

Access Agreement - 2017/18

July 2016

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 2017/18

2. We will charge tuition fees of £9,250 for the academic year 2017/18 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 2017/18

3. The full-time equivalent tuition fee for the academic year 2017/18 for new Home/EU part-time entrants to our undergraduate courses is £9,250. We will not charge a part-time Home/EU student more than £6,935 in 2017/18. The tuition fee for subsequent years of the course may increase to the maximum permitted.

Tuition fees for a Sandwich placement year in 2017/18

4. We will charge tuition fees of £1,850 for Home/EU full-time undergraduate students undertaking a Sandwich placement year in 2017/18.

Tuition fees for Erasmus+ year abroad in 2017/18

5. We will charge tuition fees of £1,385 for Home/EU undergraduate students undertaking an Erasmus+ study/placement full year abroad in 2017/18.

Expenditure on access and student success measures

6. 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.
7. UCAS data shows that of the University's home full-time undergraduate students 33% are from socio-economic classes 4-7. In respect of the Government's concern about under-representation of white working-class men, it is encouraging to note that white men from socio-economic classes 4-7 make up 33% of all white male home students at UAL, reflecting the wider social class profile for all home students.

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.

8. 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 2015/16 compared with a national figure for UK HEIs of 21%³ and of 14%⁴ for Creative Art and Design). However, although we are a national recruiter, we feel that our ethnic profile is at the minimum level for a London-based institution.
9. The most recently available data on retention from the Higher Education Statistics Agency (2013/2014) shows retention at UAL as being close to the UK sector average. Retention was 90.5% compared with a UK average of 92.8%.
10. The most recently available data on attainment for Creative Art and Design students from the Higher Education Statistics Agency (2013/2014) shows the attainment differential at UAL in respect of race and ethnicity as being at the UK sector average (+20% in favour of white students).
11. On the basis of our assessment of our access, retention, and attainment 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 2017/18 on measures to improve access and retention, including a bursary scheme to support retention.
12. Estimated total expenditure under our Access Agreements in 2017/18 is £7.715m.⁵

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

13. We estimate that we will invest in total, under our Access Agreements, £4.265m in outreach, success and progression measures (excluding financial support for students) in 2017/18.

Outreach measures

14. We estimate that we will invest £2.425m in outreach measures in 2017/18. 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 targeted⁶ schools, FE colleges and with cultural organisations, developing

³ HESA data 2014/15

⁴ HESA data 2014/15

⁵ This figure is based on a full-time fee level of £9250.

⁶ 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 and white boys from socio-economic classes 4-7. We will

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. We will also be guided by HEFCE's interactive maps which identify areas with lower than expected participation rates. In particular, we will scale up activity in Tower Hamlets and Barking and Dagenham, where the HEFCE data shows participation in HE is much lower than expected. In 2017/18 we aim to work with students from at least 89 schools and 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). This includes continuing to develop the NALN Progression Agreement model across the network, sharing good practice and providing professional development opportunities through termly events for Widening Participation practitioners.
- iv. Maintaining our collaborative activity with other HEIs. Examples are:
- Marking Out Time, a collaborative project with The Courtauld Institute of Art that combines art history, sound art and moving image.
 - 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:
- National Maritime Museum
 - In 2016, a fashion jewellery design project inspired by and working with the Plague, Fire and Revolution exhibition.
 - Autograph ABP (Association of Black Photographers)
 - In 2016, Album, a photography project exploring Identity through photography, with Autograph ABP (Association of Black Photographers), offering young people the opportunity to work with culturally diverse artists and curators in order to research and produce photographic works that explore race, youth and perceptions of heritage and identity.

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.

vi. Maintaining and further developing our extended partnerships⁷ including:

- The Newham Creative Hub
- Heston Community School, an Academy with which we are a supporting partner
- The Kings Cross Academy, a primary school opened in 2015 as part of the Kings Cross development, with which UAL is the educational partner.
- The Global Academy UTC opening in 2016, for which we are the University partner.

Our extended partnerships support the development and delivery of the curriculum and we aim in 2017/18 to work with at least 500 students in these schools and colleges. In some cases our extended partnerships also support school governance.

15. Student Ambassadors play a key role in the delivery of our Widening Participation Programmes. In particular, we involve students who themselves have progressed to the University following participation in our Widening Participation programmes.

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

Student success and progression measures

17. We estimate that we will invest £1.84m in 2017/18 on additional measures aimed at improving success for students from socio-economic classes 4-7 and for students from Black and minority ethnic groups.

18. We will build on the measures we have piloted which focus on improving retention, attainment and progression 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:
 - a. Additional tutorial and buddying support

⁷ 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.

- b. One-to-one and group work support around employability and enterprise
- c. Opportunities to be involved in group projects developing employability and enterprise skills, working with creative organisations. This includes the collaborative MITTN project delivered with other HEIs in the National Arts Learning Network.

19. 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, attainment and progression for students from under-represented groups.

Financial support for students - UAL Bursaries

20. We estimate that we will invest £3.25m in a UAL Bursary scheme to support retention and attainment of home students on undergraduate courses in 2017/18. 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 full bursaries are statistically more likely to be retained than students not receiving a bursary. 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.

21. UAL Bursaries of a minimum of £1,000⁸ will be paid to home entrants to undergraduate courses in 2017/18 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 £1,000⁹ will be paid for each subsequent year of the course.

22. We estimate that we will also invest £200k in a hardship scheme for students from low income¹⁰ backgrounds who experience financial difficulties.

Targets and milestones

23. Our access targets for 2016/17 – 2020/21 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%.

⁸ A pro-rata payment will be paid to part-time students.

⁹ A pro-rata payment will be paid to part-time students.

¹⁰ Low income is defined as household income of up to £42,875.

- 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%.

24. Our continuation¹¹ targets for 2016/17 – 2020/21 are:

- i. A 0.5 point increase each year in the continuation rate of home undergraduate students from socio-economic classes 4-7. The equivalent continuation rate for students who started undergraduate courses in 2014/15 is 87%.
- ii. A 0.5 point increase each year in the retention rate of home undergraduate students from Black and minority ethnic groups. The equivalent continuation rate for students who started undergraduate courses in 2014/15 is 86.5%.

25. Our progression target for 2016/17 – 2020/21 is:

- i. A 0.5 point increase each year in the percentage of home undergraduate students from socio-economic classes 4-7 progressing to graduate employment, measured using data from the Destination of Leavers of Higher Education Survey. The equivalent profile for 2014/15 is 45%.

26. Our long-term outreach targets for 2016/17 – 2020/21 are:

- i. An increase of 2 institutions per year in the total number of partner schools and FE colleges involved in our Outreach programme. The baseline figure for 2015/16 is 85 institutions.
- ii. A 1.0 point increase in the percentage of outreach programme participants who say that the outreach programme had a positive impact on their views of HE. The baseline figure for 2014/15 is 84%.

Monitoring and evaluation

27. 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.
- ii. Structured feedback from participants on outreach programmes. We also get feedback from their schools and colleges. This feedback is

¹¹ The continuation rate used is the proportion of UAL undergraduate Year One students that are enrolled at UAL in the following year. This is different from the definition of continuation used by the Higher Education Statistics Agency.

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. We have been building a community of academics whose expertise and research focus is equality, diversity and inclusion in arts and design Higher Education. UAL academics authored the Higher Education Academy's report *Retention and Attainment in the disciplines: Art and Design*, published in March 2016. The University's Retain-Achieve-Succeed (RAS) programme supports UAL academic's researching aspects of equality, diversity and inclusion. The first phase of RAS culminated in publication of the book *Towards an Inclusive Arts Education*, Trentham, IOE Press (2015)
- 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.

28. 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.

29. 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

30. 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.
31. We will provide timely information to UCAS and the Student Loans Company as required.

Equality and diversity

32. 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.
33. The University's 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.
34. 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	Stage of the lifecycle (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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16a_01	Access	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%	36%	36.5%	37%	37.5%	38%	
T16a_02	Access	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%	31%	31.5%	32%	32.5%	33%	
T16a_03	Student success	Other statistic - Socio-economic (please give details in the next column)	A 0.5 point increase each year in the continuation 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). The continuation rate used is the proportion of UAL undergraduate Year One students that are enrolled at UAL in the following year.	No	2015-16	87%	87.5%	88%	88.5%	89%	89.5%	
T16a_04	Student success	Other statistic - Ethnicity (please give details in the next column)	A 0.5 point increase each year in the continuation 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). The continuation rate used is the proportion of UAL undergraduate Year One students that are enrolled at UAL in the following year.	No	2015-16	86.5%	87%	87.5%	88%	88.5%	89%	
T16a_05	Progression	Other statistic - Socio-economic (please give details in the next column)	A 0.5 point increase each year in the percentage of home undergraduate students from socio-economic classes 4-7 progressing to graduate employment, measured using data from the Destination of Leavers of Higher Education Survey. 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	45%	46%	46.5%	47%	47.5%	48%	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	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)
							2016-17	2017-18	2018-19	2019-20	2020-21	
T16b_01	Access	Outreach / WP activity (other - please give details in the next column)	An increase of 2 institutions per year in the total number of partner schools and FE colleges involved in our Outreach programme.	No	2015-16	85	87	89	91	93	95	
T16b_02	Access	Mission targets	A 1.0 point increase in the percentage of outreach programme participants who say that the outreach programme had a positive impact on their views of HE.	No	2014-15	84	86	87	88	89	90	