

ual:

**University of the Arts London
Access and Participation Plan 2019-20**

July 2018

Assessment of current performance

1. Our assessment is that relative to the higher education sector as a whole we have an “average” performance in respect of access, student success and progression for home undergraduate students from under-represented groups.

Socio-economic status

2. UCAS data shows that of the University’s home full-time undergraduate new students in 2017/18 34% are from socio-economic classes 4-7.
3. 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 32% of all white male home students at UAL, reflecting the wider social class profile for all home students.
4. The continuation differential at UAL in respect of socio-economic status is +6% in favour of students from socio-economic classes 1-3. The attainment differential is +5% in favour of students from socio-economic classes 1-3.
5. The most recent DLHE data shows 69% of UAL home graduates from socio-economic classes 4-7 are in Highly Skilled work or further study compared to 72% of home graduates from socio-economic classes 1-3.

Students of particular ethnicities

6. Our home full-time undergraduate student profile in respect of new entrants from Black and minority ethnic groups in 2017/18 is better than the average for UK HEIs (31% at UAL compared with a national figure for UK HEIs of 25.5%; 28% of Creative Art and Design JACS subject code students at UAL compared with a national figure of 16% for JACS subject code students)¹.
7. Our home full-time undergraduate student profile for new entrants in 2017/18 further breaks down as:

Arab students	1%
Asian students	8%
Black students	9%
Students of mixed heritage	10%
Students of other heritage	3%
8. The continuation differential at UAL for home undergraduate students in respect of race and ethnicity is +2% in favour of white students.

¹ Data from HEIDI+

9. The continuation differential further breaks down as:

For Black students: +5% in favour of white students

For students of mixed heritage: +3% in favour of white students

For students of Arab, Asian and other heritage continuation rates are higher than for white students: Arab +4%; Asian +2%; other +3%.

10. The attainment differential at UAL for home undergraduate students in respect of race and ethnicity is close to the Creative Art and Design sector average (+20% sector average; +21.5% at UAL; in favour of white students).

11. The attainment differential further breaks down as:

For Asian students: +26% in favour of white students

For Black students: +28% in favour of white students

For students of mixed heritage: +12% in favour of white students

For students of other heritage: +23% in favour of white students

For students of Arab heritage attainment rates are not available as this ethnicity category was only recently introduced.

12. The most recent DLHE data shows 69% of Black and minority ethnic UAL home graduates in Highly Skilled work or further study compared to 72% of white home graduates.

Mature students

13. Our home full-time undergraduate student profile in respect of mature entrants in 2017/18 is lower than the average for UK HEIs but higher than the average for Creative Art and Design students (19.5% at UAL compared with a national figure for UK HEIs of 27%; 20.5% of Creative Art and Design JACS subject code students at UAL compared with a national figure of 19% for JACS subject code students).²

14. There is no continuation differential for home undergraduate students at UAL in respect of age.

15. The attainment differential at UAL for home undergraduate students in respect of age is +4% in favour of mature students.

16. The most recent DLHE data shows 73% of UAL home mature graduates in Highly Skilled work or further study compared to 70% of home younger graduates.

² Data from HEIDI+

Disabled students

17. Disabled students are significantly over-represented among our home full-time undergraduate population compared to the UK HE sector (21.5% at UAL in 2017/18 compared with a national figure for UK HEIs of 14%; 24.5% of Creative Art and Design JACS subject code students at UAL compared with a national figure of 20.5% for all JACS subject code students)³.
18. There is no continuation differential at UAL in respect of home undergraduate students with specific learning difficulties compared with students with no declared disability. There is a differential in respect of other disabled students: +6% in favour of students with no declared disability.
19. Disabled home undergraduate students at UAL have higher rates of attainment than students with no declared disability: +1% for students with specific learning difficulties and +2% for other disabled students.
20. The most recent DLHE data shows 72% of UAL home graduates with specific learning disabilities and 63% of other home disabled graduates in Highly Skilled work or further study compared to 73% of home graduates with no declared disability.

Care Leavers

21. Our data shows that of the University's home full-time undergraduate new students in 2016/17 7% were Care Leavers.
22. The continuation differential at UAL is +2% in favour of students who are Care Leavers. The attainment differential is +17% in favour of students who are Care Leavers.
23. The most recent DLHE data shows 78% of UAL home graduates who are Care Leavers are in Highly Skilled work or further study compared to 70% who are not Care Leavers.

³ Data from HEIDI+

Ambition and strategy

24. The University's Access and Participation Plan 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”⁴

25. In this section of the Plan we detail our ambitions in respect of access, success and progression to the end of our current Strategy in 2022.

Access

26. In light of our current performance and previous Access Agreement commitments, our access goals are that by 2021/2022:

- i. The percentage of new home undergraduate entrants from socio-economic classes 4-7, measured using UCAS data, will be 38.5%.
- ii. The percentage of new home undergraduate entrants from Black and minority ethnic groups will be 33.5%.
- iii. The percentage of home undergraduate students who declare as disabled will be maintained at least at the 2017/18 level of 21.5%.

27. We aim to achieve these goals by continuing to focus on approaches which our monitoring and evaluation have highlighted as having a positive impact. These are:

Long term partnerships

- i. Maintaining and further developing our long-term partnership working with targeted⁵ 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. We will continue to be guided by the interactive maps developed by HEFCE, which identify areas with lower than expected participation rates. In particular, we will further scale up activity in Tower Hamlets and Barking and Dagenham, where the HEFCE data shows participation in HE is much lower than expected.

⁴ University of the Arts London Strategy 2015 – 2022, Strategic Area: Transformative Education

⁵ 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 continue to prioritise working with students whose parents do not hold a higher education qualification.

Promoting progression to higher education for care leavers

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

Collaborative activity

- iii. Maintaining our leadership of collaborative working through the United Kingdom Arts and Design Institutions Association (UKADIA) [incorporating the National Arts Learning Network (NALN)], in particular working with the UKADIA institutions to offer a national staff development programme for art and design teachers in partner schools.
- iv. Maintaining and further developing our collaborative activity with other HEIs, including our work with Linking London's NCOP and with the Open Book 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 and further developing our collaborative activity with our key cultural partners, for example Autograph ABP (Association of Black Photographers) and The Institute of Contemporary Arts (ICA).

Raising attainment in pre-University qualifications

- vi. Maintaining and further developing our work to raise attainment for young people from groups under-represented in HE, in particular students from low-income and Black and minority ethnic backgrounds and white boys from socio-economic classes 4-7. This involves:
 - Delivery of the UAL Awarding Body Level 2 Drawing Award to Year 10 students at Saturday Schools in Newham, Southwark and Camden, as part of the National Saturday Club, overseen by the Saturday Club Trust. The qualification is the equivalent of half a GCSE. The programme is evaluated through structured interviews with participants and teachers at partner schools. As a formal qualification the programme is also subject to external moderation by Awarding Body examiners. We have very high attainment rates and feedback from our partner schools is that there is a positive impact on confidence, self-esteem, attitudes to learning and subsequent attainment at GCSE. The programme began in 2009 in Newham and, as a result of its success was rolled out to the two other sites. In 2017 we also introduced the National Fashion and Business Saturday Club at UAL, working with young people from schools in Hackney, Newham, and Tower Hamlets.
 - Work as the University partner for the Global Academy UTC. The UTC opened in 2016 and is for 14 – 19 year olds. The University has played a key role in developing a rigorous and challenging curriculum, to arm students with the proper technical, business and creative skills they need to work in the broadcast and digital media

industry. We also deliver workshops to Global Academy students at London College of Communication. Our work with the UTC is evaluated through structured interviews with student participants and teachers. The University's Vice Chancellor and the Head of College and Pro Vice-Chancellor, London College of Communication, are key members of the governance framework for the UTC.

- Work as the educational partner for The Kings Cross Academy, a primary school opened in 2015 as part of the Kings Cross development. The Academy currently has Nursery, Reception and Year 1 and Year 2 children. Over time, our partnership with the Academy will allow us to develop our approaches to working with and supporting primary age children. A Dean of Central Saint Martins is a governor of the Academy.

We are also exploring developing and sponsoring a school to serve areas of London with higher numbers of young people from groups under-represented in creative arts HE. We are working closely with Plymouth College of Art who opened their successful Plymouth School of Creative Arts in 2013.

We will share our experiences of work to raise attainment through Linking London's NCOP and the United Kingdom Arts and Design Institutions Association (UKADIA).

Our work to raise attainment for young people from groups under-represented in HE contributes significantly to our wider agenda of supporting improvement in the delivery of arts education across all school key stages.

28. Student Ambassadors play a key role in the delivery of our Outreach programmes. In particular, we involve students who themselves have progressed to the University following participation in our programmes.
29. We will continue to focus on fairness in admissions, including use of contextual data.
30. Our Disability Service will continue to be pro-active in liaising with students who indicate that they are disabled in their application form, ensuring access arrangements are in place, detailed in an Individual Support Agreement.

Monitoring and evaluation of the Plan - Access

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

- i. Reporting and analysis of data on student recruitment, 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 gather 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 pre-university attainment raising activity on student performance in arts and design subjects, including grades awarded for GCSE and 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. Support from our Advisory Group made up of students who have been previous participants on our Outreach programmes.
- vii. The embedding of the access, student success and progression agenda across the University's quality assurance and enhancement processes.

Success

32. In light of our current performance and previous Access Agreement commitments, our success goals are that by 2021/2022:

- i. The continuation rate of home undergraduate students from socio-economic classes 4-7 will be 90%.
- ii. The continuation rate of home undergraduate students from Black and minority ethnic groups will be 89.5%.
- iii. The percentage of home undergraduate students from Black and minority ethnic groups achieving a 1st or 2:1 degree classification will be 66%.

33. We aim to achieve these goals by:

- i. Building on UAL's new Academic Enhancement Model (AEM) which focuses on improving continuation and attainment for students from under-represented groups.
- ii. Further enhancing our student support services, aiming to ensure successful transition into the university, developing student resilience, and meeting student needs when they experience challenges.
- iii. Continuing to provide financial support for students from the lowest income situations.

Academic Enhancement Model (AEM)

34. AEM is UAL's systematic approach to enhancement led by the University's Deputy Vice Chancellor Academic. The University sets challenging thresholds for continuation and attainment and if courses fall below these thresholds they are identified as being part of the AEM. These thresholds include differentials in respect of socio-economic status and race and ethnicity. In 2017/18 40% of undergraduate courses are part of the AEM.
35. Interactive data dashboards allow course teams to access high quality data in relation to continuation and attainment differentials. In each college an AEM lead (Senior Lecturer) works with course teams to reflect on and establish action plans that respond to low data. The AEM leads are supported by resources, materials, staff development and expertise offered as part of the UAL Attainment Differentials Programme⁶. The Attainment Differentials Action Group, chaired by the Deputy Vice Chancellor Academic oversees this work. This work is a central plank of the recently approved UAL Academic Strategy 2018-2020.
36. Responding to sector and UAL institutional research (Mac Duff et al 2018, Sabri 2015, 2016, 2017, HEFCE 2015, Steveton and Cureton 2016) the UAL Attainment Differentials programme focuses activity in four key areas:
- Curriculum
 - Assessment
 - Teacher and leader development and support
 - Identity/psycho/social/cultural experiences
37. The Attainment Differentials Programme prioritises courses that are part of AEM but works across all undergraduate courses in the University.

Student Support Services - pre-enrolment

38. Following a review in 2017/18 of the current pre-enrolment support for students progressing from our Outreach programmes, we are extending our Academic Support 'bridging' offer to all students from widening participation backgrounds. Students' sense of belonging to UAL both socially and academically will be strengthened through increasing opportunities to interact with the university environments and their destination course, post firm acceptance of a place.
39. We will provide clear, accessible and timely information for prospective students on the fees that we charge and the financial support available, including through our website and through one to one information, advice and guidance.

⁶ The Programme seeks to tackle differentials in continuation and attainment.

Student Support Services - on-course

40. We will ensure a joined-up approach between specialist support services, and between support services and course teams, focused on developing student resilience and early intervention when there is cause for concern.

Interventions include:

- i. Workshops and on-line resources.
- ii. Additional one to one tutorial and mentoring support.
- iii. Individual Support Agreements for disabled students, including those whose disability status was not declared pre-enrolment.
- iv. Counselling and mental health support.
- v. Information, advice and guidance on dealing with challenges around money, housing and other practical issues.

41. We have a whole University approach to Student Support, with all colleagues seeking to ensure an inclusive and positive student experience in every aspects of student life.

UAL Hardship Bursaries

42. Our institutional data indicates that the bursary scheme that operates under our Access Agreements has a positive impact on continuation. The data shows that our home undergraduate students receiving hardship bursaries, as a result of being from the lowest income situations, continue at the same rate as students from higher income backgrounds. Bursaries make an important contribution to student continuation and achievement, mitigating against the high costs of studying in London, and of materials and equipment in arts, design and communication education.

Monitoring and evaluation of the Plan - Success

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

- i. Reporting and analysis of data on continuation and attainment, 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 and directs attention to areas of need (interfacing with the Academic Enhancement Model).
- ii. Tracking and evaluation of participant experience on student success programmes.
- iii. Monitoring of take up of student support services and analysis of continuation and attainment for students supported.
- iv. Commissioning of high quality institutional research.
- v. Monitoring the impact on continuation and achievement of the financial support we offer.

- vi. The embedding of the access, student success and progression agenda across the University's AEM and quality assurance and enhancement processes.
- vii. The implementation of our University Student Survey that contains a specially commissioned diversity question so that we have high quality feedback from students about their experience of Equality, Diversity and Inclusion throughout their time at UAL (Q: *"My course has provided me with opportunities to develop understanding and appreciation of diversity and difference".*)
- viii. Dr Gurnam Singh (UAL Diversity Visiting Fellow) acts as an advisor to the attainment differential programme.

Progression

44. In light of our current performance and previous Access Agreement commitments, our Progression goals are that by 2021/2022:

- i. The percentage of home undergraduate students from socio-economic classes 4-7 progressing to Highly Skilled employment or further study will be 71%.
- ii. The percentage of home undergraduate students from Black and minority ethnic groups progressing to Highly Skilled employment or further study will be 71%.

45. We aim to achieve these goals by delivery of the UAL Creative Attributes Framework.

Creative Attributes Framework (CAF)

46. The CAF sets out the attributes UAL students need to secure employment and/or enterprise opportunities upon graduation. This mainstream approach, accompanied by targeted support, benefits all students. However, it is particularly important for students from widening participation backgrounds, who may not have access to informal creative industry employment networks. In particular the CAF emphasises the importance of developing self-efficacy, resilience and social capital in the form of professional networks.

Within Curriculum CAF

- i. The CAF is introduced at validation and revalidation events to ensure that employability and enterprise is embedded in the curriculum.
- ii. Student Employability Practitioners deliver CAF workshops for staff and students. This work is increasingly targeted to courses which have identified challenges regarding the progression of SEC 4-7 and Black and minority ethnic students into the creative industries.
- iii. Institutional research provides evidence that students' engagement with industry enhances their attainment. This is particularly strong for students from black and minority ethnic groups and students from SEC

4-7 (Sabri, 2018). We will enhance take-up of the University's Diploma in Professional Studies (DPS), a one-year sandwich placement for undergraduate students, and of other placement experiences.

Extra Curricular CAF

- iv. UAL has a strong employability focused mentoring offer which links current students with mentors from the creative industries. The programme has a specific focus on students from widening participation backgrounds. We have successfully encouraged participation of industry mentors from underrepresented groups by offering a mentor bursary for those for whom the cost implication would be a barrier to participating. This work will also link with the University's newly formed Alumni of Colour Association, to increase participation from minority ethnic groups.
- v. The University's internal temp agency Artstemps provides paid work experience opportunities to students within the University. A significant majority of Artstemps are students from widening participation backgrounds.
- vi. Our Graduate Internship programme offers internships within the University for students from widening participation backgrounds.
- vii. We ringfence 50% of places for students from widening participation backgrounds, on our 'How to Freelance' series, aimed at students interested in starting out as a creative freelancer.
- xii. We advertise a wide range of creative work opportunities through an on-line jobs board called Creative Opportunities. In line with our commitment to equality, diversity and inclusion we do not advertise unpaid internships.
- xiii. Our Industry Series involves partnering with key industry leaders, to provide insight into different creative sectors. In 2017/18 we worked with organisations such as: Proptar (youth led social enterprise that support young people from diverse backgrounds), GUAP (co creation agency) and Blacticulate (platform for young Black professionals). We will build on and expand this programme of activity, building partnerships with both established and emerging creative organisations.
- iv. Our International partnerships include a collaboration with the Shawn Carter Foundation (USA), now in its fifth year, and work with the International Curators Forum, which in 2017/18 included students from widening participation backgrounds undertaking an invigilation assignment at the Diaspora Pavilion in the Venice Biennale.

Monitoring and evaluation of the Plan - Progression

47. The development of our progression strategy has been and continues to be informed by evaluation of what works and assessment of impact. We take a whole institutional approach to evaluation, which tracks the student throughout the whole student cycle. Our approach to the evaluation of our progression work, and monitoring of process against our targets and milestones involves:

- i. Identifying students' employability needs at entry through the UAL Careers Support Survey, providing career readiness data that help us direct interventions in an effective way to student groups in most need.
- ii. This work is supported by our three year HEFCE Catalyst funded Learning Gain project which is developing a measure of learning gain. These data will be used to identify patterns of learning gain within different student groups and design tailored interventions.
- iii. Monitoring participation in careers and employability activities in order to gain an insight into applications for events and differentials in attendance for students from widening participation backgrounds.
- iv. Reporting and analysis of DLHE data, focusing on differentials in respect of social class, race and ethnicity, disability and gender. This is undertaken at University, College, School and course level.
- v. Data on participation in the Diploma in Professional Studies sandwich year to gain understanding of patterns of take up and completion.
- vi. Coordinating with the Attainment Differential Programme so that our approaches to improving success and progression are joined up.

Monitoring the delivery of the plan

48. The University's Deputy Vice Chancellor (Academic) is responsible for delivery of the Access and Participation Plan. Progress on the plan will be reported to the University's Learning, Teaching and Attainment Committee and Widening Participation Committee (both sub-committees of the University's Academic Board) and to the University's Court of Governors.

Student engagement

49. The University's Students' Union has been consulted about this Plan. Students are also represented on the Learning, Teaching and Attainment Committee, the Widening Participation Committee and the Court of Governors. The Students' Union has Liberation Officers representing Black students, Women, LGBTQ+ students, Disabled students and Mature students. The Officers work with a range of student societies for students from different backgrounds.

Equality and diversity

50. Our access, success and progression objectives are fully reflected in the University's Equal Opportunities Policy.

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

52. The University is currently preparing applications for the following equality marques:

- i. Race Equality Charter
- ii. Disability Confident
- iii. Stonewall Workplace Equality Index

53. Progress on delivery of the Equal Opportunities Policy and Public Sector Equality Duty objectives is monitored by the University's Executive Board and the Court of Governors.

Access, student success and progression measures

Access measures

54. To achieve our Access objectives we will undertake the following activities in 2019/20:

Long term partnerships

- i. Work with students from at least 93 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)
 - Year 12/13 progression programmes (at least 500 students)
 - Portfolio advice workshops (at least 500 students)

Collaborative activity

- ii. Continue our leadership of collaborative working through the United Kingdom Arts and Design Institutions Association (UKADIA), in particular working with the UKADIA institutions to offer a national staff development programme for art and design teachers in partner schools. This collaborative activity also includes continuing to share good practice and providing professional development opportunities through termly events for Widening Participation practitioners.
- iii. Further develop our involvement in the Open Book partnership consortium for adult learners. In 2019/20 we will work with at least 60 students as part of this partnership.
- iv. Maintain our work with Linking London's NCOP to ensure complementarity between our Outreach work and the NCOP.
- v. Maintain our collaborative activity with our key cultural partners.

Raising attainment in pre-University qualifications

- vi. Deliver the UAL Awarding Body Level 2 Drawing Award to 180 Year 10 students at four Saturday Schools, as part of the National Saturday Club, overseen by the Saturday Club Trust.
- vii. Work with at least 420 students as the University partner for the Global Academy UTC.
- viii. Work as the educational partner for The Kings Cross Academy.

Success measures

55. To achieve our success objectives we will undertake the following activities in 2019/20:

Assessment

- i. Significant differential continuation and attainment rates in respect of socio-economic status and race and ethnicity will continue to be key metrics that identify a course as being part of AEM. Courses that are identified as part of AEM in 2019/2020 will take part in 'Formative Assessment Rethink'. This staff facing intervention (consisting of briefings, staff development and on line resources) responds directly to institutional research (Sabri 2017) that identifies formative assessment as a positive site for continuation and attainment intervention.
- ii. Students on courses that are in AEM will be offered an evidence informed 'Making the Grade' workshop that supports their learning and attainment.
- iii. We will implement new assessment regulations with a particular focus on our assessment criteria to ensure that our approaches to assessment support closing of differentials in continuation and attainment rates in respect of socio-economic status and race and ethnicity.

Teacher and Leader development

- iv. Our Thinking Teaching workshop, a 2 day inclusion and diversity focused introduction to teaching for associate staff will be scaled up to be offered to all new Associate Lecturers.
- v. All Academic Programme areas will have a team member involved in the UAL Attainment Network. The network will share best practice and develop capacity in relation to equality, diversity and attainment.
- vi. We will increase to 60 the number of places on our PG Cert Academic Practice Inclusive Learning and Teaching in Higher Education 20 credit unit, including delivery as a stand alone unit. The recruitment to this unit will be carefully managed to ensure there is take up across the University.

Identity/psycho/social/cultural experiences

- vii. Building on the positive evaluation of impact of our Catalyst HEFCE funded Changing Mindsets work⁷ we will offer Growth Mindsets workshops for students as part of the induction to courses that are in AEM. These workshops focus on implicit bias, stereotype threat and growth mindsets. Evaluation from students who have already participated in this work is very positive.
- viii. UAL research points to the positive impact of micro affirmation in teaching (Sabri 2017). We will offer workshops for staff to develop expertise in this area. AEM leads will ensure these workshops are appropriately targeted to courses that will benefit from this intervention.

Curriculum

- ix. All course teams preparing for revalidation will be offered support from the University's Teaching and Learning Exchange and Attainment team to ensure that they adopt approaches to curriculum that support inclusion.
- x. Our partnership with students and the Students' Union in relation to addressing our attainment differentials is strongest in the area of race and ethnicity and decolonising the curriculum. In 2019/20 we will undertake a minimum of 10 creative student/staff projects across UAL to support decolonising curriculum and improving attainment work.

Student Support Services

- xi. We will deliver a joined-up approach between specialist support services, and between support services and course teams, focused on developing student resilience and early intervention when there is cause for concern. Our experience is that working in this way has a significant positive impact on continuation and attainment for working class, disabled and Black and minority ethnic students.

UAL Hardship Bursaries

- xiii. UAL Bursaries of a minimum of £1,000⁸ will be paid to home entrants to undergraduate courses in 2019/20 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.
- xiv. We will also continue to deliver a hardship scheme for students from low income backgrounds who experience financial difficulties.

⁷ Changing Mindsets is a HEFCE funded project focused on closing the attainment gap of Black and minority ethnic and socio-economically disadvantaged students.

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

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

Progression measures

56. To achieve our progression objectives we will undertake the following activities in 2019/20:

Within Curriculum

- i. The Creative Attributes Framework (CAF) will be introduced to all first year students as part of induction.
- ii. CAF staff development workshops will be delivered to new staff to explain how to integrate CAF in to the curriculum.
- iii. Student Employability Practitioners will offer careers and employability support to students and staff on courses identified as being part of AEM.

Extra curricular

- iv. Increase the peer mentoring group (KNKTU) to 20 core members and support the group to curate monthly industry related events, enhancing wider student participation to 160 attendees per year.
- v. Increase the number of Professional Mentoring mentees to 70.
- vi. Work with the Alumni of Colour Association to increase mentor engagement.
- vii. Work with ArtsTemps to develop the wrap-around model to support students from widening participation backgrounds. This includes one to one CV support and end of assignment review sessions.
- viii. Run the Freelancer Bootcamp, ringfencing 50% of places for students from WP backgrounds. In 2017/18 there were between 75 to 130 attendees for each session.
- ix. Run monthly industry related events, increasing our partnership relationship with new organisations.
- x. Offer new placement opportunities with external creative organisations, specifically for students from widening participation backgrounds.
- xi. Develop international opportunities for students from widening participation backgrounds, to include increased numbers in the Shawn Carter Foundation partnership project, a cultural leaders programme, international internships, and opportunities around an artists' commission for the 2019 Venice Biennale.

Investment

57. On the basis of our assessment of our performance in respect of access, student success and progression for students from under-represented groups and in line with the guidance from OfS, we commit to spend 25% of the additional tuition fee income from each home/EU undergraduate student in 2019/20 on measures to improve our performance.

58. Estimated total expenditure under our Access and Participation Plan in 2019/20 is £7.485m.¹⁰
59. We estimate that we will invest £2.51m in access measures in 2019/20. This is 8.4% of the additional tuition fee income from each home/EU undergraduate student.
60. We estimate that we will invest £1.515m in student success measures in 2019/20. This is 5.1% of the additional tuition fee income from each home/EU undergraduate student.
61. We estimate that we will invest £3.1m in the UAL Bursary scheme and £150k in the University Hardship Fund to support student success for home students on undergraduate courses in 2019/20. This is 10.9% of the additional tuition fee income from each home/EU undergraduate student.
62. We estimate that we will invest £210k in progression measures in 2019/20. This is 0.7% of the additional tuition fee income from each home/EU undergraduate student.

Provision of information to students

63. We will provide clear, accessible and timely information for prospective and current students on the fees that we charge and the financial support that we offer, including through our website. We will also publish this plan on our website.

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

¹⁰ This figure is based on a maximum full-time fee level of £9250.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

Tuition fees for 2019-20 entrants may increase in future years in line with an inflationary amount determined by the Government.

Full-time course type:	Additional information:	Course fee:
First degree	Students who started course 2017-18 or later	£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other	Integrated Masters (started 2017-18 or later)	£9,250
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

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	Socio-economic	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). We will also explore use of Low Participation Neighbourhood, ACORN and Free School Meals data in reviewing the demographic profile of our new home undergraduate entrants.	No	2014-15	35%	37%	37.5%	38%	38.5%		
T16a_02	Access	Ethnicity	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%	32%	32.5%	33%	33.5%		
T16a_03	Student success	Socio-economic	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. We will also explore use of Low Participation Neighbourhood, ACORN and Free School Meals data in reviewing the demographic profile of continuing home undergraduate students.	No	2015-16	87%	88.5%	89%	89.5%	90%		
T16a_04	Student success	Ethnicity	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%	88%	88.5%	89%	89.5%		

T16a_05	Progression	Socio-economic	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 Highly skilled employment or further study, 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	2017-18	69%	69.5%	70%	70.5%	71%		
T16a_06	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	A 2.0 point increase each year in the percentage of home undergraduate students from Black and minority ethnic groups achieving a 1st or 2:1 degree classification. 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	2015-16	54%	60%	62%	64%	66%		
T16a_07	Access	Disabled	Other statistic - Disabled (please give details in the next column)	The percentage of home undergraduate students who declare as disabled will be maintained at least at the 2017/18 level of 21.5%.	No	2017-18	21.5%	21.5%	21.5%	21.5%	21.5%		
T16a_08	Progression	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	A 0.5 point increase each year in the percentage of home undergraduate students from black and minority ethnic groups progressing to Highly Skilled employment, or further study, 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	2017-18	69%	69.5%	70%	70.5%	71%		

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Other (please give details in Description column)	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	91	93	95	97		
T16b_02	Access	Other (please give details in Description column)	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	88	89	90	91		
T16b_03	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	An increase of 25 students per year in the total number of students involved in attainment raising activity.	No	2016-17	500	575	600	625	650		
T16b_04	Access	Mature	Outreach / WP activity (other - please give details in the next column)	An increase of 10 students per year in the number of students involved in our collaborative activity as part of the Openbook partnership consortium for adult learners.	Yes	2016-17	30	50	60	70	80		