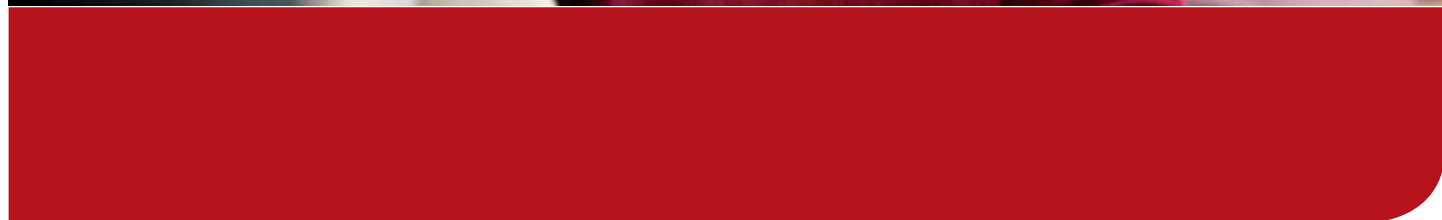
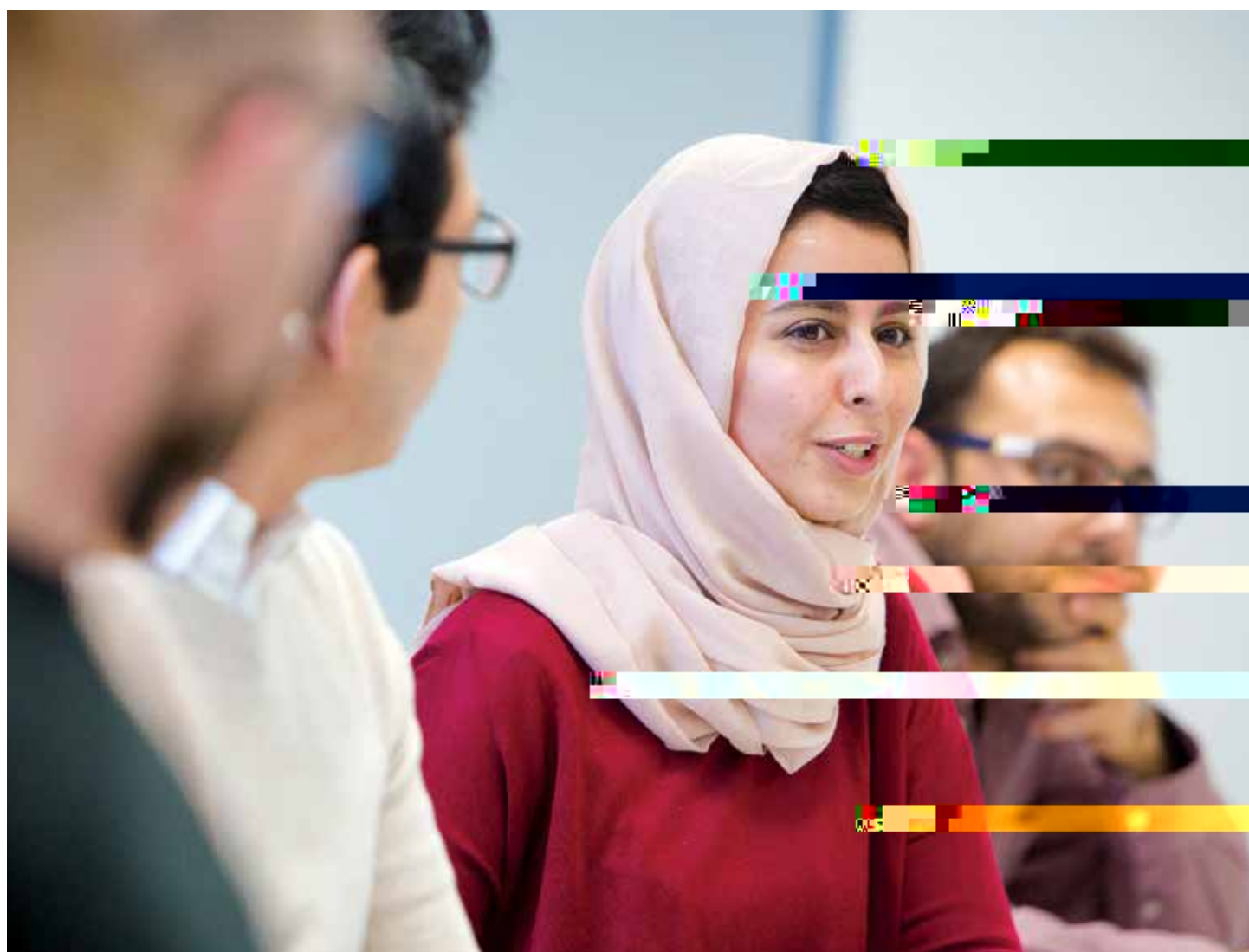




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WELCOME TO THE UNIVERSITY'S

We are committed to the ongoing success of our current student cohort. Across the University we have ensured that opportunities are available to students who have progressed to our university from a WP background, providing them with the skills, opportunities and support needed to progress successfully in their current studies and on to graduate employment or further study once they have completed their degree.

Each year, the Widening Participation Coordinating Group supports academic departments and sections of our professional services from across the University, as well as our Associate FE Colleges and other key local and national external partners, to develop and deliver exciting and innovative outreach activities supporting prospective and current students to aim higher and achieve their goals.

Ranked top 10 in every major UK University league table we are incredibly proud of the progress we have made in supporting students from a widening participation background to achieve and succeed, and we continue to perform above our HEFCE benchmarks in areas such as percentage of students from state schools (90.4%), from low participation neighbourhoods (9.8%) and from NS-SEC categories 4 – 7 (26.2%).

We look forward to continuing to support widening participation activities by adopting a strategic and evidence informed approach enabling the University to meet its goals as outlined in the 2020 Strategic Plan.

PROFESSOR ANDREW ATHERTON
Deputy Vice Chancellor
Lancaster University
Chair, Widening Participation
Coordinating Group



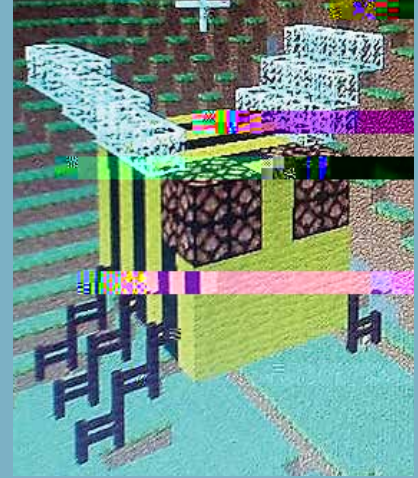


This past year, Lancaster University Students' Union worked closely with a selection of our 200 student groups, clubs and societies on campus to showcase the extra-curricular provision offered at Lancaster, as well as creating more opportunities



Highlights of the Year

Science Hunters: Minecraft



Using the popular computer game Minecraft, Science Hunters teaches and enthuses young people about science. The programme sets young people a series of science related challenges and introduces them to parallels between what happens in the game and science in the real world. For example, how obsidian is created when lava and water touch. During the activity the process of how this happens is explained while young people are then given the chance through Minecraft to handle obsidian and are challenged to create it through the game. The activities aim to inspire young people in learning and science,

break down barriers and to raise aspirations as well as introducing students to topics they might not normally encounter at all or until later in their education.

As a result of the programme so far:

- Three of our student volunteers, all of whom are from WP backgrounds, have gone on to get jobs as a result of their volunteering experience with Science Hunters
- Minecraft Club has presented an opportunity for researchers in the Psychology Department to conduct highly-novel research into how children with Autism

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Mature students' induction and events

The focus of these events in 2015-16 was to better understand the needs of mature students so that effective support mechanisms could be put in place in the future.





Cultural exchange and international experiences

Lancaster University Students' Union international programmes offer unforgettable experiences which stray far beyond the familiar and well-trodden tourist trail. Working closely with our HE partners worldwide the Students' Union create unique three week cultural exchanges forged from local knowledge and inspired by Lancaster's on campus global community. University funded travel bursaries were given to 73 students from a widening participation background or who had personal or financial situations that meant that they otherwise would have not been able to participate. Another 32 students were funded by Santander for similar reasons.

"The grant enabled me to travel to rural China and understand issues to do with food security. This hugely increased my understanding and was relevant to my dissertation. Without the grant, I would have struggled to fund it myself"

WP STUDENT, VISITING CHINA
IN 2015

This project was one of five delivered by Careers to help promote student success. Developing an awareness of the benefits of networking and the ability to confidently develop networking skills are extremely valuable career development and life skills.

Some students come to university well networked through family and friends; others have to work harder to develop their professional networks. This can be a daunting task and students have told us that they find the thought of talking to people they don't know at



Political role-plays with WP students

Richardson Institute interns working alongside a member of the department of Philosophy, Politics and Religion (PPR) developed and delivered a series of Role Play activity days designed to raise awareness of Politics and International Relations for students from Widening Participation backgrounds. Of the students who attended the day there was an equal split of males and females with the vast majority from year 12 (91%). Five schools and two sixth form colleges participated. Students from several schools were brought together to act out the characters and roles of actors in political crises, such as that associated with ISIS. The activity was designed to consider

- their contribution to understanding of current affairs;
- the way in which they can foster appreciation of values such as tolerance, acceptance,

co-existence, in accordance with the Government's promotion of 'British' values;

- the experience which they can add to students' CVs and personal statements.

The majority of students, 71.2%, had learned about Politics in school. But noticeably fewer had experience of International Relations and the Middle East Crisis at 36.7% and 26.2% respectively. Students indicated the ways in which they would use the learning from the activity. The highest selected options were to use the learning in current studies, 64.2%, and to enhance their CV, 62.3%. The students identified the skills which they felt they developed through the activity. Communication (79%), negotiation (72.6%) and team working (78.2%) were all rated highly. Other comments included: deadline management and aggressive negotiations.



Code Clubs 2015-16

Code Clubs are Computing classes and after school activities held for primary school children, typically around Year 5, though participants range from 7 to 11. In most cases the Code Clubs were held for approximately one hour after school and facilitated by at least two Code Club Ambassadors (current Lancaster University students). The Clubs provided primary students with the chance to learn basic programming skills and to put these into practice by designing and creating their own programmes. The project also linked to work undertaken by the department with the BBC's Microbit (<http://microbit.org/>).

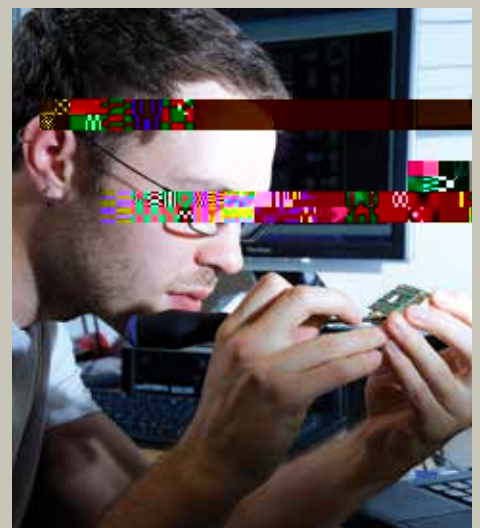
Chemistry work experience

The work experience programme aimed to raise aspiration and awareness about studying Chemistry at university. The scheme allowed Key Stage 4 students to work in the University Chemistry department for one week. During this time they were tasked with optimising chemistry experiments and activities suitable for Key Stage 3 students. On day 4, teams of Key Stage 3 students came into the department for a chemistry Olympiad; the work experience students were then supported in leading these activities. 70% of students reported they were now more likely to study a science based subject to a higher level as a result of their experience.

Highlights of the Year

Physics Roadshow

The Physics Roadshow was developed and delivered by the Physics Department. The Roadshow was successfully introduced to local schools in 2014-15 and the programme was extended in 2015-16 to continue work influencing WP students. The Roadshows





Highlights of the Year

LUMS 11-16 Schools Project



The project engaged with a series of schools across the North West of England. The project worked with Year 9 and 10 students and delivered three sessions; two academic sessions and one visit to campus encompassing a showcase of the business in a box project the students had been working on in school and sessions on university life. The project engaged with 140 students from six schools.

The first session was delivered by an academic from the department of Entrepreneurship, Strategy and Innovation and the second was delivered by 10 centrally trained student ambassadors, of whom 71% came from a WP background.

Activities included:

- A double lesson introductory session (usually 1.5 hours in duration) in school delivered by an academic member of staff. This introduced the business in a box concept to the students and set out the expectations and objectives for the project.

- A double lesson follow-up session delivered by Student Ambassadors between two and four weeks later. Ambassadors worked individually with each group on their business idea and resolved questions concerning concepts or work they needed to prepare for the showcase event.
- A full day campus visit where students presented their business in a box idea to academics, entrepreneurs in residence and their peers thus drawing to a close the activity worked on during the two previous sessions. The day also included a campus tour and student life talk delivered by Student Ambassadors.

"As a result of the work with LUMS I have more confidence about my future education." "It was a good and interesting day and I learned a lot" "University life isn't as difficult as I thought it would be" "I now have more confidence and know how to present my idea"

Mathematics Student Learning Advisor

In 2015-16 we developed a programme to provide additional maths support for students within our Faculty of Science and Technology as an aid to retention and success. Mathematics forms an essential requirement for many departments within the Faculty of Science and Technology. The University attracts students from a wide variety of educational backgrounds. Although on paper the syllabus satisfies prerequisite requirements, performance in practice has been found to be very variable. This project aims to support students who have difficulty in understanding key themes within mathematics. A tutor with experience of offering this type of support was recruited and worked in collaboration with other tutors and staff, and subsequently students to develop and offer a range of different support structures that were designed to enable students to engage with the project.

Activities included:

- Drop in clinic
- Integrated workshops linked to the undergraduate curriculum
- One to one support
- Tutorial sessions
- Intensive weekend "boot camps"

The programme was welcomed by many students who felt it removed the stigma of asking for help. Linked support to undergraduate curriculum worked very effectively and Weekend intensive "boot camps" helped overcome limitations of access during the week by students because of their timetable.



East Lancashire Scholars Programme

Working in partnership with Villiers Park Education Trust, in 2015-16 UKSRO launched our new scholars programme with six schools in East Lancashire. The programme aims to support the most able but under-represented students to achieve the highest grades within their GCSE and Post 16 qualifications and to support them to achieve a place at a top UK University. The Programme provides students with a four year long programme of support including one to one and group mentoring sessions with a Lancaster University Outreach Learning Mentor (a recent Lancaster graduate employed to work on the programme), masterclasses, workshops and residential. All activities are designed to raise attainment, to support students studies and develop their knowledge and abilities in key subjects and transferrable skills.

Target Lancaster

Our Target Lancaster Mentoring Programme employed 54 Lancaster students to provide group mentoring support to 300 Year 12 students from a WP background. The Target Lancaster Programme focuses on supporting very bright students to progress to a top university. Target Lancaster provides a variety of interventions designed to tackle common misconceptions and known problem areas where mentees have lots of questions such as finance, independent living, where and what to study. Based on previous evaluations the programme also includes space for mentees own interests to shape the course of activities and enable them to get the information they require.

Activities included:

- School or college based personalised face to face mentoring sessions covering a wide variety of topics;
- Full Conference Day at Lancaster University enriching their

knowledge of HE that is attended by mentees and teachers from their school;

- Training and careers enrichment for Lancaster University Student Mentors

Mentors valued working with young people and building up relationships with schools, especially where they hope to go into a career in teaching, as well as their own self-development in training.

"The Programme 'is excellent – it gives the students who participate a headstart on their uni preparations which is perfect."

NELSON THOMLINSON SCHOOL, CUMBRIA.

"Our mentors...were excellent- they were patient, kind and encouraging and showed great maturity and altruism in working with students."

CRONTON SIXTH FORM, WIDNES.



Highlights of the Year

Summer Schools

In 2015-16 UKSRO ran free residential summer schools for students in Years 11 and 12 on the Lancaster campus. Our Year 11 programme, which took place in March 2016, supported students with their final prep for their GCSE exams. Sessions included:

- Mindset Theory and Learning Styles– designed to encourage students to recognise the importance of working hard and becoming aware of their learning styles
- Lights, camera, action – enabling students to develop communication skills and share learning acquired during the residential
- Focus on English / Focus on Maths
- Managing stress – to assist with forthcoming GCSE exams
- Independent study – to offer experience of university style study

- Academic tasters – with student ambassadors to raise awareness of university degree programmes
- Social evening events including opportunity to talk informally to evening student ambassadors

Feedback from students indicated that they had appreciated the chance to make new friends to 'learn how to revise'. One student commented "I gained more confidence in myself for making uni choices and meeting new people and also found some new revision techniques I will use in the future."

Many students attending were concerned that they wouldn't be able to make friends and worried that they wouldn't fit in. Allaying these fears is seen as important as one student explained: "university isn't as scary as I thought" and another "...I can do uni as it was easier than I thought" For one student it was a, "fantastic residential which enabled me to learn vital skills but I also made new friendships."

In 2015-16 the UKSRO Progression Pathways provided over 200 Year

Facts and Figures

£3,827,000

2,824 students benefited from a Lancaster scholarship or bursary totalling £3,827,000 in support

80% of WP students involved in the Target Lancaster mentoring programme claimed they were now more likely to apply to university as a result of the programme

89%

89% of students claimed the summer schools exceed their expectations

100% of Lancaster students on the Smart Start programme successfully transitioned into the second year of their studies at Lancaster

94%

94% of Lancaster students felt the Care Networking Club helped them to understand the value of developing professional networks

£1,218,000 was spent on outreach and student success activities for WP students

Lancaster worked with 500 WP students across the UK

59% of NEETs involved in our work with The Dukes continued in formal or informal training after the project had finished

Lancaster worked with 328 schools across the UK

1 05

1605 Lancaster staff and students worked on a WP programme with school students



LU Staff and Students spent over 72,000 hours on WP programmes and activities throughout the year

203 Lancaster students had the opportunity to travel abroad on one of our LUSU Cultural Exchange Programmes