



with continuation, an important factor is the increase in students entering with BTEC qualifications and it is hoped that the new targeted support, which is in place, will result in a reduced attainment gap as the cohorts benefiting from this support progress to their final year (reflecting the improvement that has already taken place with the 1<sup>st</sup> to 2<sup>nd</sup> year continuation gap).

Progression to highly skilled employment or further study : The A&P dataset shows that for most of the period covered there has not been a statistically significant gap at Lancaster between the percentage of POLAR 4 quintile 1 and quintile 5 students progressing to highly skilled employment or further education (0 ppt for 2012-13, -2 ppt for 2013-14, -1 ppt for 2014-15 and 2 ppt for 2015-16). However, there was a 5ppt gap for the 2016-17 graduating cohort (Year 5), and future performance will be monitored to establish whether this results from a random year-on-year fluctuation (noting the large confidence interval for this measure). In this context, it should be noted that it is unclear whether the results of the new HESA administered Graduate Outcomes Survey will be provided in a form that allows this type of detailed analysis to be undertaken.

## 1.2 Black, Asian and minority ethnic (BAME) students

Access : 7KH SHUFHQWDJH RI /DQFDVWHU¶V 8. LQWDNH ZKR DUH %\$0( LV O overall (16.2% for Lancaster in 2017-18 versus 31.1% for the sector ±A&P dataset) but it is higher than the 10% of the 18/19 year old population who are BAME in the North West (Office for National Statistics). More detailed breakdowns of the A&P dataset show this pattern is similar when looking at Black and Asian students separately L H WKH HWKQLF EUHDNGRZQ RI WKH 8QLYHUVLW¶V 8. LQ



Success: Attainment : Allowing for the small numbers involved and large confidence intervals, there does not appear to be any significant gap in attainment between mature and non-mature students at Lancaster (-8ppt for Lancaster versus 10.3ppt for the sector in 2017-18 ±A&P dataset).

Progression to highly -skilled employment or further study : The evidence suggests that mature students at Lancaster are more likely to progress to highly skilled employment or further study than non-mature students (17.2ppt for Lancaster versus 13.4ppt for the sector ±A&P dataset).

#### 1.4 Disabled students

Access : Although Lancaster had been recruiting a slightly smaller percentage of students with a declared disability than the sector in the period 2013-14 to 2015-16, the percentages in the 2016-17 and 2017-18 entry cohorts were closely in line with the sector (14.5% for Lancaster versus 14% for the sector in 2017-18 ±A&P dataset).

Success: Non -continuation : Even allowing for the relatively small population size and the large confidence intervals, the non-continuation rates for students with a declared disability do appear to be consistently higher than is the case for other students (a 4 ppt gap in 2015-16, a 5 ppt gap in 2016-17 and a 3 ppt gap in 2017-18 ±A&P dataset).

A more detailed breakdown (because of small population sizes) suggests that students with declared mental health issues are less likely to continue from 1st to 2nd year when compared with students with other declared disabilities or those

Progression to employment or further study

## BTEC and other non-standard qualifications

Students entering with a BTEC or a non-standard qualification, such as an Access Programme, are more likely to be from a WP group. For 2017-18 entry, 44% of these students had one or more WP characteristics<sup>6</sup> compared with a figure of 27% for all students. 18% of LPN students and 16% of BAME students were admitted on the basis of a BTEC qualification compared with an overall figure of 9% for all students.

We have also identified that there is a significant difference in entry tariff for LPN and BAME students. In 2018, the average UCAS entry tariff for BAME students was 146 points compared to 151 points for non-BAME students. For LPN students the average UCAS entry tariff was 141 points compared to 152 points for students not from a low participation neighbourhood.

There is a well-established correlation between BTECs and/or lower UCAS tariff scores and subsequent student performance (for continuation, attainment and progression), so at least some of the performance gap between students with BTECs and those with A level grades, is likely to be an effective means of addressing the continuation, attainment and progression gaps. Building on our current work, this will be a key feature of our Lancaster Student Access and Success Programme.

## Household income

The other clear intersection of disadvantage is with household income. For the 2018-19 cohort, 46% of UK students. Similarly, 44% of UK students from Low Participation Neighbourhoods had a household income of less than £30k compared with 27% for all other UK students. We believe that targeted financial

our targets around raising attainment through access activities) as outlined in our 2019-20 access and participation plan. Following the implementation of our evaluation framework (see section 3.3) we may revisit this decision and reintroduce appropriate and evidence led output targets in a future year and will consult with OfS on the inclusion of any additional targets.

Based on the current assessment of our performance we have set the following stretching and ambitious outcomes focused targets for the lifespan of this A&P plan. While the targets and objectives below are for the lifespan of this A&P plan, our accompanying Targets and Investment Plan provides annual milestones for each target showing our intended yearly progress towards achieving these. Our Monitoring and Evaluation Group (see section 3.4) will closely monitor our performance against these annual milestones and will make recommendations to the WP Committee on steps to be taken if they believe the University is not making the yearly progress needed to achieve our targets by 2024-25.

- x To reduce the gap in participation between POLAR 4 quintile 5 and quintile 1 from a ratio of 4.1:1 to 3.0:1 by 2024-25.;
- x To reduce the gap in the percentage of students from POLAR4 quintile 1 and quintile 5 neighbourhoods achieving 1st/2:1 class degree from 8 to 4 percentage points by 2024-25;
- x To reduce the gap in the percentage of BAME and White students achieving 1sts/2:1s from 12 to 6 percentage points by 2024-25;
- x To reduce the gap

- x To remain as close as possible to a zero gap between the percentage of students from POLAR4 quintile 1 and quintile 5 neighbourhoods progressing from their first to second year of study by 2024-25 and;
- x To



Figure 1 (see appendix) demonstrates our theory of change model for our whole provider approach to WP. In summary, we aim to create an environment where all students and staff can succeed in all they do. This is achieved by continuing to embed WP into the University strategic plan and in particular four key strategic areas under which sit a series of activities, policies and processes. These four strategic areas are: Education; Equality, Diversity and Inclusion; People; and Engagement. Achievement of our long term goal via these four strategic areas is further underpinned by our WP work undertaken vis-a-vis our Lancaster Student Access and Success (SAS) programme. Lancaster SAS demonstrates a whole provider, lifecycle, approach to WP, tracking our work with students from pre-entry school and college engagement through to graduation success, employability 97.42%

This will be a long term objective which will initially focus on developing an inclusive curriculum. To start this process we hosted a μ

### 3.1.2 Strategic measures

HE.

- x Academic Excellence : Lancaster graduates are highly skilled and knowledgeable subject-specialists
- x Global Citizenship : Lancaster graduates are inclusive, collegiate, socially responsible, and engaged global citizens
- x Self-awareness : Lancaster graduates are self-aware, open to development and change
- x Professional Excellence : Lancaster graduates are fully prepared for graduate employment opportunities, professional in outlook and approach

We believe that our graduate attributes and values are of particular importance for our WP students, helping them to see both their own value and how they can succeed in the future. We are currently mapping all subject and engagement activities to these attributes and values to enable students to understand how they can develop and gain each one. All of our funded WP activities with current students, are asked to demonstrate how they will also support students to acquire these attributes and values.

Employability: We understand that studying at Lancaster is about more than just a qualification, so we support our students to leave with the skills and confidence needed to achieve the future they want. Our Employability Strategic Framework and Operational Plan ensures that employability and opportunity for development is embedded in all our activities. Our framework is based around four key strands: curriculum development; co-curricular activities; employer and alumni engagement; and supporting student employability planning. In order to embed employability throughout

ers which may impact  
onth, we ran our first  
ers from six different  
Speakers shared their  
s of wisdom for  
n work they have done  
ank accounts of their  
currently exploring





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 this as appropriate.

Associated Colleges and North West HE providers: We have had a long relationship of collaborative working with our two local associated colleges, Blackpool & the Fylde College and Blackburn College. This has been an important relationship over the years in supporting local students from a WP background to progress into higher education. We will continue to work closely with both colleges to support their current FE and HE students as well as those in the local community to access additional learning support, advice and guidance and enrichment opportunities. This work will play a key role in our efforts to support more students from low participation neighbourhoods, students from BAME backgrounds (in particular South-East Asian) and mature students to progress onto HE.



Lancaster University Chaplaincy Centre: The Chaplaincy Centre is an independent charity located in the centre of campus, welcoming students from all faiths. The University has recently appointed a multi-faith Spiritual Care Co-ordinator to provide additional support to students via the Chaplaincy Centre. The post is managed by our Student Based Services team and is integrated into other student centred provision.

Lancashire County Council: As well as financial and pastoral support for care-experienced students studying at Lancaster, we are working in partnership with Lancashire County Council (LCC) and local HEIs to deliver a programme of support for care-experienced individuals so they are able to make informed decisions about higher education and overcome barriers to progression in Lancashire. Following effective consultation with / & Young Apprentices (a scheme run by the County Council to employ care-experienced young people to undertake work experience and feedback on their experience as a service user), provision has been developed into three distinct strands: information, advice and guidance for care-experienced young people aged 18 and above; a project aimed at young people in Years 9-11 to introduce higher education at an early stage in the student journey; and CPD opportunities for foster carers and social workers.

In addition to our work with LCC and other HEIs we are currently finalising plans to sign the Care Leavers Covenant and to take the Stand Alone Pledge. We will have completed the process for the covenant and the SOHGJH E\ 2FWREHU UHDG\ WR EH DQQRXQFHG DV SDUW RI 1DWLRQDO takes place from the 24<sup>th</sup> to the 31<sup>st</sup> October 2019. By signing both the pledge and the covenant we are making a public commitment to supporting both care experienced and estranged students throughout all areas of the University. As both the covenant and pledge is a public declaration of an institutions openness to and commitment to care experienced and estranged students, we believe that our commitment to the covenant and pledge, along with our work with LCC, will encourage current Lancaster students from these backgrounds to come forward to seek support and help if needed at an early point in the process. In addition, we hope that prospective students will identify with Lancaster as an institution who will

their progression and attainment are those from low-income families with higher prior attainment<sup>12</sup>. We therefore believe that our bursaries and scholarships will support the retention, attainment and ultimate progression of our students from lower household incomes. Our work with CFE Research on the impact of ILQDQFLDO VXSSRUW XVLQJ WKH the detail in Section 3.3) will be used to test this theory. If the outcomes of our evaluation suggests that our theory of change is incorrect, or that a change to our financial support should be introduced, the University will work with the 6 W X G H Q W V f a c i t e and we will liaise with

Access and Success Programme and the GROW Your Future Programme are influenced by feedback from students on the need to make activities clearer and more accessible. Activities in both



We have long believed in the positive impact financial support has on student retention and progression. To understand the impact of different types of financial support, CFE Research have begun a longitudinal review of our financial support offer and its impact on students using the OfS financial support evaluation toolkit. This review looks at both statistical and qualitative data and evidence and began in February 2019 with an open survey of UG students receiving a variety of financial support from the University. Initial findings from the survey showed that awareness of financial support from Lancaster varied, with 71% of students being aware of the Lancaster Bursary but only 50% of our scholarships when applying. There is work to do to review the dissemination of information to prospective students to ensure more people are aware of the support available. The survey also showed that 50% of students stated that the amount they received was in line with their expectations and a third of students stated they received more than they expected. 40% of those surveyed stated that the financial support available was important in their decision making process about which university to go to whereas another 40% stated that this information made no difference to their decision making process. However, two thirds attached more importance to financial support when it came to supporting their retention. This is an area we wish to explore further in the second stage of the evaluation. A follow-up survey is planned for the academic year 2019-20.

A report will be created at each stage of the process, outlining findings to-date and next steps. The report from the first stage of this work has been shared with our Widening Participation Advisory Group and our new Monitoring and Evaluation Group will be reviewing these findings at their first meeting of the autumn term. Following this initial assessment, we will be conducting focus groups and one to one interviews with students receiving support. We will also be tracking: their progress from their current year of study to the completion of their degree; their final attainment outcomes and their progression into further study or employment once they have completed their undergraduate degree at Lancaster. To provide a statistical comparison, we will compare the progress and outcomes of students receiving differing levels of financial support to see if the amount received also makes an impact on retention, attainment and progression.

#### Learning to shape improvements

As a research-intensive university we believe in the power and impact of learning and sharing to inform and improve our practice. As part of our Learning to Shape Improvements programme, we will be running our own evidence and impact exchange for staff at the University and partners in the local area. This will include a revamp of our current WP forums to provide an opportunity for staff to share their practice and learn from others. The forums will also be opened up to students, in particular those members of the Student Advisory Board (see section 3.2). Forums will take place once a term and also provide a space for staff and students to input into strategy design and explore opportunities for collaborative working with those groups identified as key priorities by both the OfS and the University. The first of our new style forums will take place on Wednesday 30<sup>th</sup> October 2019. In addition we will host sharing practice and sector insight seminars into different aspects of widening participation. [Keele University Learning to Shape Improvements](#) which will formally launch on 2<sup>nd</sup> July 2019. We will host our first event on WP in the summer term of the 2019-20 academic year.

All projects are required to submit an evaluation report each year showcasing their evaluation findings and learning from the past year of their project. In the past these reports have been reviewed by the Widening Participation Advisory Group and projects have been required to show how they have changed their activity based on their evaluation findings to receive future funding. Moving forward, these reports will be reviewed by the Monitoring and Evaluation Group and Student Advisory Board who will provide a report to the WP Committee. Reports will be made available internally to all staff. Reports and full evaluation findings will be shared with CFE Research who will also report back to the WP Committee on key areas they should be aware of. Mid-year meetings are held with all projects to review



evaluation and if required action plans outlining the changes we will be making. These plans will be presented to the WP Committee who will in turn update Senate and Council.

We are aware that the use of data to properly identify those students most in need of support and intervention both pre and post entry can be one of the biggest challenges the sector faces. As such this group will also be responsible for identifying ways in which Lancaster can use data in a smarter and evidence-led fashion, across the student lifecycle to identify and track student engagements and outcomes. The group will also work closely with CFE Research to support the work being undertaken to evaluate WP at Lancaster, act as champions for this work and bring together experts from across the University in statistical analysis, education and social mobility. 7KH JURXS ZLOO DFWLYHO\ HQJDJH ZLWK /DQFD Inequalities Research Centre, who will be represented on the group.

Senate and Council







## Annex2. APP Variation

In terms of the percentage gap between entrants from quintile 1 and quintile 5 (as measured and published by OfS) we have been reducing it consistently over the last three returned years.

Lancaster is committed to supporting students from underrepresented groups to access university and reach their potential in higher education, through the development of key skills to enhance academic performance across the student lifecycle. At a student level, metacognitive strategies for learning, coupled with peer-to-peer support and effective IAG

## Annex2. APP Variation

Our continuation APP targets focus on POLAR4 and mature continuation. For POLAR4 our ambition is to completely close the performance gap between students from quintile 1 and quintile 5. Last year's gap shows improvement vs 2018/19 entrants and is within 1 pp. of our milestone. Our continuation age gap performance is very positive with a 4point-gap between mature and young students, we are substantially better than our 2019/20 entrants target and we have already achieved 2025 milestone.

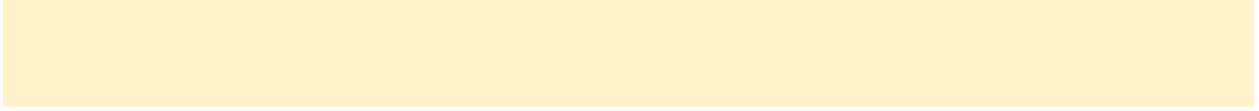
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## Annex2. APP Variation

- x Build an effective sys

\*course type not listed





Provider name: The University of Lancaster

Provider UKPRN: 10007768

Table 2a - Access

To reduce the gap in participation

2020-21 2021-22 2022-23 2023-24 2024-25