**university
of the arts
london**

ual:

Access Agreement - 2016/17

April 2015

Introduction

1. The University's Access Agreement reflects the commitment we make, in our Strategy 2015 – 2022, to:

   "[Place] diversity and inclusivity at the core of our recruitment and education for staff and students"[1]

Tuition fees for new full-time entrants in 2016/17

2. We will charge tuition fees of £9,000 for the academic year 2016/17 for new Home/EU full-time entrants to our undergraduate courses.[2] The tuition fee for subsequent years of the course may increase to the maximum permitted.

Tuition fees for new part-time entrants in 2016/17

3. The full-time equivalent tuition fee for the academic year 2016/17 for new Home/EU part-time entrants to our undergraduate courses is £9,000. We will not charge a part-time Home/EU student more than £6,750 in 2016/17. The tuition fee for subsequent years of the course may increase to the maximum permitted.

Expenditure on access and student success measures

4. Our assessment is that relative to the higher education sector as a whole we have an "average" performance in respect of access and student success measures. UCAS data shows that of the University's home full-time undergraduate entrants with known socio-economic class in 2014/15 35% were from socio-economic classes 4-7. Our home full-time undergraduate student profile in respect of students from Black and minority ethnic groups is better than the average for UK HEIs (28% at UAL in 2014/15 compared with a national figure of 20%). However, although we are a national recruiter, we feel that our ethnic profile is at the minimum level for a London-based institution.

5. The most recently available data on retention from the Higher Education Statistics Agency (2012/2013) shows retention at UAL as being at the UK sector average. Retention for first degrees courses was 90.9% compared with a UK average of 91.4%, and for foundation degree courses was 86.4% compared with a UK average of 85.7%.

6. On the basis of our assessment of our access and retention record, and in line with the guidance from OFFA, we commit to spend 25% of the additional tuition fee income from each new home/EU undergraduate entrant in

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[1] University of the Arts London Strategy 2015 – 2022, Strategic Area: Transformative Education
[2] This includes Home/EU entrants to franchised full-time undergraduate courses and full-time undergraduate courses that lead to a Masters qualification.

2016/17 on measures to improve access and retention, including a bursary scheme to support retention. This is £750 of each FTE student tuition fee.

7. Estimated total expenditure under our Access Agreements in 2016/17 is £7.32m.

Additional outreach and success measures (excluding financial support for students)

8. We estimate that we will invest in total, under our Access Agreements, £3.66m in outreach and success measures (excluding financial support for students) in 2016/17.

Outreach measures

9. We estimate that we will invest £2.35m in outreach measures in 2016/17. We will use this expenditure to continue to focus on approaches which our monitoring and evaluation have highlighted as having a positive impact. These are:

    i. Maintaining and further developing our long-term partnership working with targeted[3] schools, FE colleges and with cultural organisations, developing the interest of young people and adults from under-represented groups in arts, design and communication higher education and supporting them to progress successfully to higher education. In 2016/17 we aim to work with students from at least 60 schools and 25 FE colleges, continuing with the following types of programmes which have proved to be successful in promoting progression to HE:

        • Evening and Saturday schools (at least 750 students)
        • Spring and Summer vacation schools (at least 500 students)
        • In-school projects (at least 250 students)
        • Progression Agreement programmes (at least 500 students)
        • Portfolio advice workshops (at least 500 students)

    ii. Continuing to promote progression to higher education for care leavers, in line with commitments made previously under the Buttle UK Quality Mark.

    iii. Maintaining our leadership of collaborative working through the National Arts Learning Network (NALN) now incorporated as part of ukadia (the UK Arts and Design Institutions Association). This includes continuing to develop the NALN Progression Agreement model across the network, sharing good practice and providing professional development

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[3] Our partnership working will continue to focus on schools and FE colleges with higher numbers of students from under-represented groups, in particular students from low-income and Black and minority ethnic backgrounds. We will continue to prioritise working with students age 14+ whose parents do not hold a higher education qualification, but will also work with students at Key Stage 2 and Key Stage 3.

opportunities through termly events for Progression Managers and the annual ukadia conference.

iv. Maintaining our collaborative activity with other HEIs. Examples are:

- Animating Art History, a project with the Courtauld Institute of Art exploring art history and moving image
- North East Weekend Draw and Summer School, a partnership with Cleveland College of Art and Design
- Openbook partnership consortium for adult learners based at Goldsmiths College, University of London and also involving London School of Economics and Queen Mary College, University of London

v. Maintaining our collaborative activity with our key cultural partners. Examples are:

- Tate Galleries (Britain and Modern)
  - In 2015, a photography and graphic design project with young people, working in collaboration with Meanwhile Space.
- National Maritime Museum
  - In 2015, a design and digital arts project with school/FE students from South East London
- Autograph ABP (Association of Black Photographers)
  - In 2015, a photography project with school/FE students exploring their own family stories, histories and cultural identities

vi. Maintaining and further developing our extended partnerships[4] including:

- The Newham Creative Hub
- Heston Community School, an Academy with which we are a supporting partner
- Heartlands High School, a Community School in Haringey
- The new primary Academy planned to open in 2015 as part of the Kings Cross development
- The Global Academy UTC planned to open in 2016, for which we are the University partner.

Our extended partnerships support the development and delivery of the curriculum and we aim in 2016/17 to work with at least 500 students in these schools and colleges. In some cases our extended partnerships also support school governance.

11. Student Ambassadors play a key role in the delivery of our Widening Participation Programmes. In particular, we involve students who

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[4] Our extended partnerships are with schools and FE colleges that fit the targeting criteria detailed in footnote 5. The Newham Creative Hub was developed under the DCMS/DIUS/BERR Creative Britain strategy. The other schools with which we have an extended partnership all have an art and design specialism. Our extended partnerships support the development and delivery of the curriculum and, in some cases, school governance.

themselves have progressed to the University following participation in our Widening Participation programmes.

12. We will continue to focus on fairness in admissions, including use of contextual data.

Student success measures

13. We estimate that we will invest £1.31m in 2016/17 on additional measures aimed at improving success for students from socio-economic classes 4-7 and for students from Black and minority ethnic groups.

14. We will build on the measures we have piloted which focus on improving retention and success for students from under-represented groups. This involves providing:

   i.   For academic staff - supported opportunities to focus on developing inclusive pedagogy and curriculum, with a particular focus on courses where there is a higher differential in retention and attainment between students from different backgrounds.

   ii. For undergraduate students who entered the University via widening participation programmes:

       a. Additional tutorial and buddying support
       b. One-to-one and group work support around employability and enterprise

15. Development of this work is informed by the institutional research we have undertaken in this area. We will continue, through our work with the Higher Education Academy and the National Arts Learning Network, to contribute to, and play a leadership role in, the development nationally and internationally of measures to improve retention, achievement and progression for students from under-represented groups.

Financial support for students - UAL Bursaries

16. We estimate that will invest £3.66m in a UAL Bursary scheme to support retention and achievement of home students on undergraduate courses in 2016/17. Our institutional data indicates that the bursary scheme that operates under our Access Agreements has a positive impact on retention. The data shows that home undergraduate students receiving bursaries are statistically more likely to be retained than students not receiving a bursary. Furthermore, our data shows that this is particularly the case for students from socio-economic classes 4-7 and for students from Black and minority ethnic backgrounds. Bursaries in the final year of study make an important contribution to student achievement in arts, design and communication, in helping to meet the costs of the final year project, show or exhibition. We will

continue to monitor the impact on retention and achievement of the financial support we offer.

17. UAL Bursaries of a minimum of £1,000[5] will be paid to home entrants to undergraduate courses in 2016/17 who are in receipt of full state funding support. This award will be for Year One of the course. Further awards of a minimum of £1,000[6] will be paid for each subsequent year of the course.

Targets and milestones

18. Our access targets for 2016/17 – 2019/20 are:

   i.   A 0.5 point increase each year in the percentage of new home undergraduate entrants from socio-economic classes 4-7, measured using UCAS data. The equivalent profile for 2014/15 is 35%.
   ii. A 0.5 point increase each year in the percentage of new home undergraduate entrants from Black and minority ethnic groups. The equivalent profile for 2014/15 is 30%.

19. Our retention[7] targets for 2016/17 – 2019/20 are:

   i.   A 1.0 point increase each year in the retention rate of home undergraduate students from socio-economic classes 4-7. The equivalent retention rate for students who started undergraduate courses in 2013/14 is 78%.
   ii. A 1.0 point increase each year in the retention rate of home undergraduate students from Black and minority ethnic groups. The equivalent retention rate for students who started undergraduate courses in 2013/14 is 74%.

Monitoring and evaluation

20. The development of our access and student success measures has been, and continues to be, informed by evaluation of what works and assessment of impact. Our approach to evaluation of our access and student success work, and monitoring of progress against our targets and milestones, involves:

   i.   Reporting and analysis of data on student recruitment, retention, attainment and progression, in particular, focusing on differentials in respect of social class, race and ethnicity, disability and gender. This is undertaken at University, College, School and course level.

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[5] A pro-rata payment will be paid to part-time students.
[6] A pro-rata payment will be paid to part-time students.
[7] The retention rate used by UAL is the proportion of undergraduate Year One students that enrol in Year Two. This is different from the definition of retention used by the Higher Education Statistics Agency.

ii. Structured feedback from participants on outreach programmes. We also get feedback from their schools and colleges. This feedback is primarily qualitative and shows a significant positive impact on participants' views of HE, including willingness to consider application to more selective institutions.

iii. Feedback from admissions tutors, which shows a significant positive impact of participation in our outreach programmes on the quality of applications made by participants, in particular, in respect of portfolios presented and performance at interview.

iv. Feedback from schools and colleges which advises that there is a positive impact of our Extended Partnerships work on student performance in arts and design subjects, including grades awarded for GCSE and Extended Diploma qualifications.

v. Tracking of participants in respect of progression to higher education. Our tracking data for participants old enough to apply to HE shows rates of progression ranging from 80% - 97%.

vi. Structured feedback from participants on student success and progression programmes. We also get feedback from their University tutors.

vii. Tracking of participants on student success and progression programmes, including post-graduation (with further support offered but not funded by Access Agreement funds).

viii. Commissioning of institutional research, involving literature review and quantitative and qualitative data.

ix. Support from our Advisory Group made up of students who have been previous participants on our widening participation programmes.

x. The embedding of the access, student success and progression agenda across the University's quality assurance and enhancement processes.

21. The University's Dean of Students and Director of Widening Participation is responsible for delivery of the Access Agreement. The Dean of Students and Director of Widening Participation reports on delivery of the Access Agreement to the University's Widening Participation Committee (a sub-committee of the University's Academic Board) and to the University's Court of Governors.

22. The University's Students' Union has been consulted about this Access Agreement. Students are also represented on the University's Widening Participation Committee and the Court of Governors.

Provision of information to prospective students

23. We will provide clear, accessible and timely information for applicants and students on the fees that we charge and the financial support that we offer, including through our website.

24. We will provide timely information to UCAS and the Student Loans Company as required.

Equality and diversity

25. The objectives in our Widening Participation Strategy are fully reflected in the University's Equality and Diversity Framework. The Equality and Diversity Framework includes an equality scheme in respect of socio-economic class, in addition to equality schemes covering each of the protected characteristics under the Equality Act 2010.

26. The University's published Public Sector Equality Duty objectives include our focus and targets in respect of participation and retention of home undergraduate students from Black and minority ethnic groups.

27. The University's Dean of Students and Director of Widening Participation leads on delivery of the Equality and Diversity Framework and Public Sector Equality Duty objectives. Progress is monitored by the University's Executive Board and the Court of Governors. The University's Equality and Diversity team are represented on the University's Widening Participation Committee.

Further Information

For further information on tuition fees and financial support for students contact:

University of the Arts London Student Advisers
020 7514 6250
student.advisers@arts.ac.uk
www.arts.ac.uk

Table 7 - Targets and milestones

Institution name: University of the Arts, London

Institution UKPRN: 10007162

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	
T16a_01	**Other statistic** - Socio-economic (please give details in the next column)	A 0.5 point increase each year in the percentage of new home undergraduate entrants from socio-economic classes 4-7, measured using UCAS data. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students).	No	2014-15	35%	35.5%	36%	36.5%	37%	37.5%	
T16a_02	**Other statistic** - Ethnicity (please give details in the next column)	A 0.5 point increase each year in the percentage of new home undergraduate entrants from Black and minority ethnic groups. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students).	No	2014-15	30%	30.5%	31%	31.5%	32%	32.5%	
T16a_03	**Other statistic** - Socio-economic (please give details in the next column)	A 1.0 point increase each year in the retention rate of home undergraduate students from socio-economic classes 4-7, measured using UCAS data. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students). For retention, we measure progress from Year 1 to Year 2 within the Institution.	No	2014-15	78%	79%	80%	81%	82%	83%	
T16a_04	**Other statistic** - Ethnicity (please give details in the next column)	A 1.0 point increase each year in the retention rate of home undergraduate students from Black and minority ethnic groups. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students). For retention, we measure progress from Year 1 to Year 2 within the Institution.	No	2014-15	74%	75%	76%	77%	78%	79%	

Notes

Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes-based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Table 7b - Other milestones and targets.

Reference Number	Please select target type from the 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)
						2015-16	2016-17	2017-18	2018-19	2019-20	

Optional commentary on milestones.
This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.