Office for Students | OfS

2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The University of Lancaster against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The University of Lancaster's ambition and strategy as detailed in the 2019-20 access and participation plan:

Our 2019-20 Access and Participation Plan outlined our ambition to:

- pursue excellence in all we do,
- celebrate diversity, and
- remain committed to the equality of opportunity and treatment for all our staff and student community.

We made the following strategic commitments in our 2019-20 Access and Participation Plan:
- to increase the diversity of the student body at Lancaster University.
- to support the journey of 'upward social mobility' for all our students, providing them with access to a world-class education and with opportunities to become highly skilled, global citizens.
- to support future generations of young people to achieve their goals by engaging with school and college staff.
- to contribute to the research and evaluation of widening participation and social mobility projects both locally and nationally.
- to ensure all those with a desire and ability to study within higher education have the opportunity to do so regardless of background or barriers.

In addition, we committed to:
- continue our work to improve the recruitment of students from Low Participation Neighbourhoods.
- reduce the non-continuation rates of students from Low Participation Neighbourhoods.
- reduce the attainment gap between UK BAME and UK non-BAME students.
- reduce the attainment gap and progression of students with a declared disability.
- understand the barriers for mature students across all stages of the student lifecycle and the work Lancaster can undertake to support these students.

We also set ourselves the following priorities for 2019-20:
- 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.
- to address the fundamental regional strategic issues WP students face in relation to success, including their educational attainment; and improving access to higher education of White males from socio-economically deprived backgrounds and South Asian women from communities in the North West of England.
- 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 pre- and post-entry to university.
- 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.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The University of Lancaster of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The University of Lancaster's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	Percentage of youg full-time first degree entrants who have progressed from state school education	2014-15	90.1%	91.4%	91.4%	Percentage	2019-20	89.4	Limited progress
T16a_02 (Access)	Percentage of young full time first degree entrants who come from low participation neighbourhoods (POLAR 3)	2014-15	8.9%	11.00%	12.0%	Percentage	2019-20	8.2	Limited progress
T16a_03 (Student success)	Percenage of students from low participation neighbourhoods (POLAR 3) who are no longer in HE after the 1st year	2013-14	7.5%	5.4%	4.5%	Percentage	2019-20	4	Expected progress
T16a_04 (Progression)	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	2014-15	78%	81%	82%	Percentage	2019-20	0	Limited progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Number of outreach schools worked with - off campus including presentations, workshops and IAG events	Other (please give details in Description column)	40	300	320	Headcount	2019-20	186	Limited progress
T16b_02 (Access)	Number of young people engaged through day visits, masterclasses and workshops on and off campus, including collaborative programmes	Other (please give details in Description column)	960	3500	3500	Headcount	2019-20	12251	Expected progress
T16b_03 (Access)	Residentials for WP students providing academic tasters and higher education and key skills workshops	Other (please give details in Description column)	455	350	350	Headcount	2019-20	164	Limited progress
T16b_04 (Access)	mentoring programmes for years 10 to 13 students from a WP background.	Other (please give details in Description column)	280	450	450	Headcount	2019-20	233	Limited progress
T16b_05 (Access)	Number of white males from socio-economically deprived backgrounds engaged through collaborative work on literacy	2015-16	NEW	300	300	Headcount	2019-20	17	Limited progress
T16b_06 (Access)	Number of collabortive programmes delivered in Lancashire and Cumbria with HE, FE, local government, industry and public body (NHS) partners	2015-16	NEW	6	8	Headcount	2019-20	11	Expected progress
T16b_07 (Access)	Number of formal partnerships with schools and colleges	Other (please give details in Description column)	15	18	20	Headcount	2019-20	20	Expected progress

T16b_08 (Access)	Number of students engaged in activity to specifically raise their attainment.	2015-16	NEW	250	300	Headcount	2019-20	366	Expected progress
T16b_09 (Access)	This measure compares the results of school pupils taking part in the East Lancashire Scholars Programme with other pupils who have similar prior attainment.	2016-17	+0.3	+0.3	+0.4	Percentage	2019-20	0	No progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£1,700,000.00	£933,000.00	-45%
Financial Support	£3,640,389.00	£3,742,000.00	3%

4. Action plan

Where progress was less than expected The University of Lancaster has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	This target does not exist in our new Access and Participation plan. However, we remain committed to ensuring Lancaster has a diverse student population. Our work with Realising Opportunities, The Brilliant Club, the launch of our own compact programme and the introduction of contextual admissions will ensure we continue to engage with state schools and support the progression of students from these schools both to Lancaster and HE in general.
T16a_02	This target has moved from a percentage to ratio based target in our new plan. Actions to ensure we meet our ratio based target including the launch of our compact programme, the introduction of a contextual admissions offer for POLAR4 Q1 students and Care Leavers and engagement with community groups to work with more POLAR4 Q1 learners outside of the traditional school setting.
T16a_04	No further action required
T16b_01	Target does not exist in the 2020-21 to 2024-25 Access and Participation Plan. However, no additional steps needed. Confident that numbers will return to pre-pandemic levels in 2021-22 once in-school and on-campus engagement resumes in full.

T16b_03	Target does not exist in 2020-21 to 2024-25 Access and Participation Plan. Summer Schools remain online for 2020-21 and we have begun to use the experience gained from 2019-20 and 2020-21 to rethink our summer school offer for 2021-22 onwards. This will look to make the experience a more sustained programme across multiple years and, with a mixture of online and in person activities.
T16b_04	Target does not exist in 2020-21 to 2024-25 Access and Participation Plan. However, feedback from our new pilot in 2019-20 and engagement with school staff on the needs of students post pandemic means we have a new programme ready to roll our which addressess the needs of students and schools. We are confident that a blended online and in person approach and a shift in focus of the programme will result in positive engagment.
T16b_05	Target does not exist in 2020-21 to 2024-25 Access and Participation Plan. However, we remain committed to working with this group and work such as Our Place in the World and 'Find your purpose, Realise your ambition' with Lancashire Youth Challenge and our work with inmates at Lancaster Farms prison will provide additional opportunities to engage with this group.
T16b_09	Target does not exist in this format in 2020-21 to 2024-25 Access and Participation Plan. However, we are now working with The Brilliant Club on a toolkit for measuring and addressing raising attainment. Toolkit due to be ready April 2021. In addition, we are working in collaboration with the other HEIs to offer mentoring and tutoring support to students in Lancashire and Cumbria to address missed learning due to the pandemic. We are also on track to open a new school of Mathematics in Preston in September 2022.

5. Confirmation

The University of Lancaster confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The University of Lancaster has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Professor A Schofield
Position	Vice Chancellor, Lancaster University

Annex A: Commentary on progress against targets

The University of Lancaster's commentary where progress against targets was less than expected.

Target reference number: T16a_01
How have you met the commitments in your plan related to this target?
No statistically significant change in performance for this target. We remain committed to engaging with and recruiting students from state schools. We have revised our targeting approach and are exploring the use of the OfS new data set, TUNDRA, to support our work in this area. We have widened our work to engage with a larger number of state schools in the South East and London and have committed to opening a new School of Mathematics in partnership with Cardinal Newman Sixth Form College in Preston from September 2022.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In 2019-20 we recruited out first cohort of students onto the national Realising Opportunities programme and developed our own compact programme, the Lancaster Access Programme. The launch of the Lancaster Access Programme was delayed due to Covid-19 and instead successfully launched in January 2021. Both these programmes target WP students in state schools. We have spent time revising our schools targeting approaching and building a new teacher network to increase the range of schools we are engaging with. The move to online delivery has allowed us to begin working with and building relationships with a wider range of state schools across the UK. We have continued this engagement in 2020-21. Our outreach work will continue with a blended approach in the future to ensure we can work with a wider range of WP students and state schools. Our new school engagement team based in the South of the UK, has opened up opportunities for us to deliver WP activities in schools around London and the South East and we have continued to build on these relationships in 2020-21. For example, our Role Model Ambassador programme is now working with schools in London and the South East as well as East Lancashire.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
This target was based on the use of POLAR3. However, the 2019-20 measure uses POLAR4. This change from POLAR3 to POLAR4 has resulted in a reduction in our performance. However, internal data using POLAR3 shows the percentage of students from POLAR3 Q1 in 2019-20 was 10%, an increase of 1pp on 2018-19. The 2019-20 access and participation plan was our first year focusing primarily on POLAR4 Q1. Previous targets has instead focused on the percentage of students from NS-SEC 4-7 (22% in 2019-20 and 24% in 2020-21). This shift in priority was due to be accompanied by a range of activities focused on POLAR4 Q1 students in 2019-20. Unfortunately, Covid-19 delayed a number of our plans. These are on back on track for 2020-21 and we will continue to focus on making improvements in this area. For example our compact programme, Lancaster Access Programme was originally due to launch in January 2020. Following requests from schools we postponed this launch and used 2019-20 to further develop the programme content. This successfully launched in January 2021.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We developed and prepared to launch our compact programme Lancaster Access Programme. While this was delayed due to Covid-19, we used 2019-20 to develop additional content and successfully launched this programme in 2020-21. In 2019-20 we developed an institution-wide contextual admissions offer and have begun to make offers using this for students due to enter in 2021-22. We led on the delivery of a collaborative programme for the Lancashire UniConnect Programme (Future U) and Cumbrian UniConnect Programme (Hello Future) on roles within the police, forensics and criminal justice system.

Target reference number: T16a_04

How have you met the commitments in your plan related to this target?

Because the new Graduate Outcomes(GO) survey has replaced the old Destinations of Leavers in HE survey (DLHE), and because it has a different methodology, we are unable to relate the figures from the Graduate Outcomes survey to our original target. However, our results from the first GO survey for all UK UG students showed a positive graduate destination of 81%, a 79% positive graduate destination for students from POLAR3 Q1 and 80% for students from POLAR4 Q1.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No further action required

Target reference number: T16b_01

How have you met the commitments in your plan related to this target?

As a result of Covid-19 certain activities were cancelled or postponed. The word report discusses in more detail the work we did instead to support students and schools during this time.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We are confident that in a non-Covid year we would easily hit this target. In addition to the steps discussed in the word report that accompanies this spreadsheet, we made a series of our HE talks available online for all students and key stakeholders. We also developed materials for YouTube. For example, academics in English Literature and Creative Writing created a series of videos which could be used by teachers and students to supplement their learning

Target reference number: T16b_03

How have you met the commitments in your plan related to this target?

As a result of Covid-19 we had to cancel all but one of our planned on-campus residentials. We did move aspects of our annual year 12 summer schools online. Feedback from this has shown that this change allowed a wider range of students to engage with our summer schools

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Target missed due to the cancellation of events due to the pandemic. However, aspects of the Summer School were moved online to ensure students could still engage in aspects of the programme despite the pandemic.

Target reference number: T16b_04

How have you met the commitments in your plan related to this target?

Target originally set in 2018. After the creation of the 2019-20 Access and Participation Plan and the setting of this target, we took the strategic decision to end a formal partnership with Villiers Park Educational Trust and instead embarked on a new relationship with Realising Opportunities and committed to working with schools in Lancashire and Cumbria on a new mentoring programme. Realising Opportunities was able to launch in 2019-20. But due to the pandemic, we changed the mentoring programme to a smaller pilot programme. This will be rolled out in full for 2021-22.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Target missed due to a change in project delivery since the writing of the original plan and the delay in other activities due to the pandemic. The decision to end the relationship with Villiers Park was based on evidence and feedback from school staff and students on the value and impact of the programme. This feedback was used to pilot a new programme in 2019-20. We are currently making changes to the programme based on the findings from the feedback and will relaunch for 2021-22. The new programme will also take into consideration the additional support needed for students from under-represented backgrounds because of the pandemic. Such as subject tutoring, a re-engagement with learning and building resilience.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?

Target missed as original project put on hold due to Covid-19. Instead a pilot version delivered. In addition, we ran focus groups to ensure the programme would continue to address the needs of this group post-pandemic.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

As original project could not run we ran a pilot programme and focus groups with a target group to ensure programme would remain fit for purpose. Adjustments have been made based on these findings, including working with community groups and embedding activities into pre-existing programmes which will provide additional support for this group.

Target reference number: T16b_09

How have you met the commitments in your plan related to this target?

Target originally set in 2018. After the creation of the 2019-20 Access and Participation Plan and the setting of this target, we took the strategic decision to end a formal partnership with Villiers Park Educational Trust and instead embarked on a new relationship with Realising Opportunities. We are currently working with The Brilliant Club on a research project around raising attainment. The outcome of which will be a toolkit which will ensure raising attainment is embedded across all projects, with new methods of measuring success being identified.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

Target missed due to a change in project delivery since the writing of the original plan and the delay in other activities due to the pandemic. The decision to end the relationship with Villiers Park was based on evidence and feedback from school staff and students on the value and impact of the programme. In 2019-20 we continued to run online subject specific masterclasses aimed at raising attainment. But due to the pandemic and demands on schools we were unable to take the pre- and post-evaluation work needed to measure the impact of these masterclasses.

Annex B: Optional commentary on targets

The University of Lancaster's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	
T16b_08	
T16b_09	