



## 2019-20 access and participation plan monitoring

### Provider impact report

This impact report summarises the progress made by University of the Arts, London against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

#### 1. Ambition and strategy

University of the Arts, London's ambition and strategy as detailed in the 2019-20 access and participation plan:

The University's Access and Participation Plan 2019/20 reflected 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".

In the plan we detailed our ambitions in respect of access, success and progression.

Our access goals were to:

- Increase the percentage of new home undergraduate entrants who are from socio-economic classes 4-7
- Increase the percentage of new home undergraduate entrants who are people of colour
- At the very least maintain the percentage of new home undergraduate entrants that declare as disabled

We aimed to achieve our access goals through:

- Maintaining and further developing our long-term partnership working with targeted schools, FE colleges and with cultural organisations, developing the interest of young people and adults from underrepresented groups in arts, design and communication higher education and supporting them to progress successfully to higher education.
- Continuing to promote progression to higher education for care leavers.
- Collaborative activity with other HEIs, Linking London's NCOP and key cultural partners.
- Maintaining and further developing our work to raise attainment for young people from groups under-represented in HE
- Continuing to focus on fairness in admissions, including use of contextual data.
- Continuing 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.

Our success goals were to improve:

- The continuation rate of home undergraduate students from socioeconomic classes 4-7
- The continuation and attainment rates of home undergraduate students of colour

We aimed to achieve our success goals through:

- Building on the university's new Academic Enhancement Model (AEM) which focuses on improving continuation and attainment for students from under-represented groups.
- 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.
- Continuing to provide financial support for students from the lowest income situations.

Our progression goals were to improve:

- The percentage of home undergraduate students from socioeconomic classes 4-7 progressing to Highly Skilled employment or further study
- The percentage of home undergraduate students of colour progressing to Highly Skilled employment or further study

We aimed to achieve our progression goals through delivery of the UAL Creative Attributes Framework.

We confirmed in the plan that the development of our strategy had been, and would continue to be, informed by evaluation of what works and assessment of impact.

## 2. Self-assessment of targets

The tables that follow provide a self-assessment by University of the Arts, London of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of University of the Arts, London's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	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.	2014-15	35%	37%	37.5%	Percentage	2019-20	35.2	No progress
T16a_02 (Access)	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).	2014-15	30%	32%	32.5%	Percentage	2019-20	31.3	Limited progress

T16a_03 (Student success)	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.	2015-16	87%	88.5%	89%	Percentage	2019-20	89	Expected progress
T16a_04 (Student success)	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.	2015-16	86.5%	88%	88.5%	Percentage	2019-20	89	Expected progress
T16a_05 (Progression)	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).	2017-18	69%	69.5%	70%	Percentage	2017-18	69	Expected progress

T16a_06 (Student success)	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).	2015-16	54%	60%	62%	Percentage	2019-20	74	Expected progress
T16a_07 (Access)	The percentage of home undergraduate students who declare as disabled will be maintained at least at the 2017/18 level of 21.5%.	2017-18	21.5%	21.5%	21.5%	Percentage	2019-20	24.8	Expected progress
T16a_08 (Progression)	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).	2017-18	69%	69.5%	70%	Percentage	2017-18	69	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	An increase of 2 institutions per year in the total number of partner schools and FE colleges involved in our Outreach programme.	2015-16	85	91	93	N/A (see description / commentary)	2019-20	153	Expected progress
T16b_02 (Access)	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.	2014-15	84	88	89	Percentage	2019-20	89	Expected progress
T16b_03 (Access)	An increase of 25 students per year in the total number of students involved in attainment raising activity.	2016-17	500	575	600	Headcount	2019-20	632	Expected progress
T16b_04 (Access)	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.	2016-17	30	50	60	Headcount	2019-20	60	Expected progress

### 3. Investment commitments

#### 3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£2,510,000.00	£2,425,000.00	-3%
Financial Support	£3,250,000.00	£3,133,000.00	-4%

### 4. Action plan

Where progress was less than expected University of the Arts, London has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	For the recruitment round for students applying to join us in 2021/22 we have undertaken a full roll-out to all undergraduate courses of our enhanced approach to contextual admissions. We continue to deliver mandatory inclusive admissions training for staff involved in selecting students, including addressing unconscious bias. We are also further developing our long-term partnership working with targeted schools, FE colleges and cultural organisations. Development of our activities to meet our access targets will be informed by our emergent evaluation data.
T16a_02	For the recruitment round for students applying to join us in 2021/22 we have undertaken a full roll-out to all undergraduate courses of our enhanced approach to contextual admissions. Our data shows that students of colour are more likely to be included in the groups flagged by our contextual admissions approach. We continue to deliver mandatory inclusive admissions training for staff involved in selecting students, including addressing unconscious bias. We are also further developing our long-term partnership working with targeted schools and FE colleges that have higher numbers of students of colour. In addition, we are planning a positive action initiative in respect of students of colour attending open days for students applying to join us in 2022/23. Development of our activities to meet our access targets will be informed by our emergent evaluation data.

## 5. Confirmation

University of the Arts, London confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
University of the Arts, London has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	James Purnell
Position	President and Vice-Chancellor

## Annex A: Commentary on progress against targets

University of the Arts, London's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
Yes. We maintained and further developed our long-term partnership working with targeted schools and FE colleges with higher numbers of students from working class backgrounds, developing the interest of students in arts, design and communication higher education and supporting them to progress successfully to higher education. We continued to promote progression to higher education for care leavers, maintained our collaborative activity with Linking London's NCOP, UKADIA, and Open Book and maintained our work to raise attainment for young people from groups under-represented in HE.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In 2019/20 we piloted with selected courses an enhanced approach to contextual admissions, seeking to further improve fairness in our admissions process. In 2020/21 the percentage of new home undergraduate entrants from socio-economic classes (SEC) 4-7 has improved to 36.3%. From 2020/21 our APP targets were re-set as part of agreeing the APP 2020/21 - 2024/25 and in line with concerns about the accuracy of SEC data we have moved away from SEC-related targets in our APP to targets based on IMD and POLAR data.

<b>Target reference number: T16a_02</b>
How have you met the commitments in your plan related to this target?
Yes. We maintained and further developed our long-term partnership working with targeted schools and FE colleges that have higher numbers of students of colour, developing the interest of students in arts, design and communication higher education and supporting them to progress successfully to higher education.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
In 2019/20 we piloted with selected courses an enhanced approach to contextual admissions, seeking to further improve fairness in our admissions process. In 2020/21 the percentage of new home undergraduate entrants of colour has improved to 31.8%. (Note, from 2020/21 our APP targets were re-set and a new baseline established using the OfS dataset, as part of agreeing the five-year APP. For 2020/21 the OfS dataset shows that the percentage of new home undergraduate entrants of colour has improved to 30.9%. This is ahead of our target for 2020/21 of 30.5%.)

## Annex B: Optional commentary on targets

University of the Arts, London's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Our targets and milestones for the APP 2019/20 were based on data produced internally. This is calculated differently than the OfS dataset. We have, therefore, used internal data in completing our monitoring return for 2019/20. Targets and milestones for the APP 2020/21 - 2024/25 were developed using the OfS dataset and future progress will therefore be reported using the OfS data.
T16a_02	Our targets and milestones for the APP 2019/20 were based on data produced internally. This is calculated differently than the OfS dataset. We have, therefore, used internal data in completing our monitoring return for 2019/20. Targets and milestones for the APP 2020/21 - 2024/25 were developed using the OfS dataset and future progress will therefore be reported using the OfS data.
T16a_03	
T16a_04	
T16a_05	There has been no Destination of Leavers of Higher Education survey data since 2017/18 and we cannot, therefore, report further on this.
T16a_06	
T16a_07	
T16a_08	There has been no Destination of Leavers of Higher Education survey data since 2017/18 and we cannot, therefore, report further on this.
T16b_01	
T16b_02	
T16b_03	
T16b_04	