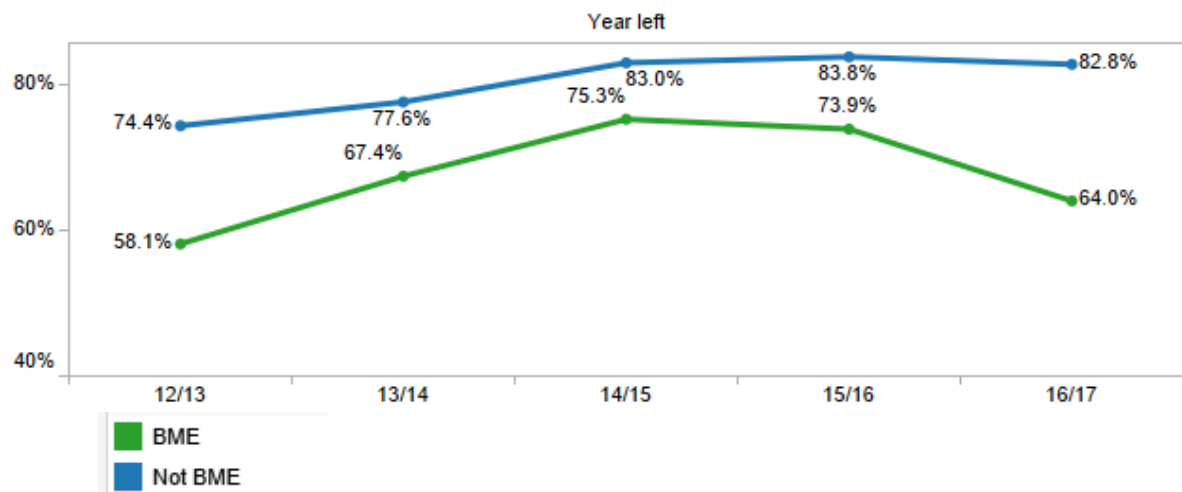
(Percentage of UK BME and non-BME students achieving 1sts or 2:1s. Source: LU internal data)

Further research and analysis is required to gain a better understanding of the factors which may be causing the gap in degree classifications between UK BME and non-BME students, and this will be one of the priorities for further work in this area.

BME Progression

In contrast to the previous indicator, the proportion of BME students progressing to graduate level employment and/or further study has actually been greater than has been the case for the rest of the student body over the period 2012 to 2016:
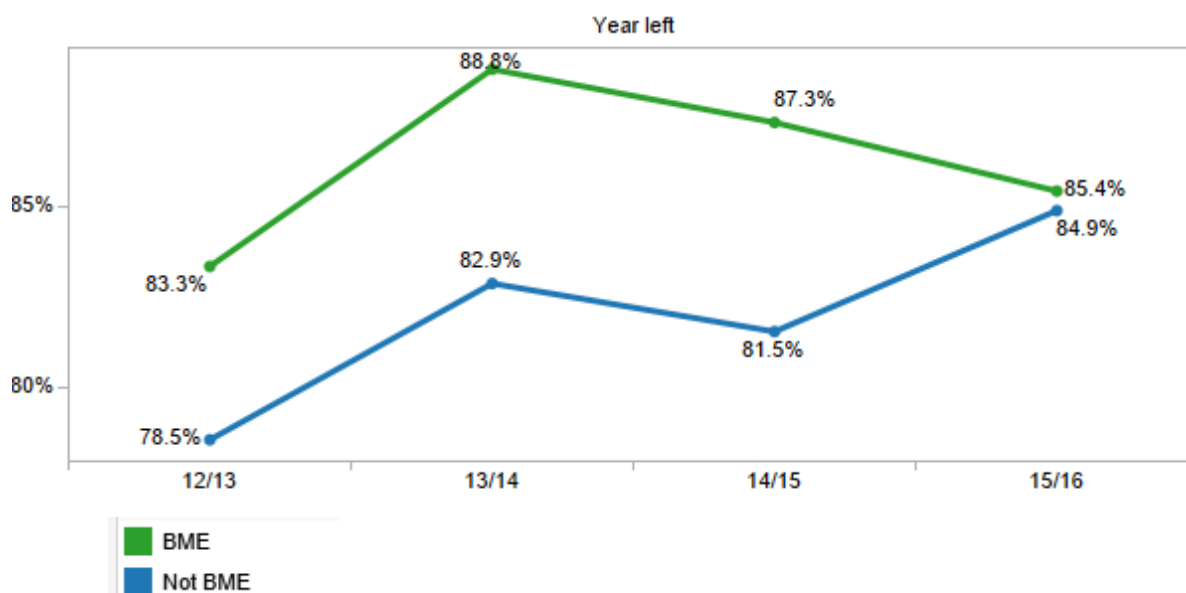

(Percentage of UK BME and non-BME students progressing to graduate level employment or further study. Source: LU DLHE data)

We believe that this encouraging performance is in part due to the fact that BME recruitment at Lancaster is concentrated in the more vocationally oriented subjects. Over the past four years, around half of all UK BME recruitment has been to the departments of Law, Economics, Accounting and Finance, Computing, and Engineering.

Mature students

Changes to student support and Lancaster's location have made it particularly challenging for the University to recruit significant numbers of mature first degree students. Currently only 4-5% of Lancaster's UK undergraduate intake is aged 21 or over at the point of entry.

For the undergraduate mature students that are recruited by Lancaster there is a similar pattern of performance to that seen across the HE sector as a whole. Non-continuation rates are higher for mature students and the proportion of mature students getting 1sts or 2:1s is lower. However, the proportion of Lancaster's mature undergraduates (nearly all of whom are studying full-time) who go on to graduate level employment or further study is higher than is the case for other students (90.2% and 87.0% in the last two DLHE surveys).
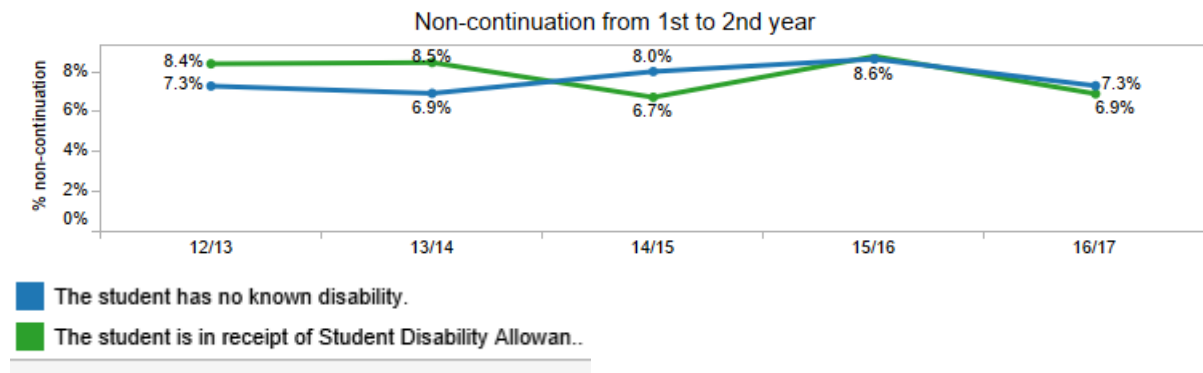
Disabled students

Disabled Access

Lancaster's proportion of undergraduate students recruited with a declared disability is in line with the overall figure for the sector (14% of UK students in the most recent HESA data for 2016-17), and the University's main focus has been on supporting the performance and progression of disabled students.

Disabled Student success

Non-continuation rates for UK undergraduate students who are eligible for DSA support are similar to those for other students:

Non-continuation from 1st to 2nd year

	12/13	13/14	14/15	15/16	16/17
No known disability (blue)	7.3%	6.9%	8.0%	8.6%	7.3%
In receipt of DSA (green)	8.4%	8.5%	6.7%	8.6%	6.9%

■ The student has no known disability.

■ The student is in receipt of Student Disability Allowan..

(Percentage of students with and without DSA support progressing from 1st to 2nd year study. Source: LU internal data)

However, there is a gap in performance as measured by the percentage of students achieving 1sts and 2:1s:

Year left

	12/13	13/14	14/15	15/16	16/17
No known disability (blue)	73.3%	76.6%	82.3%	83.2%	80.9%
In receipt of DSA (green)	68.5%	79.3%	81.0%	79.4%	71.4%

■ The student has no known disability.

■ The student is in receipt of Student Disability Allowan..
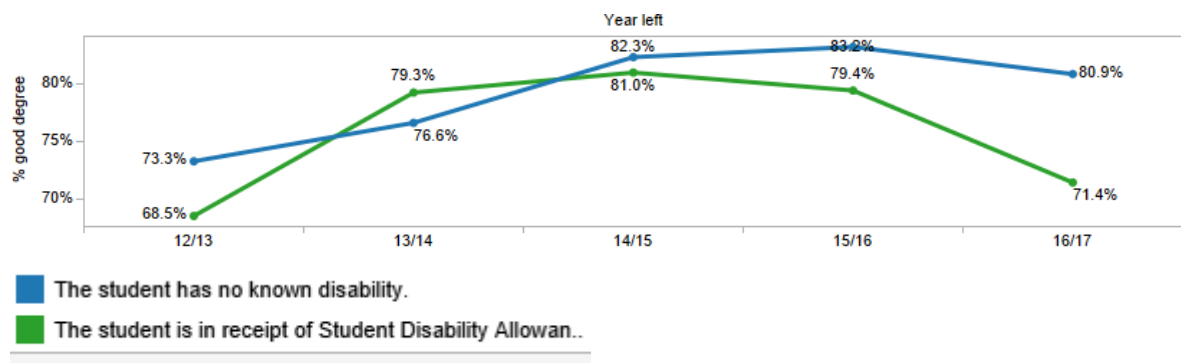
(Percentage of students with and without DSA support progressing achieving 1sts and 2:1s. Source: LU internal data)

Disabled Progression

The proportion of UG students eligible for DSA support who progress to graduate level employment and/or further study is generally lower than is the case for other students:

Year left

- 12/13: 83.7% (green), 79.4% (blue)
- 13/14: 83.9% (blue), 76.3% (green)
- 14/15: 83.0% (blue), 73.1% (green)
- 15/16: 85.3% (blue), 85.4% (green)
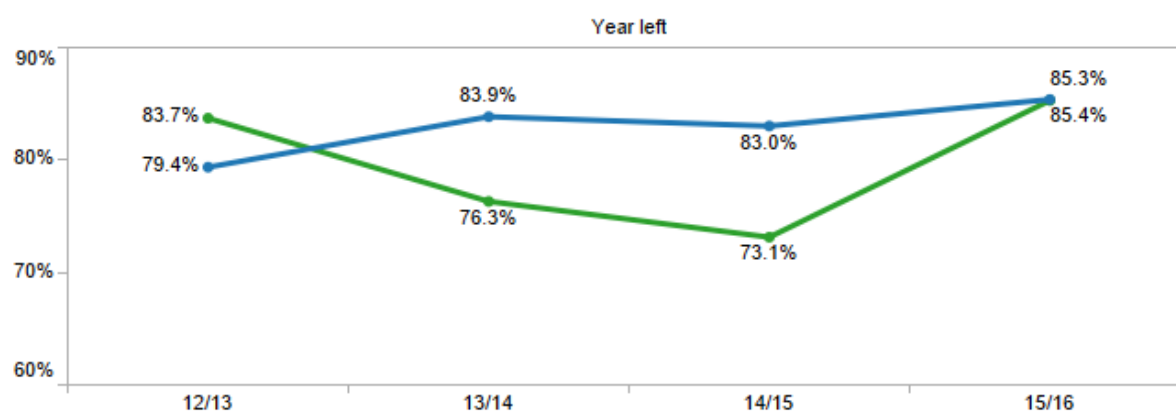
(Percentage of students with and without DSA support progressing to graduate level employment or further study. Source: LU DLHE data)

We believe that the differences in performance and progression highlight the genuine challenges faced by students with a disability. The current and future planned work to support these students is detailed in section 3 of this plan.

Care leavers

The low number of undergraduate students recruited in this category (around 20 in total over the last three years) means that it is not easy to make reliable statistical comparisons with other student groups. However, we closely monitor the progression and attainment of these students and respond appropriately if any issues of concern arise.

(It is recognised that this group need targeted support and the work being carried out in this area is detailed in sections 2 and 3 of this plan.)

Intersections of characteristics

Analysis of the intersection of student characteristics routinely takes place and is ongoing. For example, it has been identified that a higher proportion of students from Lower Participation Neighbourhoods and BME students enter with BTEC qualifications (18% of LPN students compared with 9% for all other students; 16% of BME students compared with 9% of all other students). Given that BTEC students have higher non-continuation rates and achieve a lower proportion of 1sts/2:1s, this suggests that additional targeted support for BTEC students will be an effective means of addressing some of the performance gaps seen between WP and non-WP students and this is being taken forward in policy development. Examples of other points of intersection that are analysed include the relationships between subject of study, entry tariff and graduate outcomes, and whether students come from more than one identified WP group.

2. Ambition and strategy

Here at Lancaster University we are highly committed to the ideals of widening participation (WP) and supporting social mobility. Founded on a principle of excellence in teaching and research, supporting our local community and widening access, Lancaster University believes in the importance of creating a culture of inclusivity. Located on a campus in the North West of England, the University places great emphasis on a strong student experience and employability and gives students access to academics who are experts in their field. In addition, we believe in working closely with our local community based within the city, coast and countryside of the counties of Lancashire and Cumbria.

The University has a long tradition as an institution that is open and accessible to all, regardless of background. Lancaster believes in the importance of providing all students, regardless of their background or individual barriers, the opportunity to succeed in higher education and beyond.

To support this, the University offers a programme of WP interventions at every stage of the student journey to support and empower both our current students and the students of tomorrow to aim higher and to fulfil their potential. Lancaster's range of scholarships and bursaries for students from a WP background provides vital targeted additional financial support for these students during their studies.

In recent years, our strategic approach to widening participation has primarily focused on increasing the proportion of students recruited to Lancaster from NS-SEC 4-7 and Low Participation Neighbourhoods. As well as ensuring that these students successfully complete their studies and progress to employment or further study once they have completed their degree.

The data from HESA demonstrates that we continue to perform strongly against comparable high-tariff, research-intensive universities across the sector in many areas. Details regarding our performance can be found in section 1 of this document.

While we are proud of our performance in many areas relating to widening participation, we do recognise that there is important work to do to support certain groups of widening participation students across different stages of the student lifecycle. This includes:

1. Continuing our work to improve the recruitment of students from Low Participation Neighbourhoods.
2. Reducing the non-continuation rates of students from Low Participation Neighbourhoods.
3. Reducing the attainment gap between UK BME students and UK non-BME students.
4. Reducing the attainment gap and progression of students with a declared disability
5. Understanding the barriers for mature students across all stages of the student lifecycle and the work Lancaster can undertake to support these students.

Details around Lancaster's performance targets for these areas can be found in Table 8 of our Access and Participation Resource Plan.

Along with the above, our access and participation plan also highlights Lancaster's other key priorities for widening participation and promoting social mobility, namely:

1. To continue our tradition of being an open and accessible university to all and to ensure we continue to perform strongly across all our benchmarks while addressing those areas where improvement is required.
2. To address the fundamental regional strategic issues WP students face in relation to access and success, including supporting the educational attainment and access to higher education of White males from socio-economically deprived backgrounds and South Asian women from communities in the North West of England.
3. To re-evaluate expenditure between financial support and access, student success and progression to ensure funding is allocated towards activities and resources most needed by students both pre- and post-entry to university.
4. To ensure we collect strong, analytical and evidence-led data to support the sector and the University in making informed decisions on WP-related expenditure priorities.

In order to achieve our priorities, we will be delivering activities across all stages of the student journey and ensuring a student lifecycle approach to everything we do.

Access, Student Success and Progression: lifecycle approach

To support our strategic aims regarding a lifecycle approach to WP support we have recently appointed nine new staff to work with our four faculties to address the issues and barriers faced by our WP students at a departmental level. From an access point of view, this allows WP students to engage in subject specific interventions and activities. The new posts will also allow our WP students to have tailored support to aid in their retention and progression into positive destinations.

These new post holders started in March 2018 and have begun a series of activity mapping exercises, a detailed analysis at departmental level of the information discussed in section 1 and a series of focus groups with students (both pre- and post-entry), academics and key stakeholders to understand the needs and barriers of different groups. From this work we will be creating 12, 18 and 36 month activity plans outlining how we will approach reducing the gaps in attainment and progression for certain WP groups and how we will aim to recruit more students from LPN.

Access and Student Success: students from Low Participation Neighbourhoods

While we have made progress in the recruitment of LPN students, we recognise there is significant work needed to reach our target of 14% of intake by 2021-22. The University remains committed to this target and has committed to £1.7million of pre-entry outreach work in 2018-19 and 2019-20.

To support our efforts to reach our target we have been undertaking research into White males from low socio-economic backgrounds. This includes focus groups with students from Lancaster, Morecambe and Blackpool in years 9 and above. The findings from this research will be available Summer 2018 and will be used to support the development of activity for the 2019-20 academic year.

Access and Student Success: students from Black and Minority Ethnic groups

While Lancaster has significantly improved in relation to the recruitment of UK BME students, we are aware that we fall under the national average. This a complex and multifaceted issue, with many groups within the BME category, as has been noted by NUS nationally. Following this, our approach is to identify specific groups within the BME category and develop a better understanding of their needs and issues through research to inform intervention. We are starting with British Asian women, as this is a significant issue in the NW of England, where Lancaster is located. The results of this research will be available in Summer 2018 and will be used to support the development of activity for the 2019-20 academic year.

As detailed in section 1, we are aware that there is work to do to reduce the gap in degree outcomes between UK BME and UK non-BME students. More work is required to understand why this gap exists and to explore how we can reduce this. This will be a priority for the University moving forward.

Access, Student Success and Progression: disabled students

While the number of students with a declared disability applying to Lancaster is in line with the rest of the sector, we are aware that more needs to be done to support the attainment and progression of these students. At the moment we do not have enough detailed information to understand the root causes of this gap at Lancaster and also to understand if this affects all students with a declared disability to the same extent. Our new outreach and student success staff will be looking to undertake greater analysis into this and to develop relevant activities as part of the 12, 18 and 36 month action plans previously mentioned.

Access, Student Success and Progression: mature students

Lancaster shares the sector's concerns around the dramatic reduction in mature student numbers in higher education, which can be mapped to changes in student funding. The University has been working with local further education institutions and, in particular, its

associated colleges (Blackpool & the Fylde College and Blackburn College) to support the engagement of mature students in higher education.

Lancaster's entry tariff profile along with its geographical location away from large urban areas can make it a less attractive prospect to mature students. This problem is echoed by other universities of a similar geographical location and with relatively low population densities, such as Exeter, Durham and Loughborough. However, with institutions such as the Open University also seeing a reduction in the number of mature students applying to study within higher education, we will be undertaking work to understand what additional barriers mature students may perceive there to be to applying to study at an institution such as Lancaster. This will shape work undertaken with this group in the future.

Past work with mature students has shown they have a much stronger affinity to their academic departments than to more centralised services. As such, the new outreach and student success posts will be working with academics to see what support can be offered to mature students at a departmental level.

To support undergraduate mature students studying at Lancaster, we have tailored support and careers guidance (http://www.lancaster.ac.uk/careers/students/help-&-advice/mature/) as well as leadership courses such as Future Leaders (http://www.lancaster.ac.uk/careers/students/career-development/future-leader-experiences/).

A significant amount of the University's work with mature students has been focussed on postgraduate level study (taught and research), in which there has been an increasing amount of blended learning/distance/work based learning provision that is well-tailored for the needs of mature students.

Targeting

All of our WP activities are carefully targeted at under-represented groups. Across most programmes, students are required to meet at least two of the following criteria to engage with the programme:

a) They have a disability, which potentially limits their options for university.
b) They are from certain ethnic groups.
c) They are in care or a care leaver.
d) They are entitled to a free school meal.
e) They receive the 16-19 bursary.
f) Their parents have not been to university.
g) They are a young carer or parent or are estranged from their family.
h) They are from a Low Participation Neighbourhood.
i) They are from a socio-economically deprived background.

The UK Student Recruitment & Outreach (UKSRO) office has an extensive database of information on feeder schools and colleges (the numbers of students who are first in their

family to consider higher education, on free school meals, from a low household income etc.) which is used to help ensure that access activities are reaching the identified target students. This information is made accessible to all colleagues across the University.

Projects working with students on student success and progression activities are supported to use a similar list of criteria as above and work closely with our Data Analytics Unit to identify students who meet certain criteria.

Future plans for the assessment of WP performance

Widening participation policy at Lancaster University is the responsibility of the Deputy Vice-Chancellor who reports to the Vice-Chancellor.

The University's Widening Participation Advisory Group (WPAG), chaired by the Deputy Vice-Chancellor, takes an overview of the University's WP strategy and makes recommendations for possible changes to this in the light of the evidence collected and analysed. The WPAG has a membership covering all aspects of the student lifecycle including: Lancaster University Students' Union; representatives from Outreach, Admissions and Student Based Services; the Provost for Student Experience, Colleges and the Library; the Pro-Vice Chancellor for Education; the Director of Finance; and the Head of Institutional Data Analytics.

Over the past three years, the University has made a significant financial contribution to the funding of work to evaluate and monitor the outcome and impact of our WP activities. In the past three years, the University has spent £150,000 on this and has committed a further £120,000 for the next three years. Academic colleagues from the Researching Equity, Access and Participation unit (REAP) housed within the University's department for Educational Research have supported our work in this area.

Work to date in this area includes the development of a toolkit of evaluation materials for use by all WP related projects at Lancaster. The toolkit includes evaluation templates with a bank of questions. The availability of templates and standardised questions allow for comparisons on impact to be made across projects as well as ensuring scope for evaluations to be tailored to the age group and activity in question. The toolkit also includes a standardised monitoring template, allowing the University to collect data on the characteristics of the students we are engaging with.

In addition, we undertake full evaluation reports of all programmes twice a year to understand the achievements and challenges of the WP work we are delivering. Through this process, WPAG and REAP offer advice and support to projects on how best to ensure they continue to meet their targets in the most effective manner.

We run three network meetings a year for all staff across the University interested in WP and social mobility. These meetings allow staff to share best practice and offer constructive advice to projects. A Lancaster Moodle site on WP allows for this communication to continue between meetings.

In 2018, we are holding a Lancaster WP Conference which will include opportunities for practitioner CPD and student engagement to help shape activity for 2018-19 and beyond.

There has also been substantial work in previous years to evaluate the impact of financial support on WP students. This included two studies that resulted in the following research papers:

> *Bursaries negate the effect of social class on the probability of drop out*, Amanda G. Chetwynd and Peter J. Diggle (Lancaster University), 2013

> *Higher Education bursaries: distribution and impact*, Gill Wyness (UCL Institute of Education and Centre for Economic Performance, London School of Economics), 2016

Both these papers found that direct financial support for WP students has a positive impact on their success and progression. We will continue our work to understand this impact and will use the OFFA published framework to help shape this work in future.

The University has also developed a longitudinal evaluation programme comprising three inter-related strands of activity in conjunction with a series of targeted evaluation projects. From this, the University has developed an improved data source from which to draw conclusions about the effectiveness and impact of our activities, including the profile of the students we are working with. The aim is to assess the impact and opportunities of our WP activities.

Work published to date on our work around WP evaluation can be found on our website (http://www.lancaster.ac.uk/about-us/widening-participation/).

We are currently tendering for a team or organisation to build on and develop the work we have already undertaken on the evaluation of the work we carry out across each stage of the student lifecycle.

Our priorities for evaluation and monitoring moving forward will be to gather and analyse appropriate data to:

1. Understand the impact of our financial support (scholarships and bursaries) on the retention of students from a WP background and on their ability to progress successfully in their degree.
2. Track cohorts of students from pre-entry outreach work to graduate destinations and review the long-term impact of our work on students as they move through the student lifecycle. This will include measuring the impact an activity has had on a student's attainment in their current studies, the retention rates of students across the different stages of their degree course and the destination of students after graduation into graduate employment and/or further study. We will use the outcome of this work to identify any potential gaps in provision.
3. Review the evaluation processes already used by individual projects and offer advice to them on ways in which this can be improved.
4. Review the 'value-added' opportunities our activities can provide to students during both pre-entry outreach work and post-entry retention and progression programmes.
5. Produce mid-year and end of year reports for the University, using pre-agreed criteria to measure the impact, sustainability, scalability and replicability of projects.
6. Contribute to the national and international agenda on widening participation.

The University actively consults with the Students' Union on all aspects of widening participation and will continue to involve students when monitoring and evaluating its WP success, and in considering any possible changes to related programmes and activities.

Lancaster University is a member of the Higher Education Access Tracker (HEAT). Membership of the HEAT service will assist the University in fully understanding patterns of participation in our outreach activities and the effectiveness of different types and combinations of outreach, something that is possible by the collaborative nature of the service. We are aware that it can take some time for data about young participants in outreach to mature to the point that enables a better understanding of their patterns of enrolment in HE as well as their retention and success rates. In the meantime, the service has developed a model of matching a number of different administrative datasets to the HEAT database that will enable better understanding of the relationship between our outreach activity and key educational outcomes at both pre- and post-16 prior to enrolment in HE. The collective size and diversity of the database facilitates exploring this relationship according to multiple participant characteristics and thus will contribute to both the University's and wider sector's understanding of outcomes for different under-represented groups as well as highlighting the fact that widening participation students are not a homogenous group.

Collaboration with other HE partners, education providers and third sector organisations

The University understands the value of strong, sustainable and collaborative working and strives to work in partnership where it can to ensure best value and enhanced opportunities and experiences for the people we work with. We know that both internal and external collaborative working can provide successful and meaningful outreach opportunities for both current and prospective students.

Lancaster has a long history of working in partnerships with other HE partners, education providers and third sector organisations across the UK to support the young to raise both their aspirations and attainment. As well as being a member of two local NCOPs, Lancaster is committed to working with other partners to provide a strong programme of collaborative outreach activity for the young people in our local communities.

This includes working together to deliver programmes to support a range of students under-represented within higher education including students in care, students from the Gypsy, Roma and Traveller communities, students with a disability and students from certain ethnic minority groups.

Examples of collaborative work to date (and future planned work) that target students in the above groups include:

Gypsy, Roma and Traveller Communities
Make: The Dukes
Previous work included enabling 25 young people and a parent support group from the Gypsy, Roma, and Traveller Community to produce a documentary / educational film highlighting the challenges girls face in remaining within education. Supported by the Lancashire County Council Ethnic Minority / GRT Achievement Service and Lancaster and Morecambe College, the programme continues to deliver a peer led educational theatre programme in schools and traveller sites in Lancaster, Morecambe, Wyre and East Lancashire. Workshops focus on key issues surrounding barriers to education, equality and diversity. The peer led model provides a mechanism for raising awareness for progression routes into education, providing continued visits to the College and University and allowing the girls to achieve nationally recognised accredited qualifications through the delivery of the Arts Awards. The girls have also produced a workshop for practitioners on things to consider when working with the GRT community.

Care Leavers
We have been working with Lancashire County Council around access activities for students in care/care leavers. This includes providing training to social workers and foster parents around progression to HE and bespoke taster days on campus for students in care. We have been working with the Council's newly appointed apprentices (who are themselves care leavers) to develop this day.

Other examples of collaborative partnerships include:

East Lancashire Scholars Programme: Villiers Park Educational Trust
The East Lancashire Scholars Programme, run in collaboration with Villiers Park Educational Trust, works with 120 year 10-13 students from six schools and colleges in East Lancashire. Working with high ability students from disadvantaged backgrounds, the programme aims to support the academic success of these students and help raise their attainment at both GCSE and A level. Students are given their own mentor (our learning mentors are all recent Lancaster graduates) who meets with them once every three weeks (one on one) to work through a variety of academic related issues as agreed with the school and student. In addition, the students take part in a residential each year, as well as academic and skills based workshops and students are encouraged to set up their own additional programme of activity for other students in their school such as peer mentoring, student councils or debating clubs. Staff at the schools are invited to take part in CPD opportunities to enhance their own learning and their ability to support all students within the school as well as those on the programme. Along with the normal evaluative measures, success is measured though the use of both progression 8 and attainment 8 data compared at both a local and national level.

Future Leaders Experience Programme: Common Purpose
FLEP is a three-day student leadership programme designed in partnership with the leadership development organisation Common Purpose. The course structure is specifically designed for students with a disability, allowing more time for breaks and being one day shorter than the generic FLEP delivered by Common Purpose. The course has been delivered on an annual basis at Lancaster University since 2013-14, with priority given to students with a disability and students from other widening participation (WP) groups.

Science Hunters: National Autistic Society
Using the popular computer game Minecraft, Science Hunters teaches and enthuses young people about science. The programme sets young people a series of challenges and introduces them to the parallels between what happens in the game and science in real life. The programme has also allowed the University to develop, in partnership with the National Autistic Society, a weekly Minecraft Club for students who are on the autistic spectrum and their parents. As well as being a chance for students and parents to come together every week to develop their interest in and knowledge of different scientific topics, it has provided students with a chance to develop and practice their social and communications skills.

Other current partnerships include The Brilliant Club, Hello Future (Cumbria NCOP), Future U (Lancashire NCOP), Common Purpose, UpREACH, and other HEI's (most specifically UCLAN, Cumbria, Edge Hill and local further education colleges Blackburn and Blackpool).

We will also be working with other local institutions to run regional CPD workshops for practitioners and stakeholders with an involvement or interest in widening participation and social mobility. The workshops will ensure that all staff and organisations working with young people within Lancashire and Cumbria have the chance to find out about activities happening to support young people and keep up to date about key information and context regarding our own local regions.

In addition, we have committed to working closely with other HE providers within Lancashire and Cumbria to share best practice and to be open and transparent with the schools we are engaging with to ensure that, as a sector, we are reaching the widest possible cohort of students. This will include working closely with colleagues within both the Cumbrian and Lancashire NCOPs to ensure that activities target students who may not benefit from activity already offered under the current NCOP provision.

We will continue to analyse and review the needs of the students within our local region and, where gaps or needs are identified, we will work collaboratively with others to address these as appropriate.

National Collaborative Outreach Partnerships (NCOP)

Lancaster is actively involved in both the Lancashire Future U NCOP and the Cumbrian Hello Future NCOP as members of both the strategic and delivery committees. The University is committed to continuing to take an active role in both NCOPs as they continue to develop.

Equality and Diversity

Responsibility for ensuring the University executes its responsibilities under the Equality Act 2010 lies with the Equality and Diversity Committee. This is a joint committee of the University's Senate and Council (the governing body of the University), which is chaired by the Pro-Vice Chancellor for Education and includes representatives from Senate, Council, the Students' Union, Student Based Services, the University's Disability/Equality Networks and the Trade Unions.

The Chair of Equality, Diversity and Inclusion Committee is also a member of the Widening Participation Advisory Group (Pro-Vice Chancellor for Education). In addition, other members of the EDI committee are also members of WPAG (Head of Colleges and Student Life, LUSU Vice President for Welfare and Community, WPAG Group Secretary). The WPAG group secretary and EDI Manager at Lancaster hold bi-monthly meetings to look at opportunities for cross working and overlaps in priorities. The WPAG seeks advice from the EDI committee and EDI manager around targeting of activity for particular protected characteristics.

Annual reports on the activities and targets set out in the University's access and participation plan as well as previous access agreements and the progress made towards achieving these are submitted to the Committee.

The University is creating a long-term WP Strategy and action plan which will be created in conjunction with a new EDI strategy and action plan to ensure opportunities for collaborative working are addressed.

The University looks to undertake an equality impact assessment for all aspects of its work and this includes widening participation. As a matter of best practice, we will be reviewing all impact assessments for our WP work during 2018-19 to ensure these are still fit for purpose as well as conducting new assessments for all new activity identified.

Consultation with students

Consultation with students has always been a fundamental part of the process when creating past access agreements, developing activity and evaluating the outcomes of work. This has included focus groups with different groups of students, consultations with Students' Union Officers and workshops at Union Council meetings.

Due to extenuating factors such as the Easter vacation, consultation has been limited for this plan to representatives of the Students' Union. However, as previously mentioned,

students will be involved in the monitoring and evaluating of activities. This includes consultation with students on the development of activities delivered in 2019-20 to meet the aims of this plan.

To date, plans have been shared with elected officers from the Students' Union and meetings held with the Students' Union to address comments and questions they had concerning the APP, and activity development for the 2019-20 plan will be undertaken in the 2018-19 academic year. As part of this process we will be running focus groups with a wide variety of under-represented student groups (such as BME students, care leavers, mature students) as well as continuing our engagement plans with the Students' Union and finalising opportunities to engage a wider range of students in all aspects of the plans moving forward. This builds on focus group work undertaken in 2017-18 with prospective students which looked at barriers to HE for White males from low socio-economic backgrounds and female students from an Asian heritage background.

For our 2020-21 access and participation plan, we will develop a wider consultation framework, which will build on the work we have previously done to engage students and will include working with those students who may not feel the Students' Union and its representatives always represent their views. For example, we will work with student academic representatives and make greater use of the Lancaster collegiate system to consult on the development of access and participation plans, activities and evaluation (all Lancaster students are a member of a college. This includes eight undergraduate colleges and one postgraduate college).

3. Access, student success and progression measures

Lancaster University has a robust and far reaching programme of outreach, student success and progression activities. We believe that social mobility does not stop at entrance to university and therefore we offer a programme of activities to ensure all those we work with are able to thrive during their studies and successfully progress into graduate employment or postgraduate study. We have continued to use our evaluation findings as well as national research to shape our offer to ensure it meets the remit of the Government, the Office for Students, University strategy and, most importantly, the needs of the young people and Lancaster students we engage.

Raising Attainment

For our 2018-19 access agreement, we made a shift within all access activity away from aspiration raising to attainment raising. This focus on attainment will continue with our 2019-20 access and participation plan.

As well as raising attainment, this work will also provide WP students with subject specific support from Lancaster academics and current students along with a toolkit of skills relevant to all aspects of their academic journey and future career plans.

The University has previously considered the possibility of developing new sponsorship arrangements with schools but we still consider that the approach outlined below will be the most effective way of supporting the raising of attainment in our regional schools.

Research suggests that investment in enhancing teachers' skills is one way to achieve gains in pupil achievement (Sutton Trust 2011). The evidence increasingly points to the importance of 'teacher quality' in shaping outcomes. The Social Mobility Commission report (2016: viii), drawing on this research, observes that:

For poor children, the difference between a good and poor teacher is equivalent to one year of learning. But schools in poorer areas are more likely to have more unqualified teachers, less likely to have teachers with an academic degree in a relevant subject and they have higher turnover.

The report suggests the value of improving both teachers' capacity regarding subject specific knowledge and their skills in delivering careers advice in terms of helping to close the gap between advantaged and disadvantaged young people.

According to the Sutton Trust (2011: 5) review of evidence:

Improving the effectiveness of teachers would have a major impact on the performance of the country's schools, increasing the attainment of children across the education system. Teachers are by far the biggest resource in schools.

There is a large body of research on how important teachers are to the academic outcomes of their pupils. The research finds that teachers are the most important factor within schools that policy makers can directly affect to improve student achievement.

As such, we currently support a programme of CPD with teachers in schools and colleges across the UK. This includes matching school staff with academics at the University to develop their knowledge in curriculum areas and supporting school staff with research development and engagement.

To build on this, Lancaster will develop the following additional elements to our current teacher network:

1. The development of a PG Certificate that includes subject specific online modules (for example the new Geography A level curriculum includes work on hydrology and ecology which may be less familiar to some teachers).
2. Continuing to support initiatives such as Computing in Schools (our School of Computing and Communications is currently a lead for this programme within the North West, supporting IT teachers with CPD within Computer Science).
3. Delivery of our Teacher and University Research Network (TURN), which will allow schools to host Inset Days on campus and will combine subject specific learning to support teachers with their own classroom confidence and activities around research development.

These activities will provide school staff with the skills and confidence to find a solution to their classroom problems via research and reignite their own passion for teaching and learning in order to inspire generations of young people.

The information below provides a list of some of the projects Lancaster delivers to support our aims detailed in section 2. Full details about all these activities can be found on the University website http://www.lancaster.ac.uk/about-us/widening-participation/.

Access

- Primary workshops: schools with a high proportion of students who are entitled to FSM and/or pupil premium and from POLAR 1.

- Year 12 residential Summer Schools: students must meet at least two of the WP criteria listed on page 12 of the APP.

- Higher Education Conference for Disabled students including students with mental health issues, learning difficulties and students on the autistic spectrum: disabled students

- Year 10 and 11 mentoring programme, Lancaster Plus: students must meet at least two of the WP criteria listed on page 12 of the APP.

- Science Hunters: schools with a high proportion of students who are entitled to FSM and/or pupil premium and from POLAR 1. For the work with the National Autistic Society students must be on the autistic spectrum.

- Support for students in care: care leavers, expanding to those students who are estranged.

- Foster Carers CPD: those people working as foster carers to students who are in care.

- Support for Asylum seekers and refugees: asylum seekers and refugees.

- East Lancashire Scholars Programme: students must meet at least two of the WP criteria listed on page 12 of the APP.

- The MAKE Programme: different aspects of the programme are focused on different groups, which include Gypsy, Roma, Traveller Communities and PRU's as well as students from economically and socially deprived areas.

Student Success and Progressions

- Academic Module Placements: students are placed in schools with a high proportion of students who are entitled to FSM and/or pupil premium and from POLAR 1.

- Future Leaders: disabled students, mature students.

- Global Opportunities: students from a low socio-economic background.

- Travel Support for interviews and assessment centres: students from a low socio-economic background.

- Maths Support: students who entered with a non-A level qualification such as BTEC or Access. Students must meet at least one of the WP criteria listed on page 12 of the APP.

- Smart Start: students on the autistic spectrum.

- Subject Internships and work experience bursaries: students from a low socio-economic background

- Care Leavers: care leavers

- Capital Connections: students must meet at least one of the WP criteria listed on page 12 of the APP.

- Student staff and volunteers: we encourage students to be from a WP background as defined by list on page 12 of the APP. For those working on an activity such as summer schools, this is a desirable rather than an essential.

Financial support for WP students

Following a review in 2017-18 of our financial support, we adjusted the support we offered students, approved by OFFA in our 2018-19 access agreement. We plan to continue that package of support for 2019-20.

In 2019-20, all UK students in the ≤£30k income group will receive a £1,000 annual bursary throughout the period of their study at Lancaster. This approach, which takes into account the additional government support provided to students in the ≤£25k income bracket, has received the support of Lancaster's Students' Union when consulted in early 2017.

The complete bursary and scholarship scheme for 2019-20 will comprise:
- A Lancaster bursary of £1,000 per annum for all UK students from households in the ≤£30k income bracket.
- An annual £1,000 scholarship for all UK students admitted with at least AAA at A level or the equivalent from non-A level qualifications and at least 5 As at GCSE (or grade 7 in the newly reformed GCSEs).
- A £2,000 scholarship for the first year of study to any UK student admitted with at least A*A*A or the equivalent from non-A level qualifications and at least 5 As at GCSE (or grade 7 in the newly reformed GCSEs).

The two types of bursaries/scholarships are designed to work in tandem and students who meet the criteria for both an income contingent bursary and a merit award will receive both (NB expenditure on awards for students who are not in an eligible category is not included in our resource plan projections).

This approach to targeting financial support is in line with research that has shown that the students who benefit most from direct financial aid in terms of their progression and attainment are those from low-income families with higher prior attainment (A level grades or the equivalent)[1].

We will be asking our appointed evaluation team to undertake continuing research, using the OFFA model around the evaluation of financial support, to enhance our existing uunderstanding of the impact our financial support has on the retention of students from a WP background and on their ability to progress successfully in their degree. Following the outcome of this work, we will review our offer to ensure this continues to offer the best support for our students.

4. Investment

On the basis of the University's future tuition fee income assumptions, the projected OfS eligible expenditure on access, student success and progression measures for 2019-20 (and the subsequent two years) is as follows:

	2019-20	2020-21	2021-22
Access	£1,700,000	£1,742,500	£1,786,060
Student Success	£876,227	£1,149,425	£1,213,357
Progression	£1,314,340	£1,724,137	£1,820,035
Financial Support	£3,640,389	£3,352,364	£3,333,604
Total spend	**£7,530,956**	**£7,968,426**	**£8,153,056**

Projected overall investment has remained at the previously agreed increased level of 27% of higher fee income and will increase very significantly in absolute terms from the current level of £6.2m in 2017-18 to a projected £8.3m in 2022-23.

The University is currently managing a major increase in expenditure on Access (which will be rising from the 2016-17 level of £1.1m to £1.4m in 2017-18 and £1.7m for 2018-19 onwards). We wish to ensure that this is combined with careful and strategic growth in capability (as well as capacity) and is used to support activities that are genuinely adding value to the University's existing widening participation activities.

We have incorporated an annual 2.5% inflationary increase to the existing committed amount of £1.7m for Access from 2019-20 onwards, so this does not fall in real terms, but believe that the remaining balance of non-financial support expenditure should go on Success and Progression.

The University has worked very hard on improving its employability outcomes, as reflected in the very high proportion of its alumni who are in graduate employment/further study.

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[1] *Higher Education bursaries: distribution and impact (report for participating universities),* Gill Wyness (UCL Institute of Education and Centre for Economic Performance, London School of Economics)

However, we are keen to ensure that the benefits of this are experienced equally by all student groups. Major social mobility problems exist in the UK graduate labour market that disproportionately adversely affect WP students (for example the use of unpaid internships in high demand jobs and sectors, which favour the wealthier households that are under-represented at Lancaster). We have therefore been using WP funding to address these deep seated and long standing structural inequalities in the UK labour market. To make and sustain progress in this area, we need to continue to finance and increase resource to overcome this major issue in graduate opportunities for the less advantaged. For these reasons we plan to maintain the previously committed proportion of expenditure that will be spent on Progression.

Overall, our view is that the focus should be on the quality and effectiveness of the activities being funded, as much as the actual amount of money being spent, and are confident that the activities outlined in this agreement demonstrate that Lancaster has a very strong record for the delivery of innovative and effective WP activities.

5. Provision of information to students

The University publishes details about its strategic aims for widening participation on our website along with:

- The University's access agreements and, moving forward, our access and participation plans.
- Activity details and how to get involved.
- Contact details for staff at the University with a responsibility for widening participation.

The University will continue to provide comprehensive and clear information on the financial support available for both prospective and current students as well as information on tuition fees through our website and other media (including hard copy publications such as the University Prospectus, subject to the limitations caused by print deadlines). We will be working with the Students' Union and the University's Communication Manager (whose remit includes student communication) to develop additional accessible channels for disseminating this information.

All applicants receiving an offer of a place receive a letter giving details of how to access the information about the financial support available to new students from the University, and the eligibility criteria for access to that support.

We also work with and through Lancaster University Students' Union and the nine colleges to help ensure that relevant information reaches students.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
Lancaster will apply any future inflationary increases to the fees below allowed by the government (which in the past has been linked to the Retail Prices Index).		

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other		*
Franchise full-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	**Additional information:**	**Course fee:**
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

								Yearly milestones (numeric where possible, however you may use text)					
Reference number	Stage of the lifecycle (drop-down menu)	Main target type (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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (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	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary
T16a_01	Access	State school	**HESA T1a** - State School (Young, full-time, first degree entrants)	Percentage of youg full-time first degree entrants who have progressed from state school education	No	2014-15	90.1%	91.4%	91.4%	91.4%	91.4%		
T16a_02	Access	Low participation neighbourhoods (LPN)	**HESA T1a** - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Percentage of young full time first degree entrants who come from low participation neighbourhoods (POLAR 3)	No	2014-15	8.9%	11.00%	12.0%	13.0%	14%		
T16a_03	Student success	Low participation neighbourhoods (LPN)	**HESA T3b** - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	Percenage of students from low participation neighbourhoods (POLAR 3) who are no longer in HE after the 1st year	No	2013-14	7.5%	5.4%	4.5%	4.0%	3.5%		
T16a_04	Progression	Low participation neighbourhoods (LPN)	**Other statistic** - Progression to employment or further study (please give details in the next column)	Percentage of young degree entrants from low participation neighbourhoods (POLAR 3) who are in graduate level employment or futher study within six months of graduating	No	2014-15	78%	81%	82%	83%	84%		

Table 8b - Other milestones and targets.													
Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Number of outreach schools worked with - off campus including presentations, workshops and IAG events	No	Other (please give details in Description column)	40	300	320	350	350		baseline data reverted back to 2011-12 as requested
T16b_02	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	Number of young people engaged through day visits, masterclasses and workshops on and off campus, including collaborative programmes	Yes	Other (please give details in Description column)	960	3500	3500	4000	4000		Student from WP groups attending campus day visits and activities. baseline data reverted back to 2011-12 as requested
T16b_03	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (summer schools)	Residentials for WP students providing academic tasters and higher education and key skills workshops	No	Other (please give details in Description column)	455	350	350	350	350		Student from WP groups attending summer schools. baseline data reverted back to 2011-12 as requested
T16b_04	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (other - please give details in the next column)	mentoring programmes for years 10 to 13 students from a WP background.	Yes	Other (please give details in Description column)	280	450	450	450	450		Students from a WP background mentored. baseline data reverted back to 2011-12 as requested
T16b_05	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Number of white males from socio-economically deprived backgrounds engaged through collaborative work on literacy	Yes	2015-16	NEW	300	300	350	350		mentoring, workshops and masterclasses for white males from socio-economically deprived backgrounds
T16b_06	Access	Low participation neighbourhoods (LPN)	Outreach / WP activity (collaborative - please give details in the next column)	Number of collabortive programmes delivered in Lancashire and Cumbria with HE, FE, local government, industry and public body (NHS) partners	Yes	2015-16	NEW	6	8	10	10		
T16b_07	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Number of formal partnerships with schools and colleges	Yes	Other (please give details in Description column)	15	18	20	22	25		
T16b_08	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Number of students engaged in activity to specifically raise their attainment.	Yes	2015-16	NEW	250	300	350	400		Activity specifically designed to support students to raise their attainment in their current studies. Will include mentoring, masterclasses, skills projects, tutoring.
T16b_09	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	This measure compares the results of school pupils taking part in the East Lancashire Scholars Programme with other pupils who have similar prior attainment.	Yes	2016-17	+0.3	+0.3	+0.4	+0.5	+0.6		