

Access and participation plan 2019-20 resource plan

Contact Information

Institution name: Liverpool Hope University

Institution UKPRN: 10003956

Validation checks

1. Please ensure that contact details are completed for two people.

	Main contact	Alternative contact
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Table 2 - Part-time courses: fee levels for students in 2019-20

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Expected TEF year 3 status: We hold or have applied for a TEF award for 2019-20.

Validation checks:

1. All mandatory cells within a row must be complete - rows must have course type selected, the full-time equivalent course fee, 2019-20 entrants field completed (column E) and maximum fee completed.
2. If there are courses listed, there should be at least one course fee that applies to 2019-20 entrants ("Yes" in column E).
3. Courses must not exceed the higher fee cap for the particular course type selected.

Table 2 - Part-time courses: fee limits

Row	Please select the course type from the drop-down menu	Franchise institution (Name and UKPRN) www.ukrip.co.uk	Where you have different fee limits for different courses, please provide more information e.g. subject/faculty groupings	Does this fee apply to 2019-20 entrants?	Full-time equivalent course fee	Maximum fee charged in any academic year
1	First degree			Yes	9,250	4,625
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Table 4 - Summary of student numbers and higher fee income

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Validation checks:

1. If you record part-time student numbers above the basic fee in Table 4a, you must have higher fee income from part-time students in Table 4b, and vice versa.
2. Part-time, above the basic fee student numbers should be less than or equal to all part-time student numbers.

Table 4a - Total number of students		Academic year			
		2019-20	2020-21	2021-22	2022-23
Full-time	All students	3 798	3 893	4 056	4 160
	<i>of which above the basic fee</i>	3 798	3 893	4 056	4 160
Part-time	All students	75	75	75	75
	<i>of which above the basic fee</i>	0	0	0	0
Total students	All students	3 873	3 968	4 131	4 235
	<i>of which above the basic fee</i>	3 798	3 893	4 056	4 160

Table 4b - Fee income above the basic fee (or higher fee income (HFI)) (£)		Academic year			
		2019-20	2020-21	2021-22	2022-23
Full-time		11 716 830	12 009 905	12 512 760	12 833 600
Part-time		0	0	0	0
Total higher fee income		11 716 830	12 009 905	12 512 760	12 833 600

Optional commentary on fee income and predicted student numbers.

Additional fee income in 2019/20 is comparable to OFFA 2017. 2020/21 and 2021/22 both forecast an increased level of income compared to OFFA 2017. The forecast UG numbers have increased due to improved forecasts in relation to BA QTS numbers. The assumption when completing the OFFA 17 return was that these numbers would significantly reduce but given recruitment in 2018/19 this appears to be overly pessimistic. The forecast also shows greater confidence in PGCE recruitment in 2020/21 onwards compared to the OFFA 17 assumptions. Given the issue with teacher training across the sector the removal of recruitment restrictions has enabled the University to maintain its PGCE numbers rather than the expected decline as a result of the focus on School Direct.

Table 5 - Access, success and progression investment forecasts

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Validation checks:

1. Table 5a must be completed.
2. Countable spend on access, success and progression should not exceed the total investment for access, success and progression respectively.

Table 5a – Access, success & progression investment forecasts (£)		Academic year			
		2019-20	2020-21	2021-22	2022-23
Access investment forecasts	Total investment on access	970 664	960 792	1 001 021	1 026 688
	<i>amount of total which is APP countable</i>	525 000	525 000	550 000	575 000
Success investment forecasts	Total investment on success	8 250 000	8 250 000	8 250 000	8 250 000
	<i>amount of total which is APP countable</i>	900 000	925 000	950 000	950 000
Progression investment forecasts	Total investment on progression	400 000	410 000	420 000	430 000
	<i>amount of total which is APP countable</i>	75 000	80 000	85 000	90 000
Total activity investment	Total access, success & progression investment	9 620 664	9 620 792	9 671 021	9 706 688
	<i>amount of total which is APP countable</i>	1 500 000	1 530 000	1 585 000	1 615 000

Table 5b – Postgraduate investment forecasts (£)	2019-20	2020-21	2021-22	2022-23
Investment of activities to support those from underrepresented groups into postgraduate study				

Optional commentary

The University is committed to spending 15% of its higher rate income to meet the targets within the access and participation plan and demonstrate significant improvement. As well as the additional measures identified within the 2019-20 action plan, the University will continue to review all of its activities to ensure that the money is targeted as efficiently as possible in line with Value for Money principles. The figures shown in the table above represent our best estimate at this stage as to how the money will be spent but there may be further initiatives that move money from one category to another as the plans are refined.

Table 6 - Financial support investment forecasts

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Validation checks:

1. Table 6a must be completed.

Table 6a - Financial support investment (£)			Academic year			
			2019-20	2020-21	2021-22	2022-23
Fee waivers (including free or discounted foundation years)	Full-time	Students with household residual incomes up to £25,000	0	0	0	0
		Students from other underrepresented groups	0	0	0	0
	Part-time	Students with household residual incomes up to £25,000	0	0	0	0
		Students from other underrepresented groups	0	0	0	0
	Fee waivers for all students		0	0	0	0
Bursaries and scholarships (including accommodation discounts and other institutional services)	Full-time	Students with household residual incomes up to £25,000	0	0	0	0
		Students from other underrepresented groups	30 000	60 000	90 000	90 000
	Part-time	Students with household residual incomes up to £25,000	0	0	0	0
		Students from other underrepresented groups	0	0	0	0
	Bursaries and scholarships for all students		30 000	60 000	90 000	90 000
Student choice	Full-time		0	0	0	
	Part-time		0	0	0	
	Student choice for all students		0	0	0	
Hardship funds	Hardship funds for all students	225 000	225 000	225 000	225 000	
Total financial support			255 000	285 000	315 000	315 000

Table 6b – Postgraduate investment forecasts - financial support (£)	Academic Year			
	2019-20	2020-21	2021-22	2022-23
Total investment in postgraduate students				

Commentary on predicted financial support investment

As part of the 2019/20 Action Plan, the University intends to introduce 10 widening participation scholarships of £3,000 per annum from 2019/20 aimed at mature, male, BME and those from underrepresented neighbourhoods. It should be noted that the University also invests in a range of scholarships to reward academic excellence and that given our high level of recruitment from target post codes a number of these will be of benefit to target students. The Learning Support Fund (hardship fund) is available for all students in financial difficulty - an element will be ringfenced and targeted to support students in priority groups

Table 7 - Investment summary

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Table 7a - Access and participation plan investment summary (£)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Access investment	525,000	525,000	550,000	575,000
Success investment	900,000	925,000	950,000	950,000
Progression investment	75,000	80,000	85,000	90,000
Investment in financial support	255,000	285,000	315,000	315,000
Total investment	1,755,000	1,815,000	1,900,000	1,930,000

Table 7b - Access and participation plan investment summary as a proportion of higher fee income (HFI) (%)	Academic year			
	2019-20	2020-21	2021-22	2022-23
Higher fee income (HFI)	11,716,830	12,009,905	12,512,760	12,833,600
Access investment (as % HFI)	4.5	4.4	4.4	4.5
Success investment (as % HFI)	7.7	7.7	7.6	7.4
Progression investment (as % HFI)	0.6	0.7	0.7	0.7
Investment in financial support (as % HFI)	2.2	2.4	2.5	2.5
Total investment (as % HFI)	15.0	15.1	15.2	15.0

Table 7c - Full-time fee levels (£)	2019-20
Average fee	9,250
Average fee adjusted for fee waivers	9,250
Maximum fee	9,250

Optional commentary

This box is limited to 500 words; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.

Table 8 - Targets and milestones

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Validation checks:

1. All mandatory cells within a row in Table 8a must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, they must have a baseline year and baseline data entered, and they must contain milestones up to and including 2019-20.
2. All mandatory cells within a row in Table 8b must be complete - rows must have a reference number, lifecycle stage, target type, they must be classified as collaborative or not, and they must have a baseline year, baseline data, and yearly milestones entered.

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	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	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	Young, full-time, first degree entrants from state schools	No	2013-14	98.8% against location-adjusted benchmark of 97%	97-99%	97-99%	n/a	n/a		The University does not believe that this measure reflects its work in WP and is therefore discontinuing it as a target after 2019-20
T16a_02	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Young, full-time, first degree entrants from NS-SEC classes 4-7	No	2013-14	41.8% against location-adjusted benchmark of 46.9%	n/a	n/a	n/a	n/a		HESA are no longer publishing this as a PI from 2017 and therefore it will not be possible to maintain as a milestone
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Young, full-time, first degree entrants from Low Participation Neighbourhoods	No	2015-16	20.6% against location-adjusted benchmark of 17.4%	20-25%	20-25%	20-25%	20-25%		The University intends to continue to beat the benchmark and has set a higher range from 2018. No longer required, incorporated in new target.
T16a_04	Other/Multiple stages	Disabled	Other statistic - Disabled (please give details in the next column)	Total number of undergraduate students with declared disability	No	2014-15	16% of registered undergraduate students in 2014/15 had declared a disability	16%	16%	16%	16%		The University intends to maintain its high percentage of students with a disability (the national figure in 2014/15 was 10%); note the former target of students with DSA is no longer relevant given the changes to eligibility. No longer required, incorporated in new target.
T16a_05	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)	Continuation of young, full-time, first degree entrants from Low Participation Neighbourhoods after 1 year	No	2013-14	10.4% against benchmark of 9.0%	6-8.5%	6-8.5%	6-8%	6-8%		The University intends to beat the benchmark and this target has been tightened given its strategic importance to the University.
T16a_06	Student success	Multiple	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	Continuation of all, full-time, first degree entrants after 1 year	No	2012-13	8.8% against benchmark of 8.0%	6.5-8%	6-7.5%	6-7.5%	6-7.5%		The University intends to beat the benchmark and this target has been tightened given its strategic importance to the University. No longer required, incorporated in new target.
T16a_07	Student success	Mature	HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants)	Continuation of mature, full-time, first degree entrants after 1 year	No	2013-14	10.8% against benchmark of 12.3%	9-12%	9-12%	9-12%	9-12%		The University intends to beat the benchmark and has tightened the target from 2017 onwards. No longer required, incorporated in new target.
T16a_08	Student success	Multiple	HESA T5 - Projected degree (full-time, first degree entrants)	Neither award nor transfer projected	No	2013-14	11.8% against benchmark of 11.5%	8-11%	8-10%	8-10%	8-10%		The University intends to beat the benchmark. No longer required, incorporated in new target.
T16a_09	Other/Multiple stages	Other (please give details in Description column)	Other statistic - Other (please give details in the next column)	To establish targets for recruitment of male students, recruitment and attainment of BME students and graduate employment rates for disabled students	No	2014-15	Milestone is to establish targets by July 2018	n/a	n/a	n/a	n/a		Little progress in 2016/17 due to staff lead in this area on Maternity Leave, so reset for 2017/18. No longer required, incorporated in new target.
T16a_10	Multiple	Attainment raising	Other statistic - Other (please give details in the next column)	To improve attainment for pupils in the eleven partner primary schools involved in Hope Challenge and increase the number of partners	Yes	2016-17	Increase number of partner schools from baseline of 11 in 2016/17	13	14	15	16		Individual targets for each school will also be devised but are so diverse that they will not all be included in the Access Agreement. For 2019/20, the University will devise at least one outcomes-focused target. The University will increase the number of schools in its partnership by one school in each year covered by the Plan.
T16a_11	Success	Socio-economic	Other statistic - Other (please give details in the next column)	Internal data to measure the good degree outcomes for students from socioeconomic groups 4-7 to ensure that these outcomes are as good as, or better than, students from non low socioeconomic groups. Maintain good degrees at 66% or better for NS SEC 4-6 or better	No	2016-17	>=66%	66%	66%	66.5%	66.5%	67%	The University wishes to improve good degree outcomes for all students, and therefore wishes to ensure that changes are reflected for all student groups.
T16a_12	Access	Ethnicity	Other statistic - Other (please give details in the next column)	Internal data to measure the access for BME students which should be 15% of student population	No	2016-17	>=15%	11%	12%	13%	14%	15%	
T16a_13	Success	Ethnicity	Other statistic - Other (please give details in the next column)	Internal data to measure the success of BME students, attainment gap to be reduced to 0% against a national indicator of 14%.	No	2016-17	0%	0%	0%	0%	0%	0%	
T16a_14	Progression	Ethnicity	Other statistic - Other (please give details in the next column)	Internal data to measure the progression to full time employment for BME students, gap in progression to full time employment to be <5%	No	2015-16	<5%	15%	12.5%	10%	7.5%	5%	
T16a_15	Access	Gender	Other statistic - Other (please give details in the next column)	Internal data to measure the access for male students, 50% of student population to be male	No	2016-17	50%	31%	35%	40%	45%	50%	
T16a_16	Success	Gender	Other statistic - Other (please give details in the next column)	Internal data to measure good degree outcomes for male students	No	2016-17	<5%	11%	9%	7%	6%	5%	
T16a_17	Progression	Disabled	Other statistic - Other (please give details in the next column)	Internal data to measure progression to full time employment for disabled students, progression for disabled and non disabled students to be equivalent	No	2015-16	0%	3%	2.5%	2.0%	1.5%	0%	
T16a_18	Access	Mature	Other statistic - Other (please give details in the next column)	Internal data to measure the access for mature students, mature students (age 21+) to increase to 50% of cohort	No	2016-17	50%	44%	46%	47%	48%	50%	

Table 9c - Additional commentary on future aspirations for sponsorship arrangements (please do not include any schools recorded in Table 9a or 9b)

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