

ual:

**University of the Arts London
Access and Participation Plan**

2020/21 – 2024/25

September 2019

Introduction

In our Strategy 2015 – 2022, the university commits to:

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

Our Access and Participation Plan (APP) 2020/21 – 2024/25 reflects this commitment. The APP:

- Summarises our assessment of our performance, identifying equality gaps over a five year period, in access, success and progress outcomes, between different groups of UK domiciled undergraduate students.
- Identifies the gaps in outcomes that we aim to close and the timeline we are working to in closing those gaps. It also identifies where we will contribute to achieving the access and participation national key performance measures.
- Describes the theory of change by which we will achieve our inclusivity goals, detailing our interpretation of why we have the identified equality gaps and the strategic measures we will undertake to close the gaps.
- Explains how students are involved in the design, implementation and evaluation of the plan.
- Details our self-assessment of our current evaluation strategy and monitoring arrangements for access and participation, and the arrangements we will put in place for continuous improvement of our evaluation approach across the duration of the plan.

¹ UAL Strategy 2015-2022 <https://www.arts.ac.uk/about-ual/strategy-and-governance/strategy>

1. Assessment of performance

1. Our assessment of our performance is based on the access and participation dataset published by the Office for Students on 21 March 2019² (with the exception of data for care leavers which is taken from UAL's HESA returns for the period 2015/16 – 2017/18). The dataset covers UK domiciled students.
2. The data in this plan are for full-time undergraduate students. The indicators are for slightly different time periods:

	Year 1	Year 2	Year 3	Year 4	Year 5
Access	2013/14	2014/15	2015/16	2016/17	2017/18
Attainment					
Continuation	2012/13	2013/14	2014/15	2015/16	2016/17
Progression					

3. Our Access and Participation priorities, in light of our assessment of performance, are in the table below. Where these will contribute to national key performance measures (KPMs) this is indicated.

Target Group	Student Lifecycle Stage			
	Access	Continuation	Attainment	Progression
Students from IMD Quintiles 1-2	✓	✓	✓	✓
Students from POLAR4 Quintiles 1-2	✓ KPM1	✓ KPM3	✓	✓
Black, Asian and minority ethnic students	✓	✓	✓ KPM4	✓
Mature students	✓	✓	✓	
Disabled students		✓	✓ KPM5	✓
Care Leavers	✓	✓	✓	

4. Further information about our assessment of performance is in sections 1.1 – 1.6.

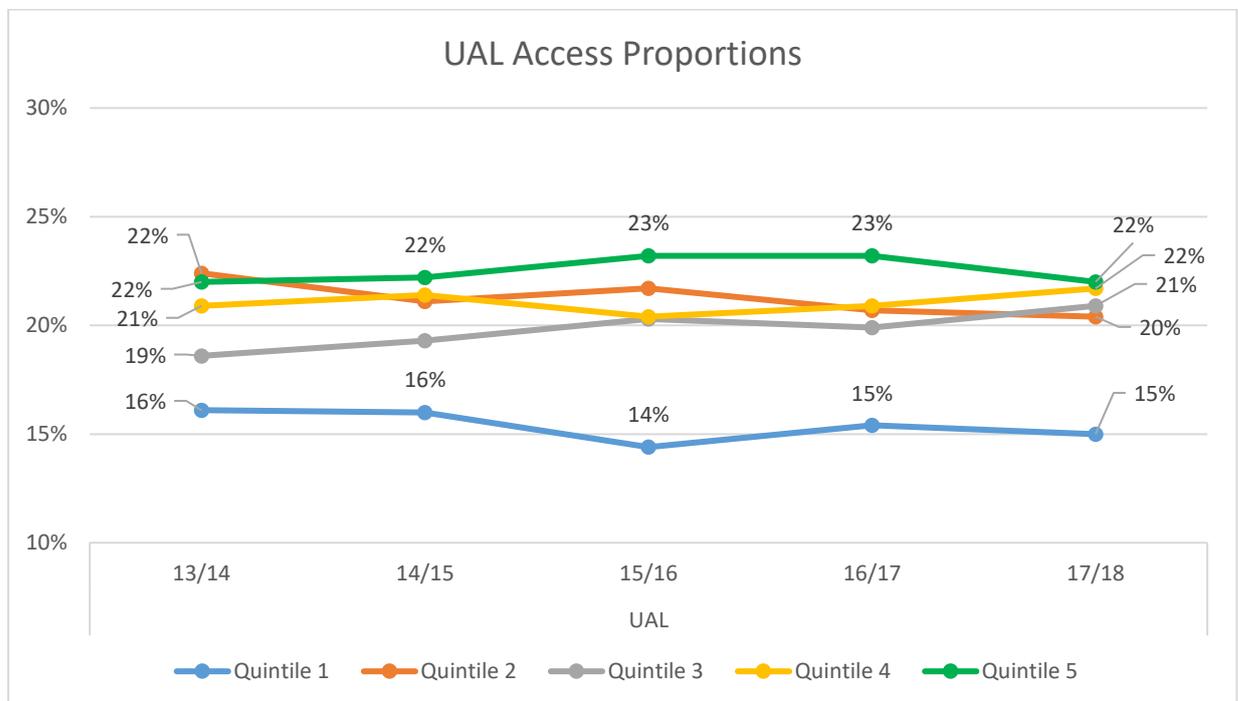
² The full dataset can be accessed at: <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/>

1.1 Higher education participation and socio-economic status

5. We have assessed our performance here using data on the profile of UAL students by:
 - i. Indices of Multiple Deprivation (IMD) quintiles, which are for English domiciled students only. Quintile 5 (Q5) is the most advantaged areas and Quintile 1 (Q1) is the least advantaged.
 - ii. Participation of Local Areas (POLAR) quintiles, which are for UK domiciled students age under 21 on entry to HE. Quintile 5 (Q5) is the areas with the highest rates of HE participation by young students and Quintile 1 has the lowest rates of HE participation by young students. Note, there are major challenges with this data for London, which has much higher levels of participation in HE than other parts of the UK. Approximately 45% of local areas in London are classified as Quintile 5 compared to just 1.3% classified as Quintile 1. In 2018/19 36% of home undergraduate entrants to UAL age under 21 were from London.

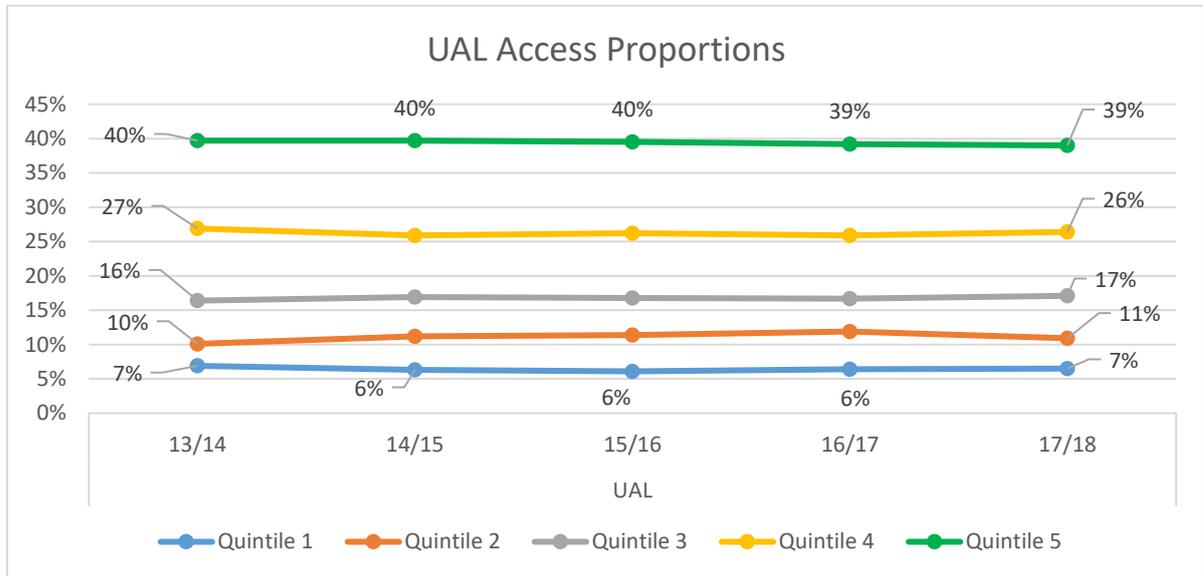
Access – IMD

6. The gap in participation between Q5 and Q1 has remained very similar over the five year period. In 2017/18 15% of entrants were from Q1 and 22% of entrants were from Q5. This is a ratio gap of 1:1.5. We have set a target of eliminating this gap by 2024/25 (see para 47.i.).



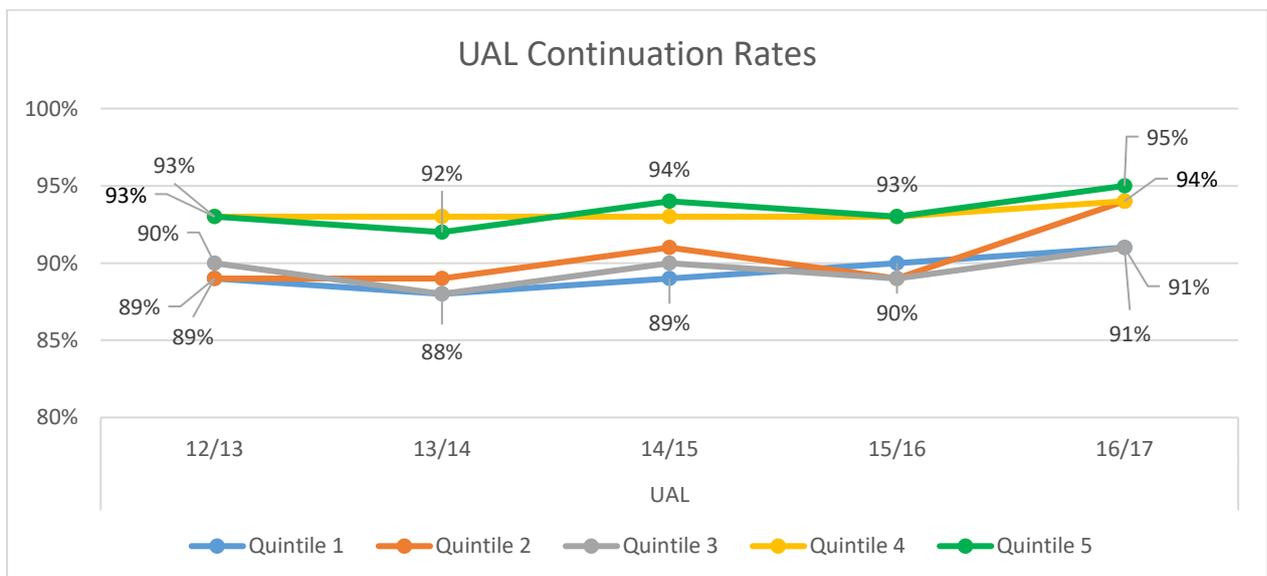
Access – POLAR

7. The gap in participation between the quintiles has remained very similar over the five year period. In 2017/18 18% of entrants were from Q1-2 and 82% of entrants were from Q3-5. This is a ratio gap of 1:4.6. We have set a target of reducing this gap to 1:3.2 by 2024/25 (see para 48.i.).



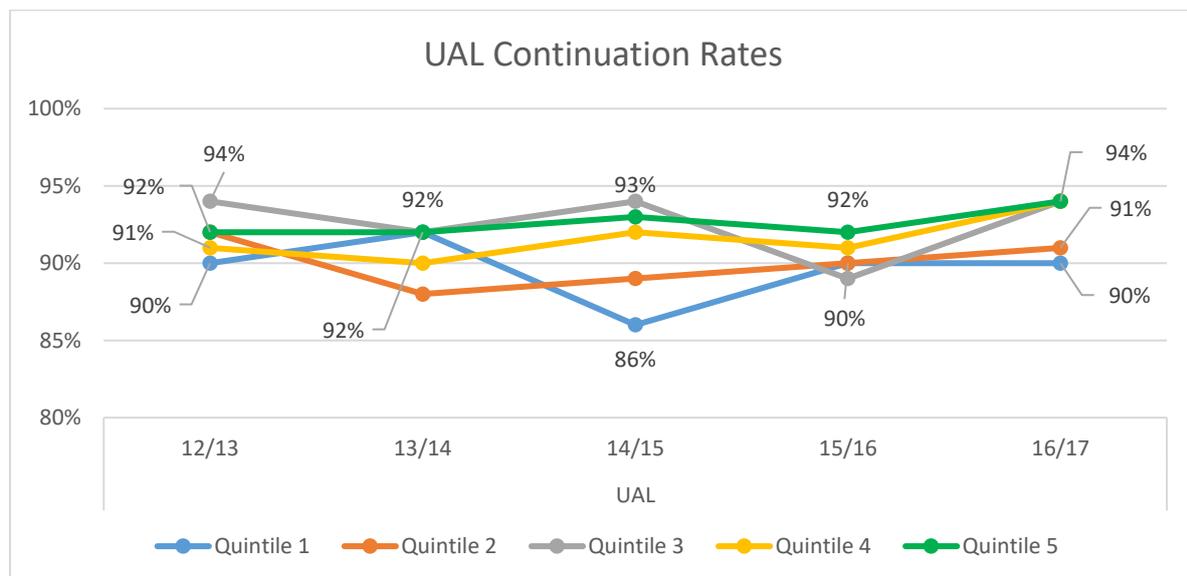
Success, Non-continuation – IMD

8. The gap in continuation rates between quintiles has remained very similar, with students from Q5 having a continuation rate of 95% and students from Q1 having a continuation rate of 91% in 2016/17. We have set a target of eliminating this gap by 2023/24 (see para 47.ii.).



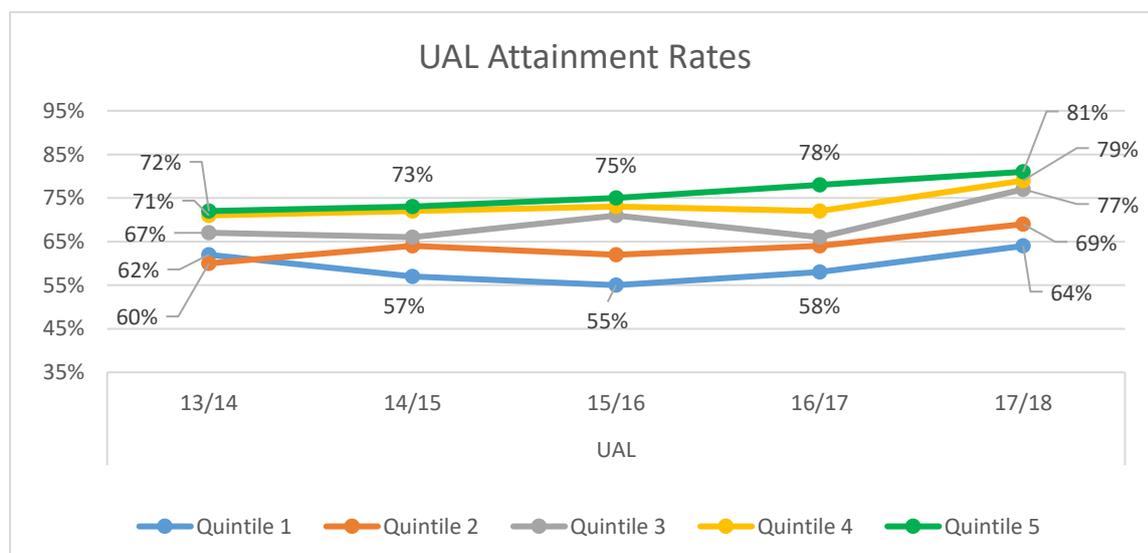
Success, Non-continuation – POLAR

9. Continuation rates for students from Q1 and Q2 have generally been lower than students from Q3-5, with students from Q5 having a continuation rate of 94% and students from Q1 having a continuation rate of 90% in 2016/17. We have set targets for eliminating gaps between quintiles by 2022/23 for Q2 and by 2023/24 for Q1 (see paras 48.ii. and 48.iii.).



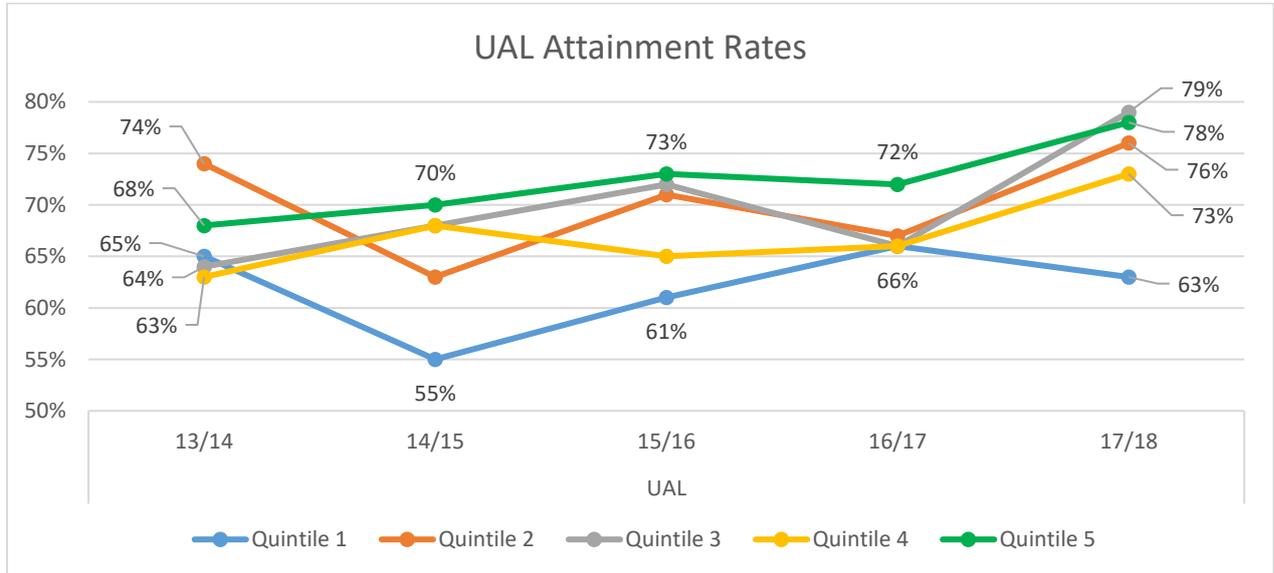
Success, Attainment – IMD

10. There is a gap in attainment over each of the five years for IMD Quintiles 3-5 compared with Quintiles 1 and 2. We have set a target of reducing the gaps between Q5 and Q1 (17 % points in 2017/18) and Q5 and Q2 (12 % points in 2017/18) to 6 % points by 2024/25 (see paras 47.iii. and 47.iv.).



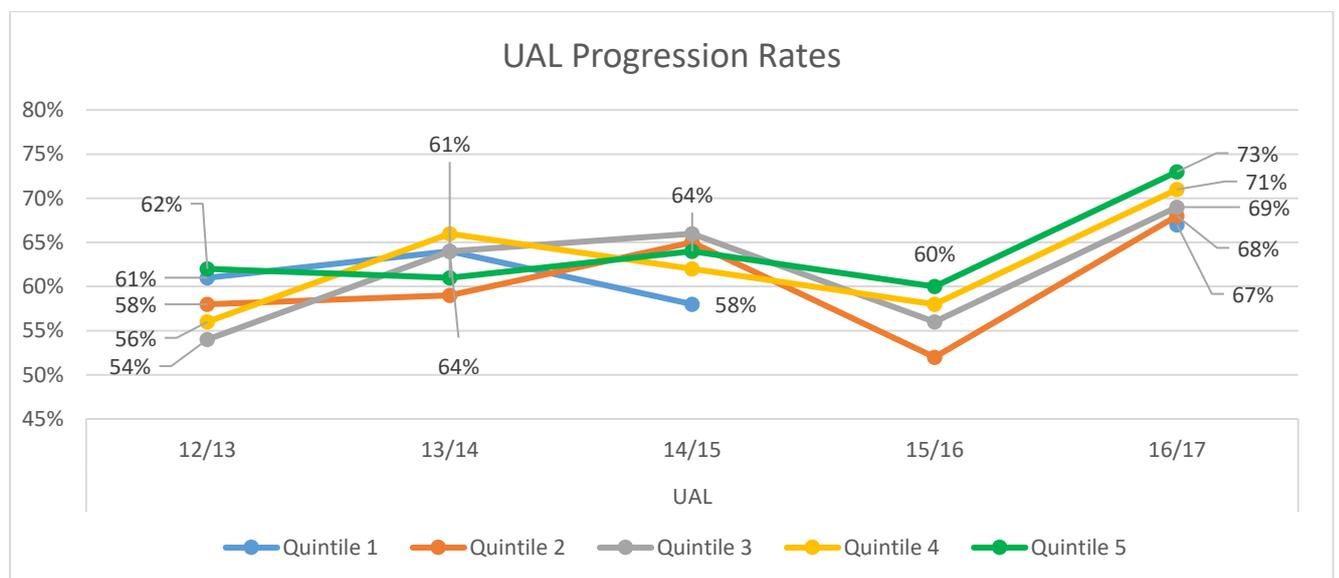
Success, Attainment – POLAR

11. There is a gap in attainment rates over each of the 5 years between students from Q1 and students from Q5. We have set a target of reducing the gap between Q5 and Q1 from 15 % points in 2017/18 to 4 % points in 2024/25 (see para 48.iv.).



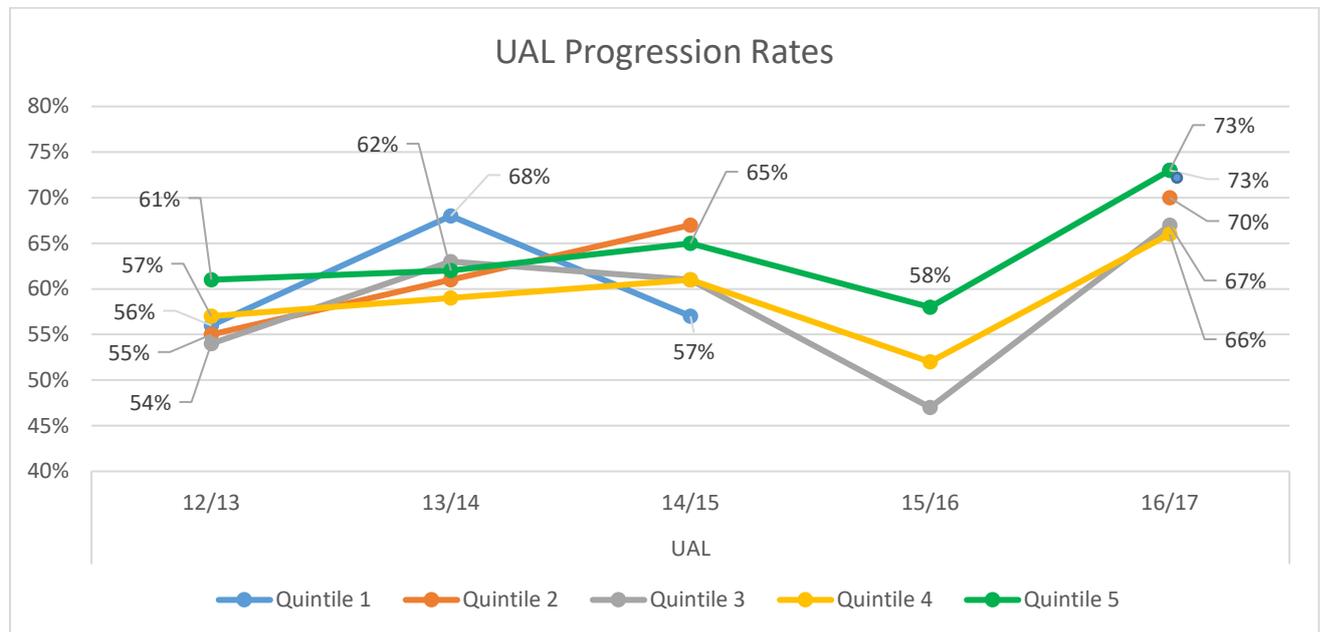
Progression to employment or further study – IMD

12. There is no pattern to the gap between quintiles over the five year period. However, the gap is at its narrowest in 2016/17, with students from Q5 having a progression rate of 73% and students from Q1 having a progression rate of 67%. This follows improvements across all quintiles in our 2016/17 Destination of Leavers in HE (DLHE) progression data. We are committing to further narrowing the gaps between quintiles, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.



Progression to employment or further study – POLAR

13. Whilst students from Q5 generally have the highest progression rate, in the most recent data (2016/17) there is no gap between students from Q1 and students from Q5. This follows improvements across all quintiles in our 2016/17 Destination of Leavers in HE (DLHE) progression data. We are committing to further narrowing the gaps between quintiles, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.

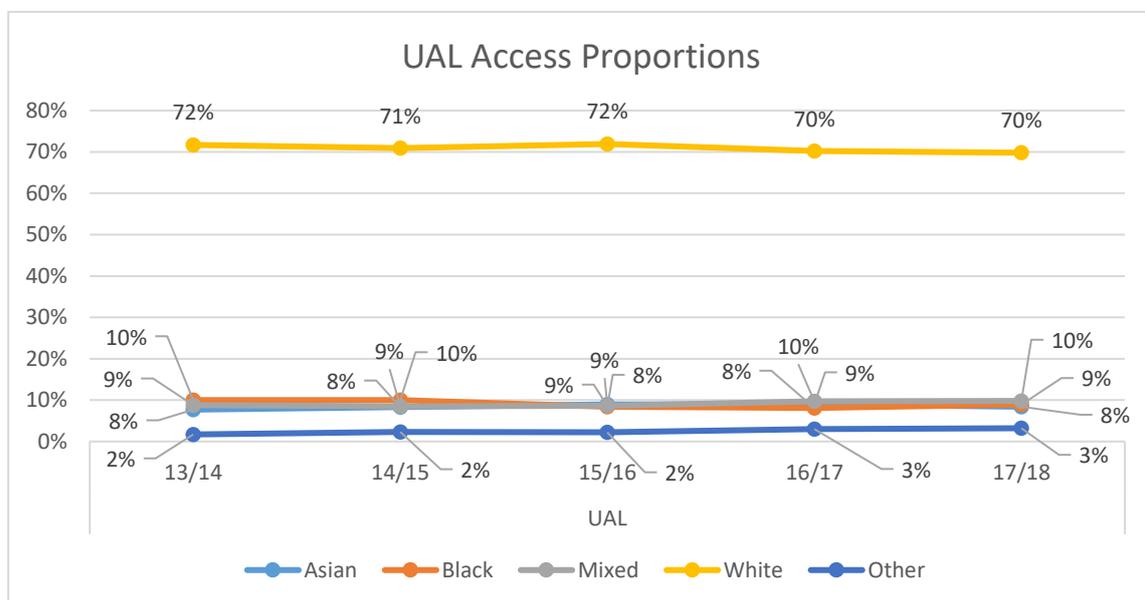


1.2 Black, Asian and minority ethnic students

14. We have assessed our performance here using the disaggregation by ethnicity in the access and participation dataset published by the Office for Students.

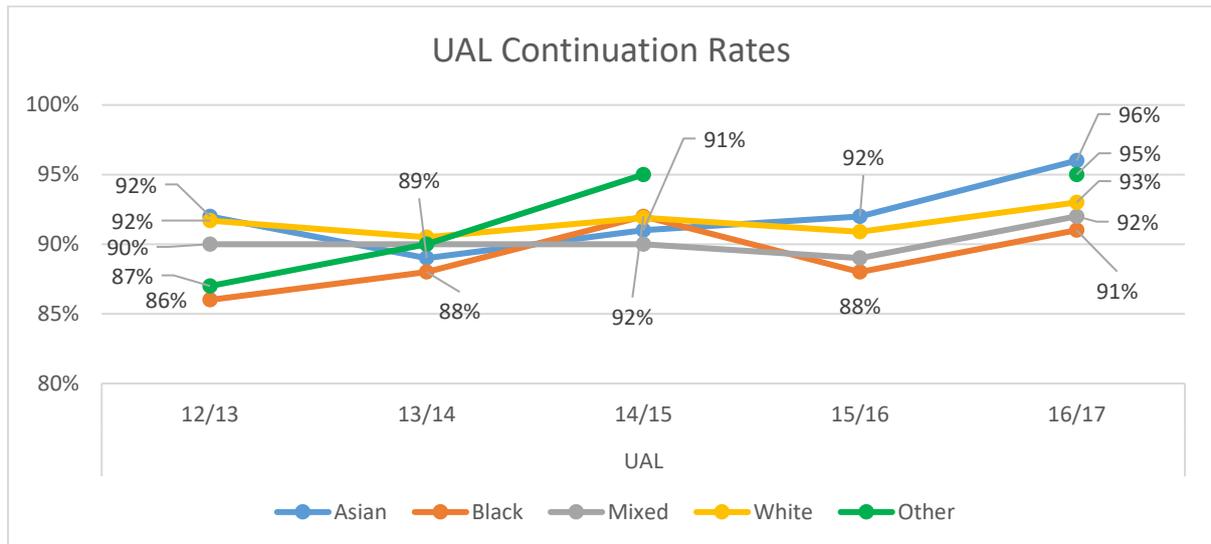
Access

15. The proportion of new entrants from Black, Asian and minority ethnic groups has increased from 28% to 30% over the five year period. While this baseline is similar to the figure for all English HE providers it is lower than might be expected for a London based institution. We have set a target of increasing the proportion of new entrants from Black, Asian and minority ethnic groups to 33% by 2024/25 (see para 49.i.).



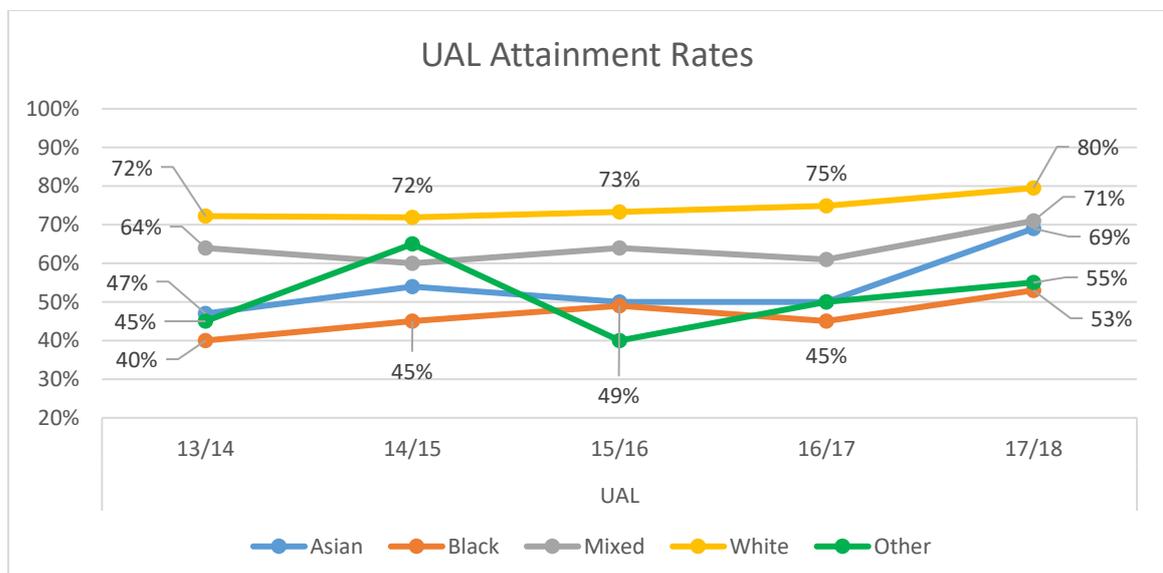
Success – Non-continuation

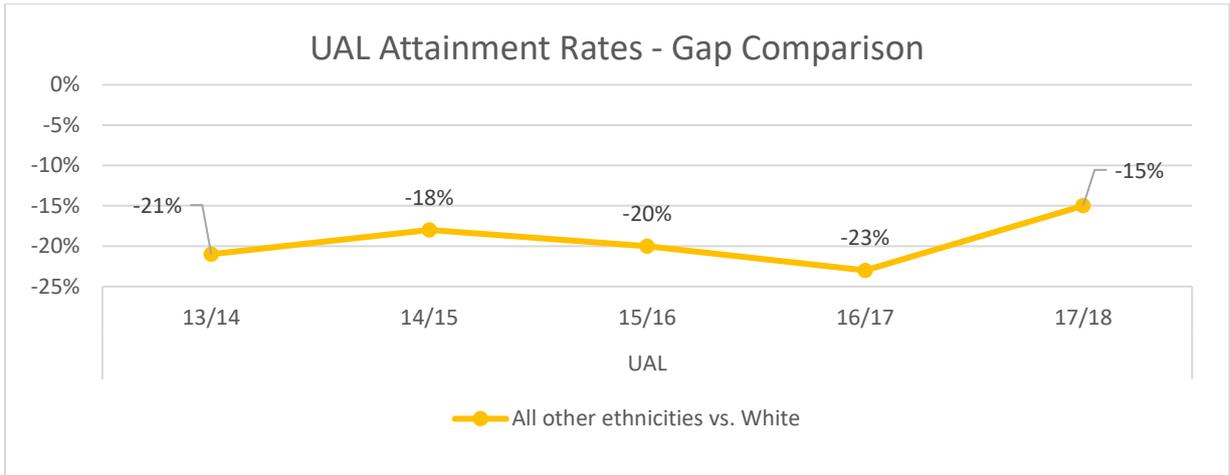
16. There is no consistent pattern to the gap between different ethnic groups over the five year period. However, Black students have the lowest rate of continuation in four of the five years, with the biggest gap in 2016/17 being between Black students and Asian students (5 % points). We have set a target of eliminating the gaps in continuation between students from different ethnic groups by 2024/25 (see para 49.ii.).



Success – Attainment

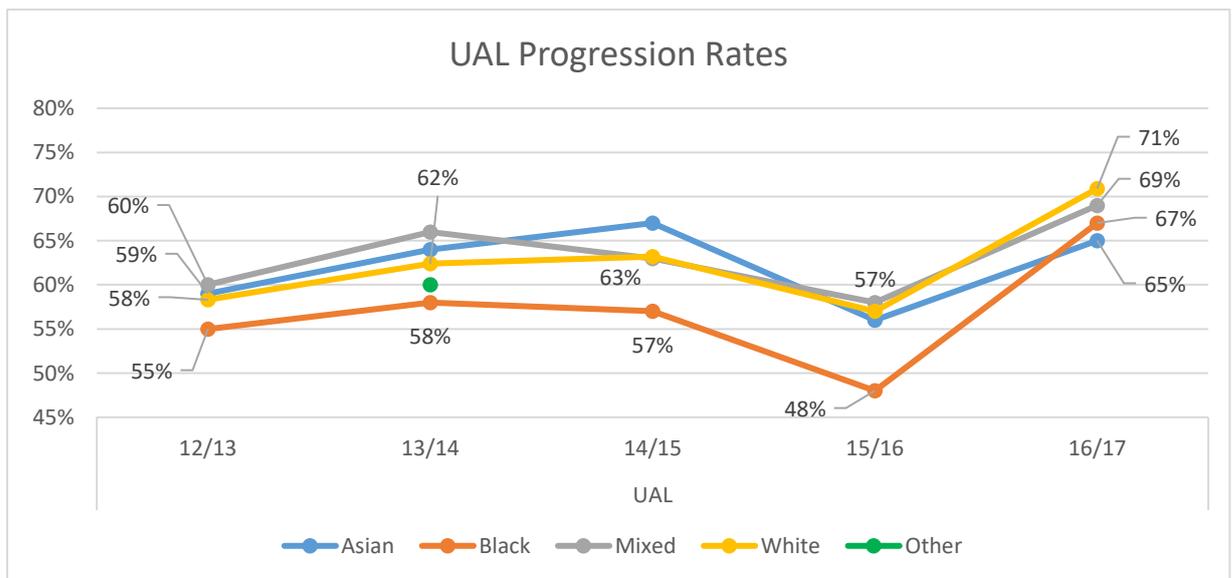
17. There is a difference in attainment over each of the five years for white students compared with all other ethnicities, in favour of white students. We have set a target of eliminating the gap in attainment rates between BAME students and white students by 2024/25 (see para 49.iii.).





Progression to employment or further study

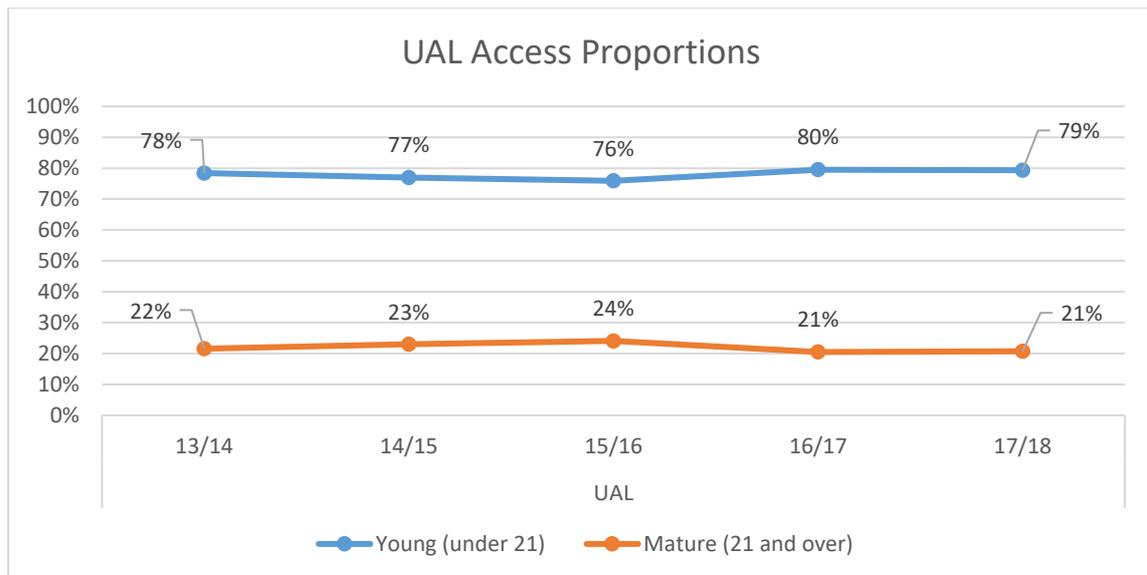
18. The trend that can be seen over the first four years is that Black students had the lowest rates of progression. However, this changed in 2016/17, which is also the year in which the gap is at its narrowest (6 % points). This follows improvements for all ethnic groups in our 2016/17 Destination of Leavers in HE (DLHE) progression data. We are committing to further narrowing the gaps between ethnic groups, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.



1.3 Mature students

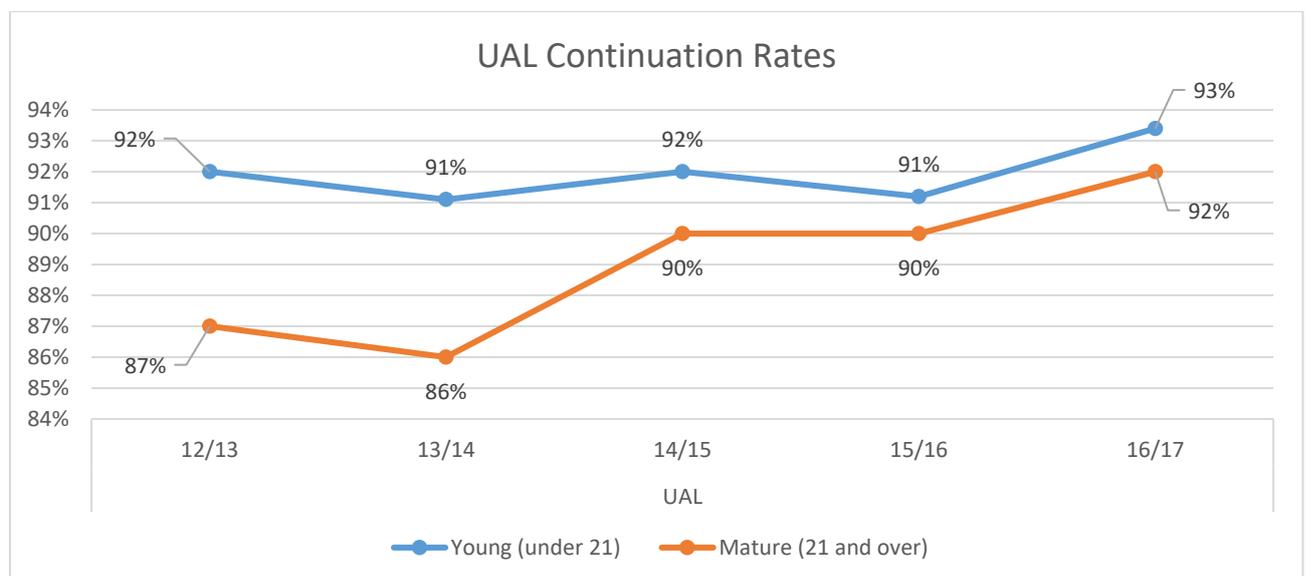
Access

19. The proportion of new entrants who are mature students has decreased from 22% to 21% over the five year period. We have set a target of increasing the proportion of new entrants who are mature students to 24% by 2024/25 (see para 50.i.).



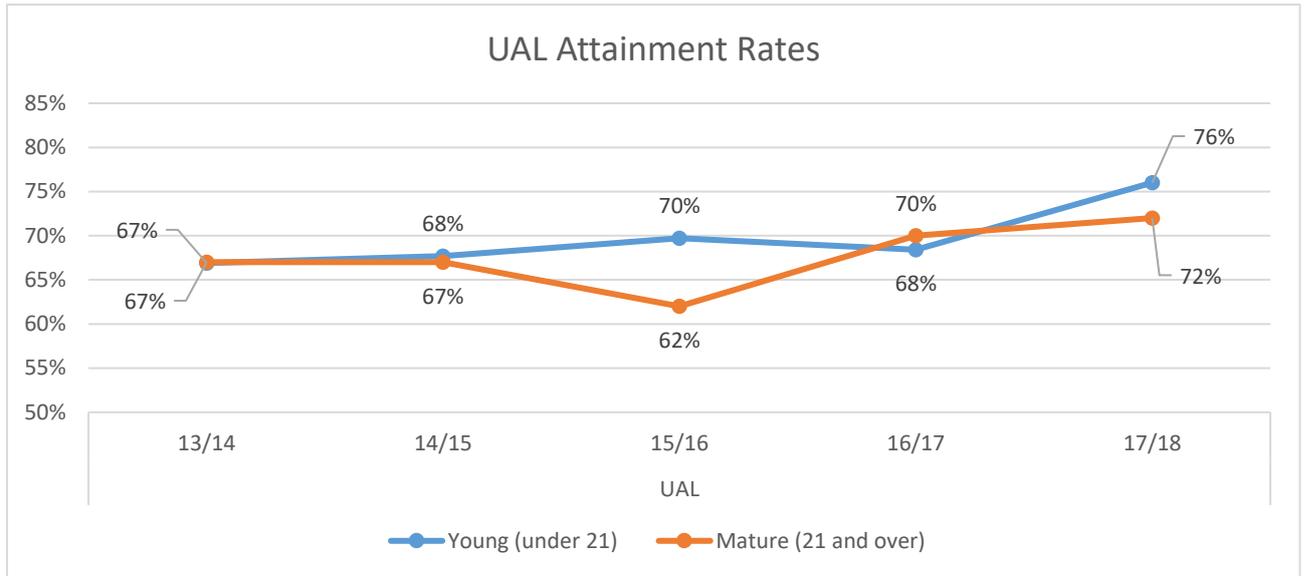
Success – Non-continuation

20. There has been a narrowing of the gap in continuation rates between mature and younger students over the five year period, with the gap being 1 % point in favour of younger students since 2015/16. We are committing to eliminating the gap in continuation between mature and younger students.



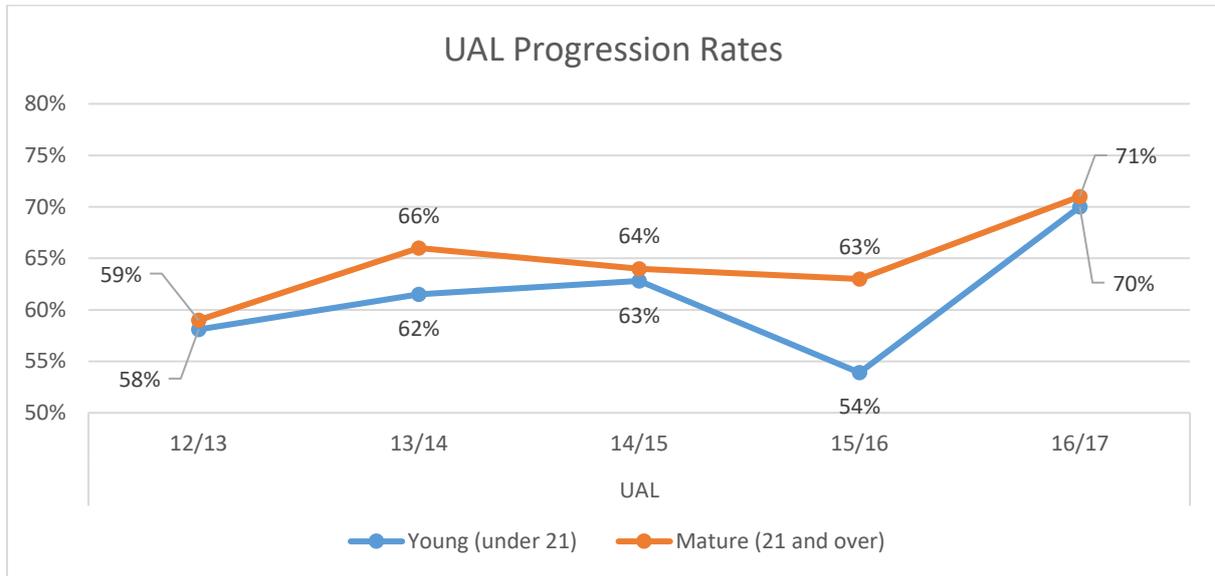
Success – Attainment

21. There has been a narrow gap in attainment rates in four of the five years. The attainment gap is 4 % points in favour of younger students in 2017/18. We are committing to eliminating the gap in attainment between mature and younger students.



Progression to employment or further study

22. In three of the five years the gap in progression rates has been 1 % point in favour of mature students, including for the most recent year 2016/17. This follows improvements for young and mature students in our 2016/17 Destination of Leavers in HE (DLHE) progression data.

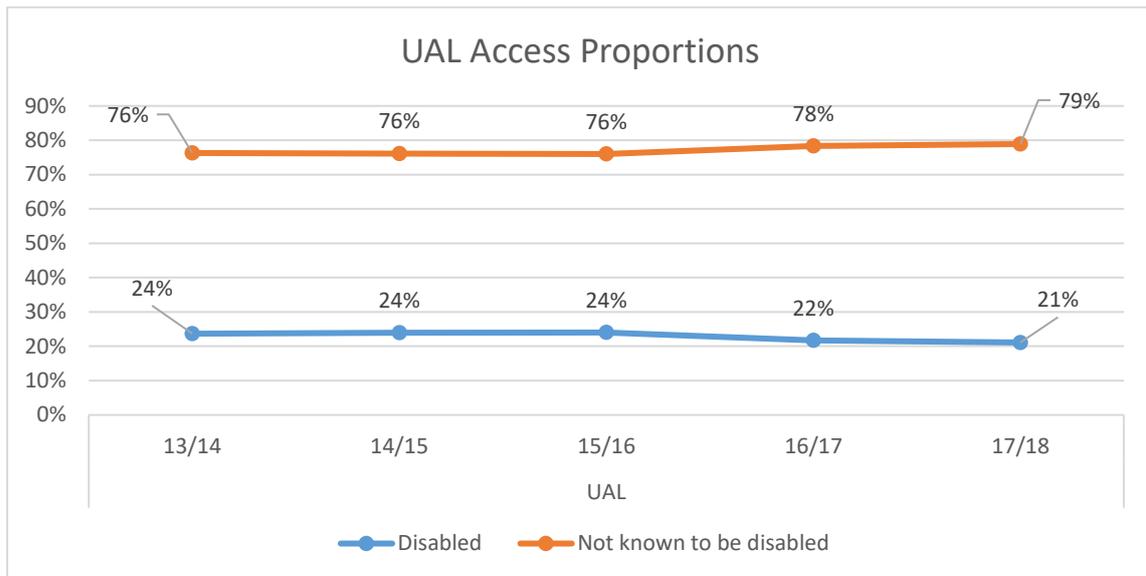


1.4 Disabled students

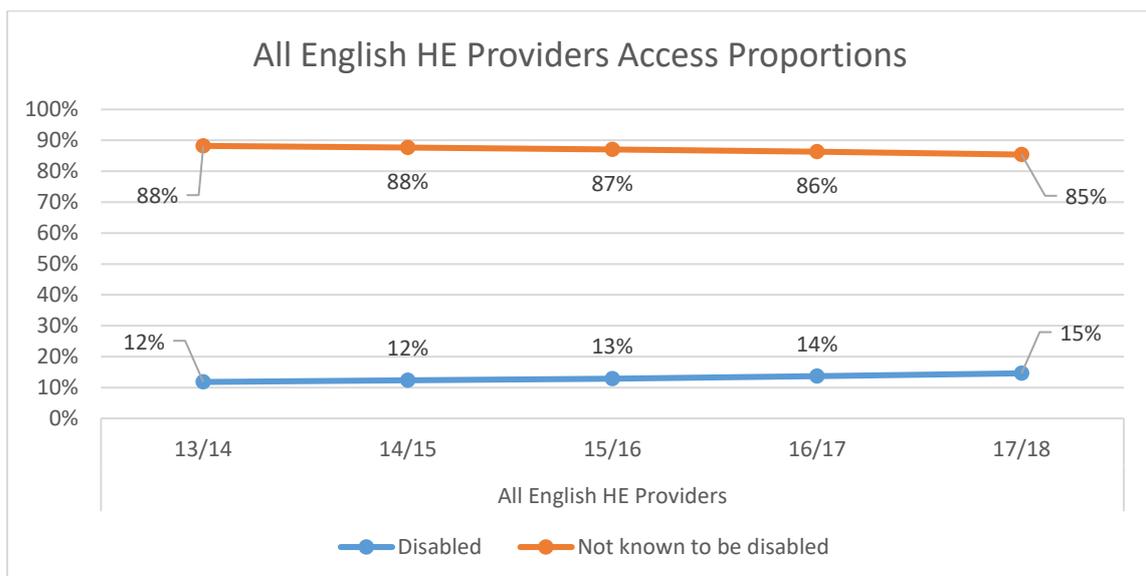
23. We have assessed our performance here using the disaggregation by impairment in the access and participation dataset published by the Office for Students.

Access

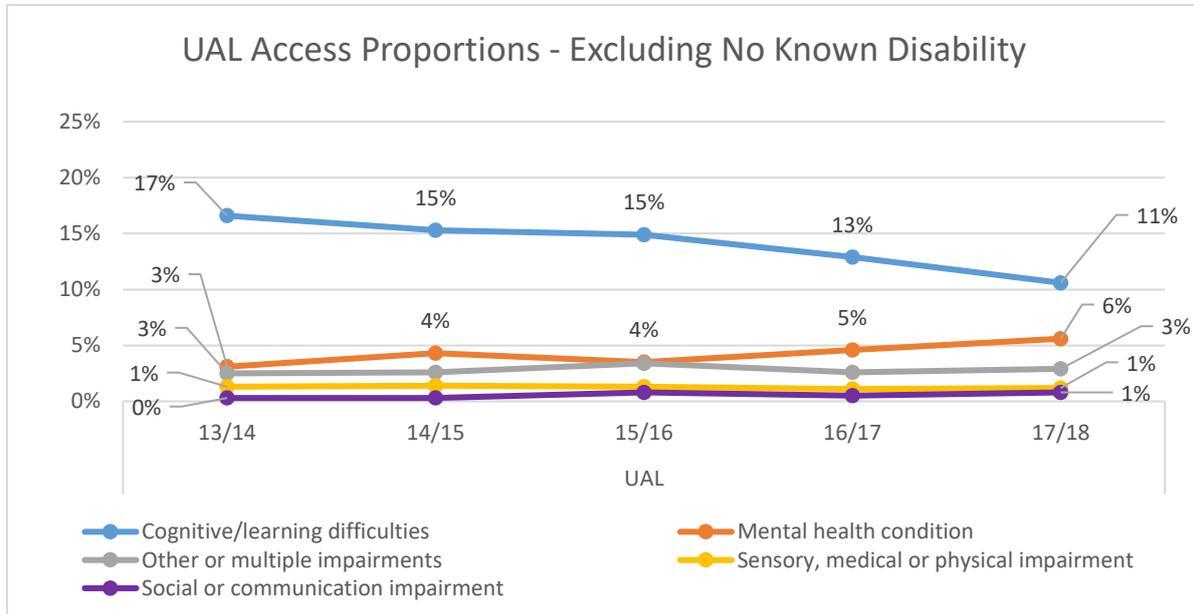
24. The proportion of new entrants who are disabled students has decreased from 24% to 21% over the five year period.



25. However, UAL continues to have more disabled students than the figure for all English HE providers.

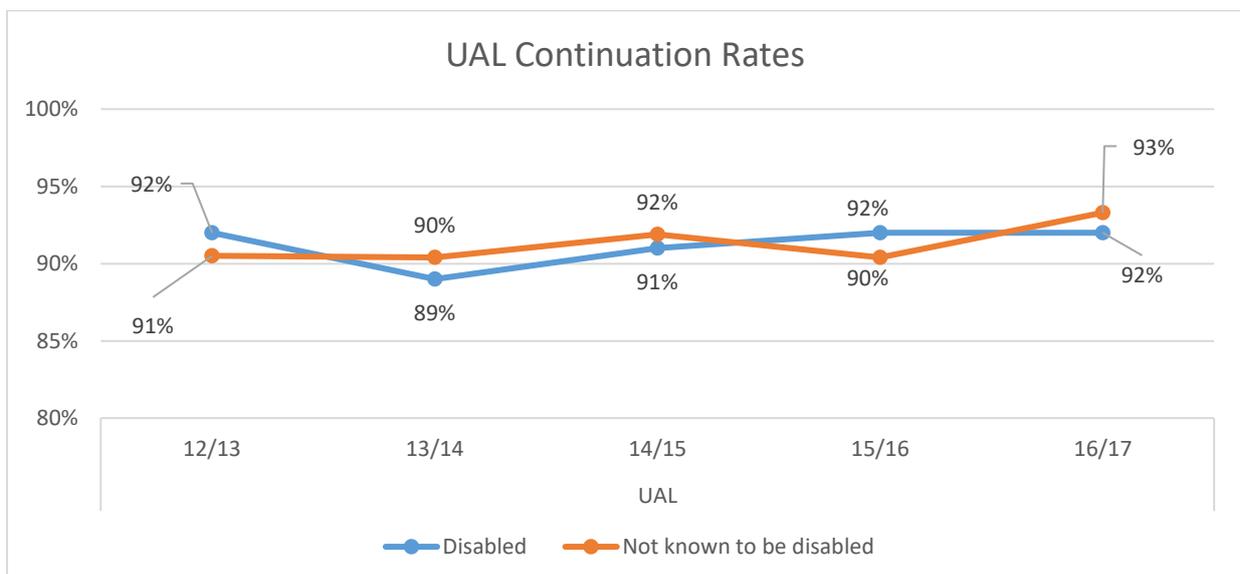


26. There has been a change in the proportion of different impairments over the five year period. The proportion of new students declaring cognitive/learning difficulties has fallen by 6% points while the proportion declaring mental health conditions has risen from 3% to 6%.

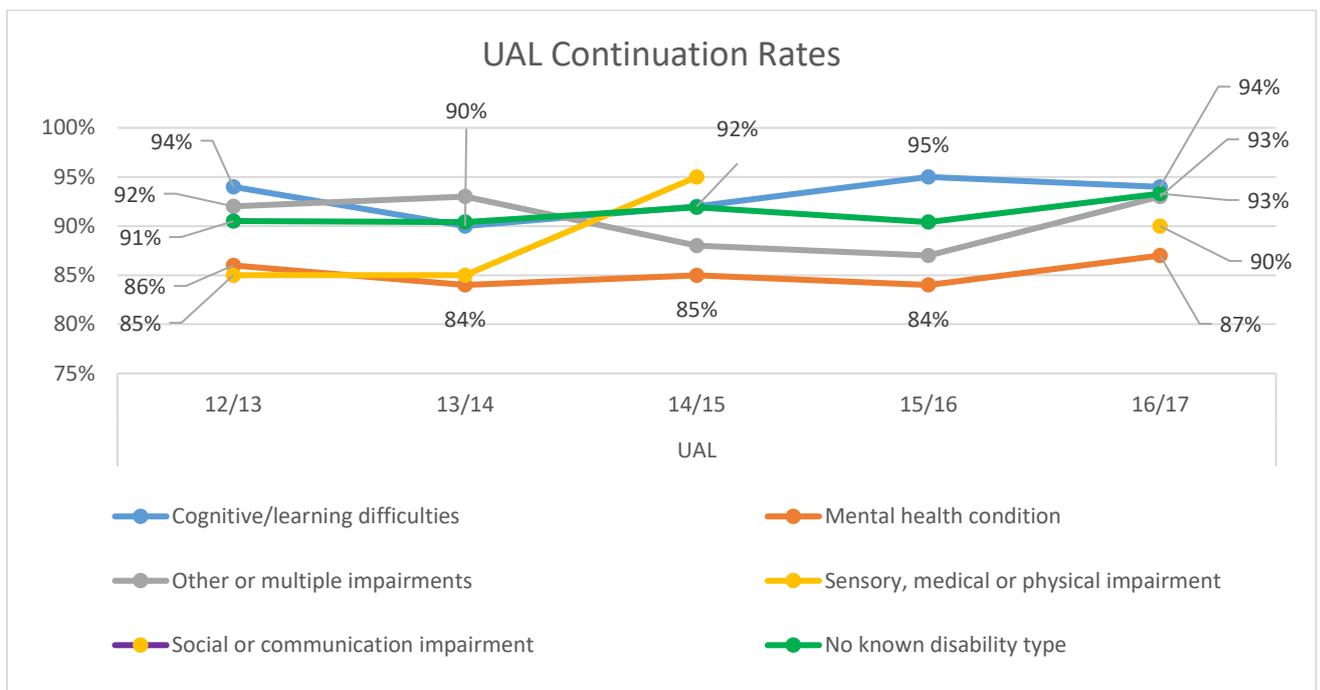


Success – Non-continuation

27. The gap in continuation rates between disabled students and students with no known disability has been 1 % point in four of the five years and 2 % points in the other year, with variation between years in which group has the highest rate of attainment. We are committing to eliminate the gap in continuation between disabled students and students with no known disability.

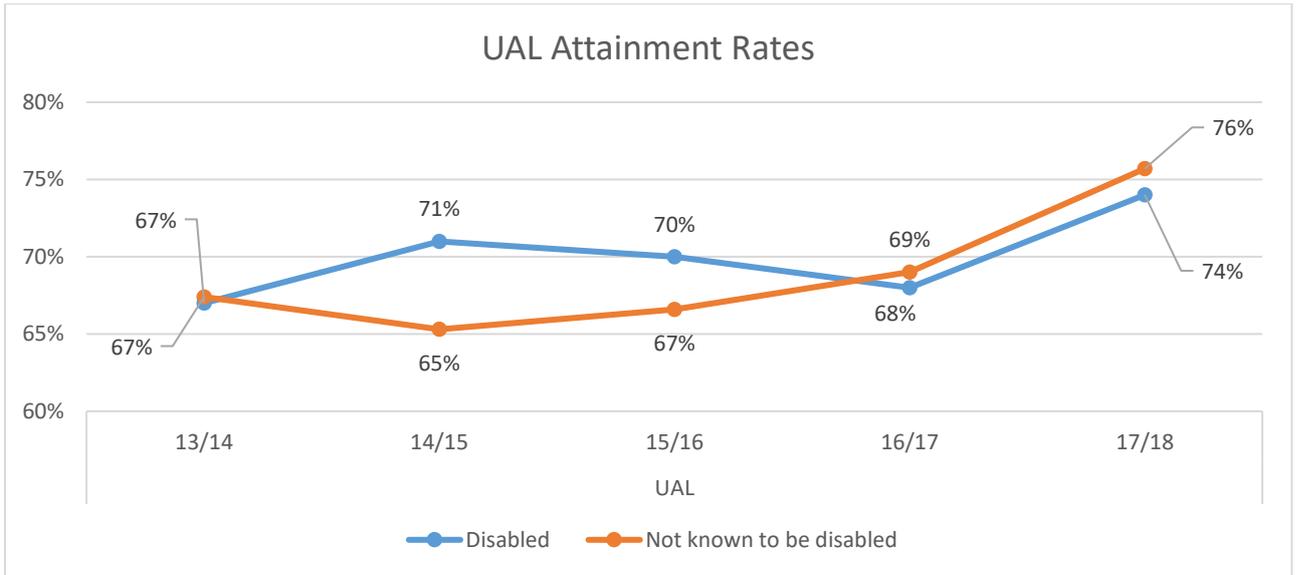


28. There is no consistent pattern to the gap in continuation rates when looking at the data disaggregated by type of impairment over the five year period. However, students who declare a mental health condition have the lowest rate of continuation in four of the five years, with the biggest gap in 2016/17 being between students who declare a mental health condition and students who declare a cognitive/learning difficulty (7 % points). We are committed to eliminating the gap in continuation between students with different impairments.

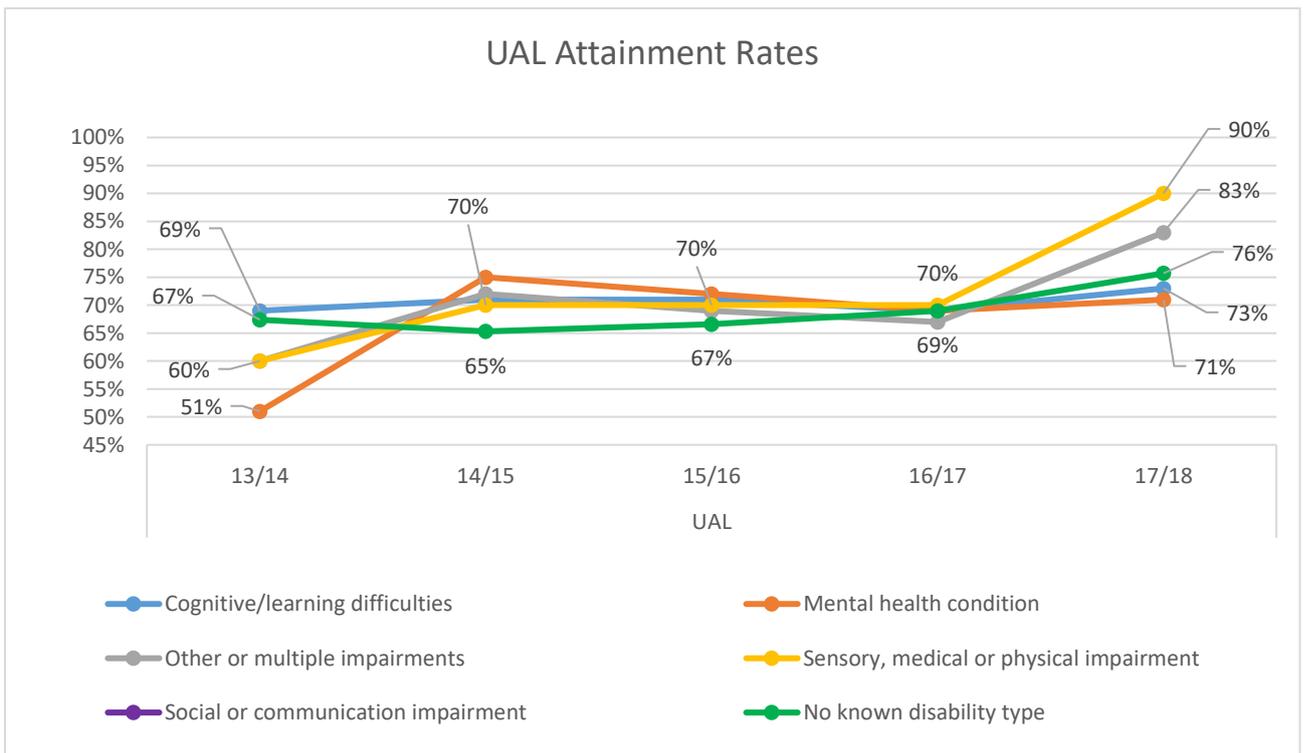


Success – Attainment

29. The gap in attainment rates between disabled students and students with no known disability has been 0-6 % points over the five year period with variation between years in which group has the highest rate of attainment. In the two most recent years students with no known disability have had 1-2 % points higher attainment rates. We are committed to eliminating the gap in attainment rates between disabled students and students with no known disability.

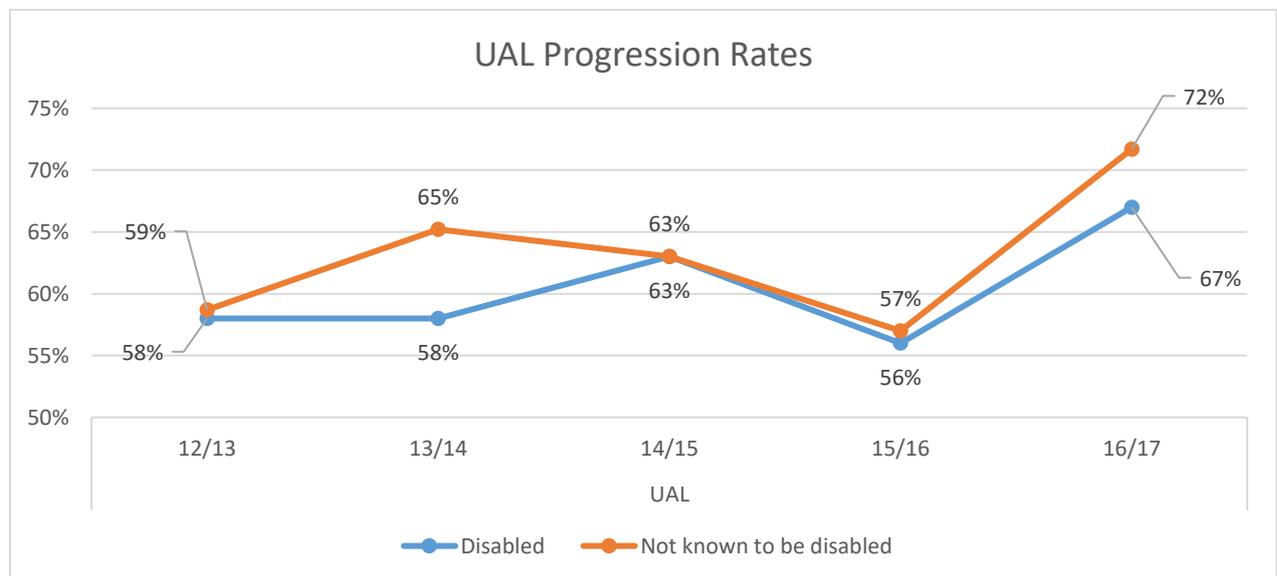


30. There is no consistent pattern to the gap in attainment rates when looking at the data disaggregated by type of impairment over the five year period.

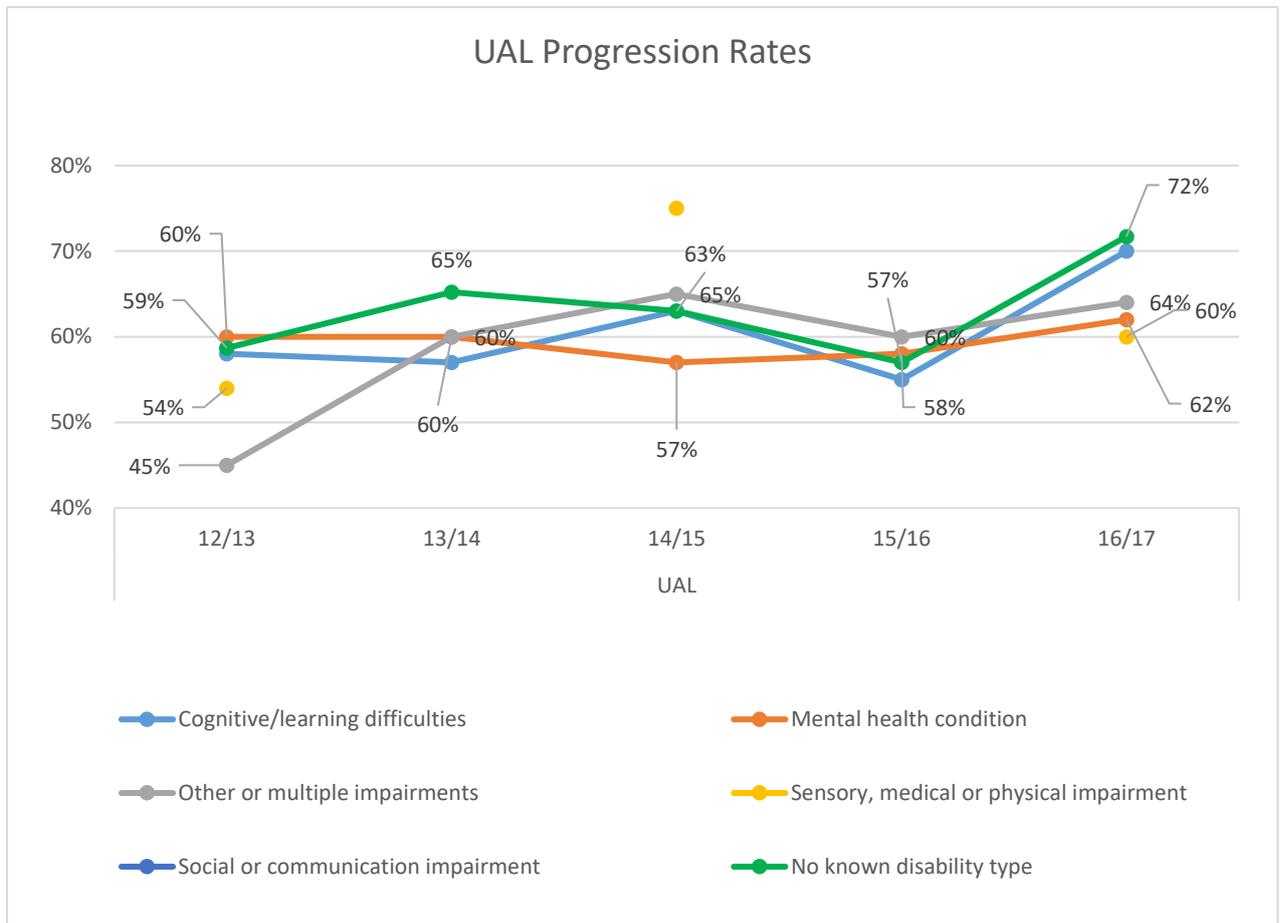


Progression to employment or further study

31. The gap in progression rates between disabled students and students with no known disability has varied between 0-7 % points over the five year period, with the gap consistently in favour of students with no known disability (5 % points in 2016/17). Progression rates for both disabled students and students with no known disability are at their highest at the end of the five year period. This follows improvements for both groups of students in our 2016/17 Destination of Leavers in HE (DLHE) progression data. We are committing to narrowing the gap between disabled students and students with no known disability, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.



32. There is no consistent pattern to the gap in progression rates when looking at the data disaggregated by type of impairment over the five year period.

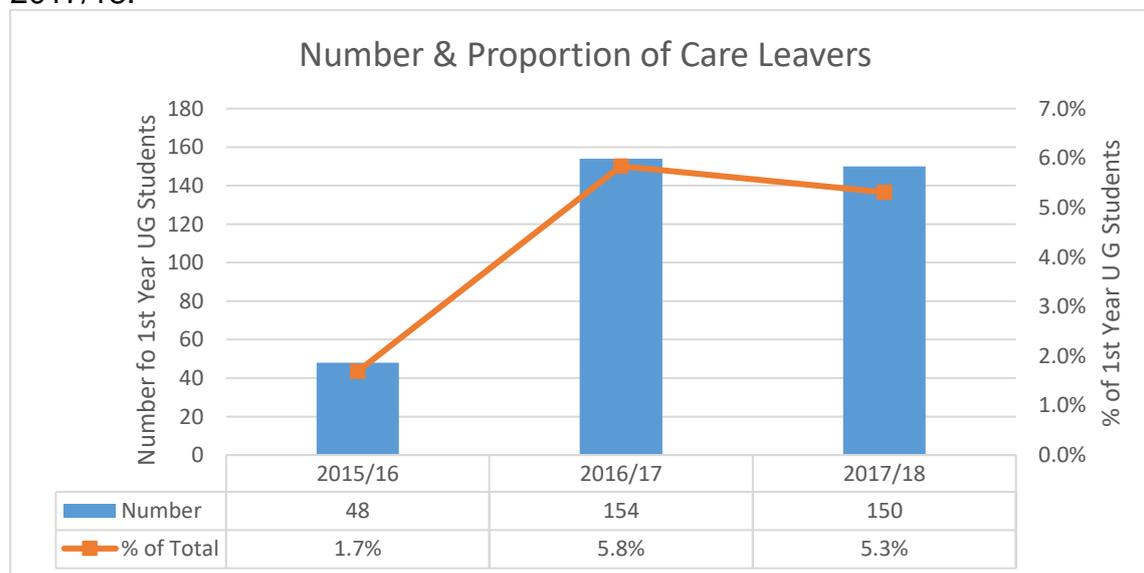


1.5 Care Leavers

33. The access and participation dataset published by the Office for Students does not include data on care leavers. This section of the APP is based on university data for home undergraduate students, with the details of care leavers taken from UAL's HESA returns for the period 2015/16 – 2017/18. No sector comparison data is available.
34. It should be noted that 9-10% of students across the access and continuation data sets fall into the 'not known' category, either due to data not being collected or a refusal to provide the data. This figure is 16% for attainment (where data is only available for 2016/17 and 2017/18) due to the timeline of when student's started their undergraduate courses.
35. As shown below, there appear to be no gaps in access, continuation and attainment for care leavers (the numbers in the progression data are too small to assess). We are committed to ensuring that equal outcomes continue for care leavers and will continue to monitor the quantitative and qualitative data for this group. We will continue to deliver on the commitments made previously by the university under the Buttle UK Quality Mark, providing bespoke support for care experienced prospective and current students that takes into account their specific circumstances, including dedicated support contacts and vacation accommodation support. Bespoke support will also continue to be provided for students estranged from their family, in line with commitments made by the university under the Stand Alone Pledge.

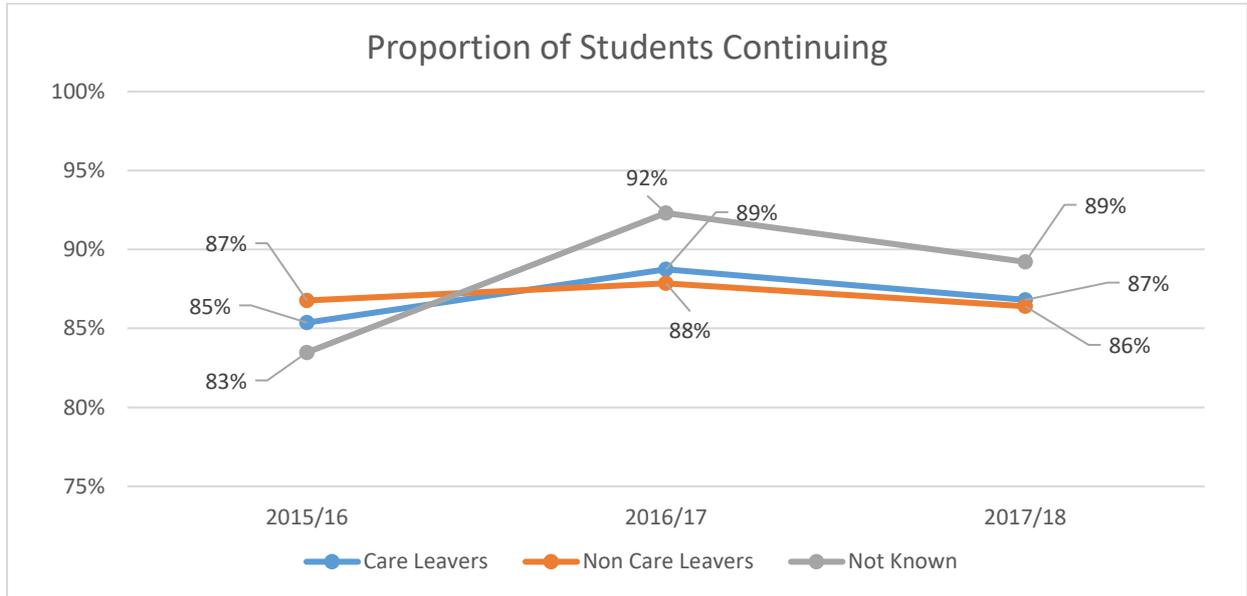
Access

36. The university's data shows that the proportion of new entrants who were care leavers increased from 1.7% in 2015/16 to 5.3% in 2017/18. In 2015/16 the university only included in the data the care leaver information provided by UCAS. From 2016/17 the university began to collect this information through our enrolment process and this explains the significant increase in 2016/17 and 2017/18.



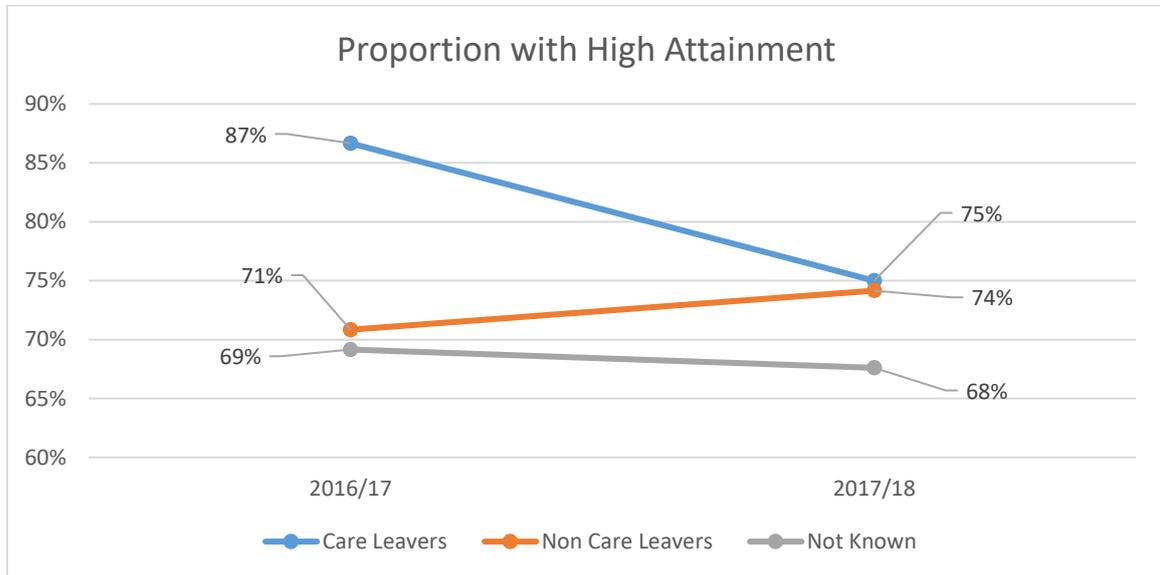
Success – Non-continuation

37. There is very little difference in continuation between care leavers and non-care leavers over the three year period.



Success – Attainment

38. Care leavers have higher attainment than non-care leavers, but it should be noted that the number of identified care leavers across the two years is very small: 2016/17: 15 students, 2017/18: 32 students.



Progression to employment or further study

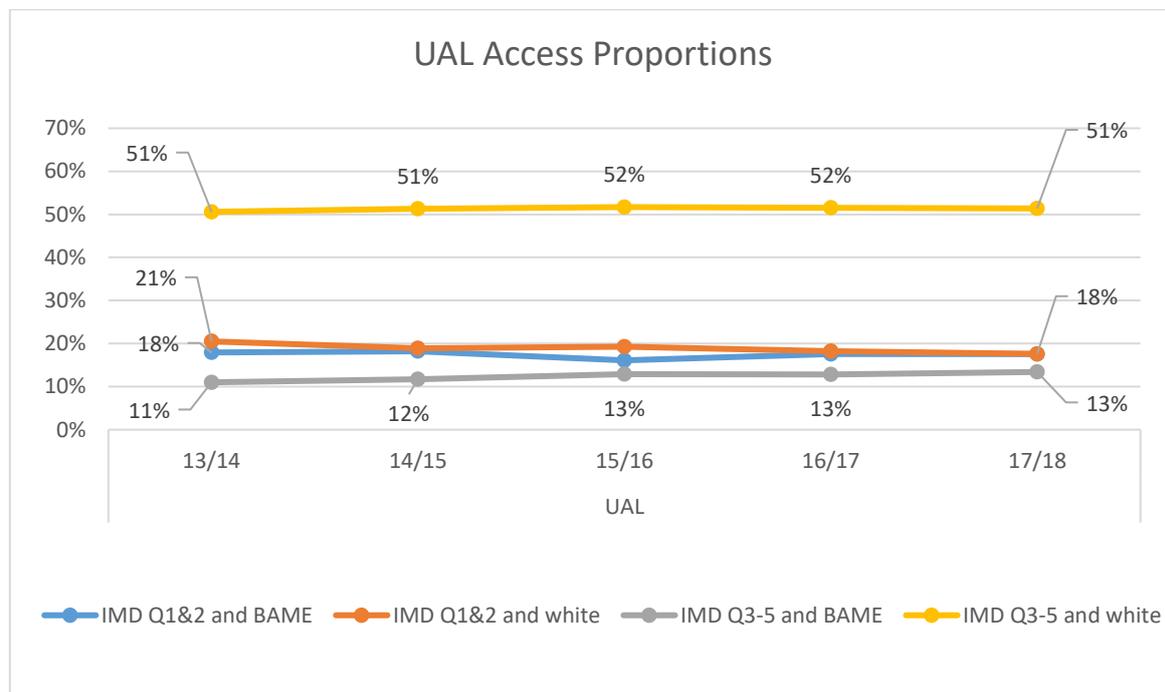
39. Historically the numbers here have been too small to assess. As we have improved data collection in respect of care leavers since 2016/17 (see para 36.) we will be able to report on the data for progression of care-leavers from 2018/19.

1.6 Intersections of disadvantage

40. This part of the APP uses the access and participation dataset to explore the intersection of IMD and ethnicity in respect of access, success and progression.

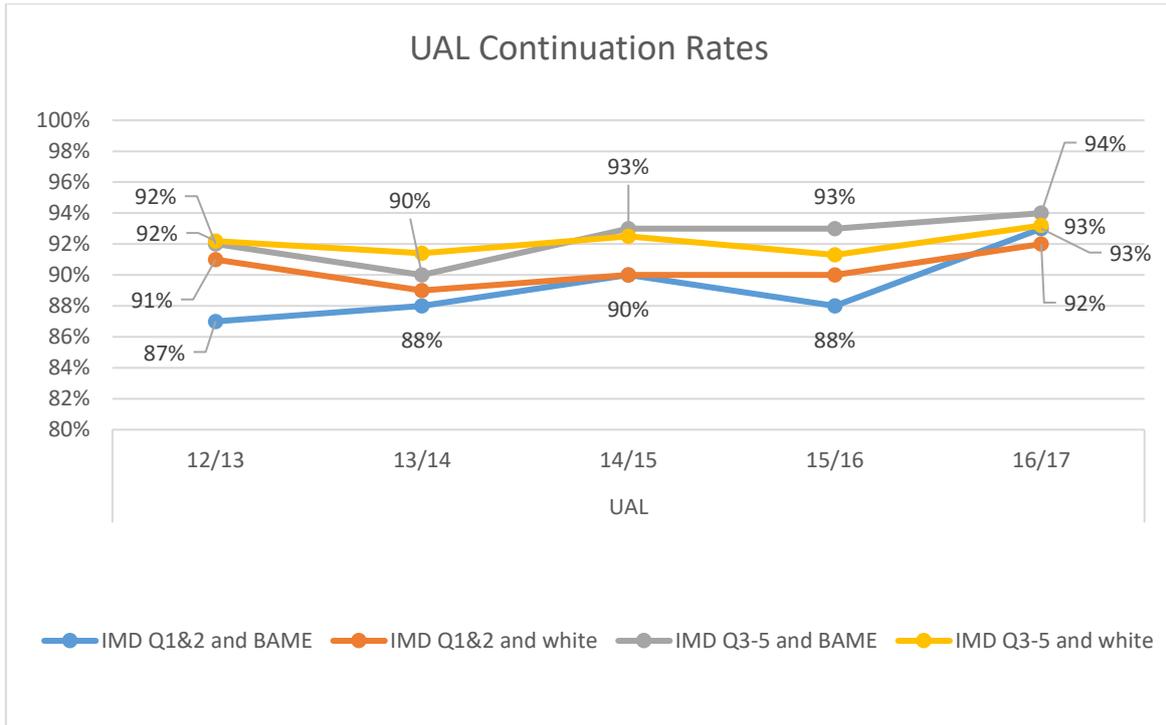
Access

41. While the proportion of white entrants from IMD Quintile 3-5 (51%) has not changed over the five year period, the proportion of white entrants from IMD Quintile 1-2 has dropped from 21% to 18%. The proportion of BAME entrants from IMD Quintile 1-2 has remained constant at 18%, consistently higher than the proportion of BAME entrants from IMD Quintile 3-5, although Quintile 3-5 BAME entrants has risen from 11% to 13%.



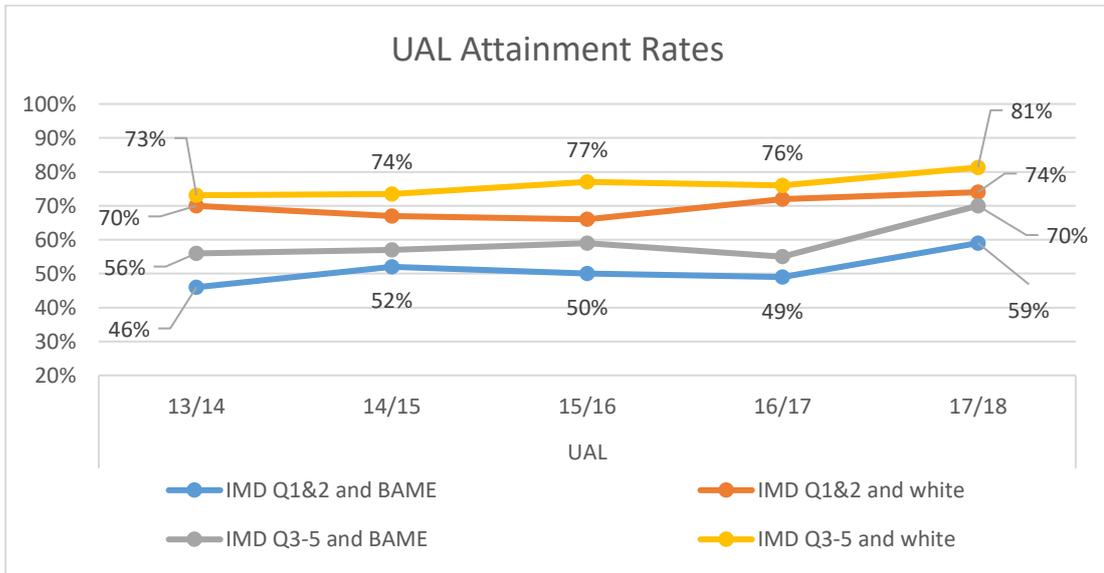
Success – Non-continuation

42. BAME Quintile 3-5 students are most likely of the four groups to continue whilst BAME Quintile 1-2 students have the lowest continuation rates – although both groups are seeing a very positive direction of travel and the gap between the two is at its lowest level (2%) in 16/17.



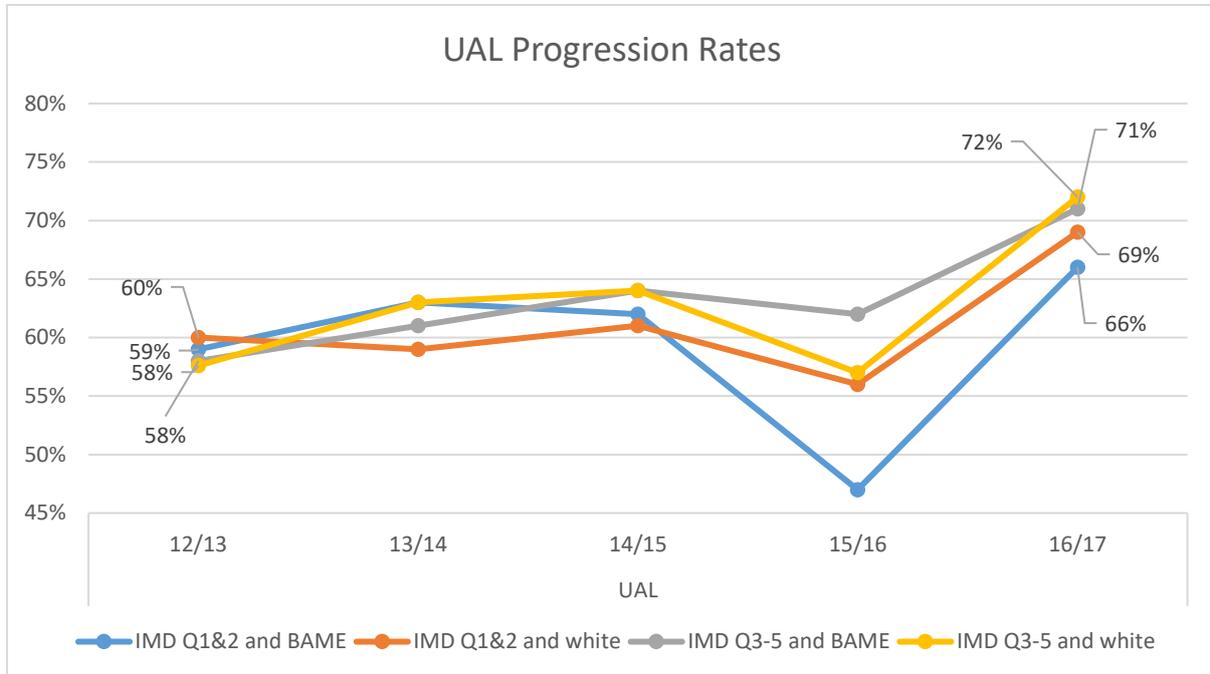
Success – Attainment

43. There is a gap in attainment between white students and BAME students, in favour of white students, regardless of IMD quintile.



Progression to employment or further study

44. Other than in 2015/16, the gap in progression rates has been narrow across the five year period, with IMD quintile 3-5 students having the highest rates of progression (71% for both BAME and white students in 2016/17).



2. Strategic aims and objectives

45. The university's Access and Participation Plan reflects the commitment we make, in our Strategy 2015 – 2022³, to:

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

2.1 Target groups

46. Our access and participation priorities are informed by our assessment of current performance. We will contribute to achieving the national key performance measures (KPMs) of:

- i. Reducing the gap in participation rates between most and least represented groups (KPM1)
- ii. Reducing the gap in non-continuation between most and least represented groups (KPM3) (through two targets: Q1 and Q2)
- iii. Reducing the gap in degree outcomes between white students and black students (KPM4)
- iv. Reducing the gap in degree outcomes between disabled students and non-disabled students (KPM5).

We have identified a further eight targets and an additional ten commitments to address the UAL context. Our targets and commitments are detailed in the table below.

Target Group	Student Lifecycle Stage			
	Access	Continuation	Attainment	Progression
Students from IMD Quintiles 1-2	TARGET (Q1 only)	TARGET (Q1 only)	TARGET x 2 (Q1 and Q2)	COMMITMENT
Students from POLAR4 Quintiles 1-2	TARGET (KPM1)	TARGET x 2 (Q1 and Q2) (KPM3)	TARGET	COMMITMENT
Black, Asian and minority ethnic students	TARGET	TARGET	TARGET (KPM4)	COMMITMENT
Mature students	TARGET	COMMITMENT	COMMITMENT	
Disabled students		COMMITMENT	COMMITMENT (KPM5)	COMMITMENT
Care Leavers	COMMITMENT	COMMITMENT	COMMITMENT	

³ UAL Strategy 2015-2022 <https://www.arts.ac.uk/about-ual/strategy-and-governance/strategy>

2.2 Aims and objectives

47. For students from IMD Quintiles 1 and 2 our goals are:

- i. The ratio gap of new home undergraduate entrants from IMD Quintile 1 compared with IMD Quintile 5 will narrow from 1:1.5 each year from 2017/18 and be eliminated in 2024/25. The trajectory for narrowing the gap is:

The ratio gap of new home UG entrants from IMD Q1 compared with IMD Q5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	1:1.5	1:1.4	1:1.3	1:1.2	1:1.1	1:1

- ii. The gap in the continuation rate for home undergraduate students from IMD Quintile 1 compared with IMD Quintile 5 will be eliminated by 2023/24. The trajectory for narrowing the gap is:

The % gap in the continuation rate for home undergraduate students from IMD Q1 compared with IMD Q5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2016/17	4 % points	3 % points	2 % points	1 % point	No gap	No gap

- iii. The gap in the attainment rate for home undergraduate students from IMD Quintile 1 compared with IMD Quintile 5 will be reduced from 17 % points in 2017/18 to 6 % points in 2024/25. The trajectory for closing the gap is:

The % gap in the attainment rate for home undergraduate students from IMD Q1 compared with IMD Q5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	17 % points	15 % points	13 % points	11 % points	9 % points	6 % points

- iv. The gap in the attainment rate for home undergraduate students from IMD Quintile 2 compared with IMD Quintile 5 will be reduced from 12 % points in 2017/18 to 6 % points in 2024/25. The trajectory for closing the gap is:

The % gap in the attainment rate for home undergraduate students from IMD Quintile 2 compared with IMD Quintile 5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	12 % points	11 % points	10 % points	9 % points	8 % points	6 % points

- v. We are committing to further narrowing the gaps in progression between quintiles, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.

48. For students from POLAR Quintiles 1 and 2 our goals are:

- i. The ratio gap of new home undergraduate entrants from POLAR Quintiles 1-2 compared with POLAR Quintiles 3-5 will narrow from 1:4.6 in 2017/18 to 1:3.2 in 2024/25. The trajectory for narrowing the gap is:

The ratio gap of new home undergraduate entrants from POLAR quintiles 1-2 compared with POLAR quintiles 3-5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	1:4.6	1:4.4	1:4.2	1:3.9	1:3.6	1:3.2

- ii. The gap in the continuation rate for home undergraduate students from POLAR Quintile 1 compared with POLAR Quintile 5 will be eliminated by 2023/24. The trajectory for narrowing the gap is:

The % gap in the continuation rate for home undergraduate students from POLAR Q1 compared with POLAR Q5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2016/17	4 % points	3 % points	2 % points	1 % point	No gap	No gap

- iii. The gap in the continuation rate for home undergraduate students from POLAR Quintile 2 compared with POLAR Quintile 5 will be eliminated by 2022/23. The trajectory for narrowing the gap is:

The % gap in the continuation rate for home undergraduate students from POLAR Q2 compared with POLAR Q5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2016/17	3 % points	2 % points	1 % point	No gap	No gap	No gap

- iv. The gap in the attainment rate for home undergraduate students from POLAR Quintile 1 compared with POLAR Quintile 5 will be reduced from 15 % points in 2017/18 to 4 % points in 2024/25. The trajectory for closing the gap is:

The % gap in the attainment rate for home undergraduate students from POLAR Q1 compared with POLAR Q5	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	15 % points	13 % points	11 % points	9 % points	7 % points	4 % points

- v. We are committing to further narrowing the gaps in progression between quintiles, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.

49. For students from Black, Asian and minority ethnic groups our goals are:

- i. To increase the proportion of new home undergraduate entrants from Black, Asian and minority ethnic groups compared with white students from 30% in 2017/18 to 33% in 2024/25. The trajectory for the increase is:

The proportion of new home undergraduate entrants from Black, Asian and minority ethnic groups	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	30%	30.5%	31%	31.5%	32%	33%

- ii. The gap in the continuation rate for home undergraduate students from different ethnic groups will be eliminated by 2024/25. The trajectory for narrowing the gap is:

The % gap in the continuation rate for home undergraduate students from different ethnic groups	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2016/17	5 % points	4 % points	3% points	2% points	1% point	No gap

- iii. The gap in the attainment rate for BAME home undergraduate students compared with white home undergraduate students will be eliminated by 2024/25. The trajectory for closing the gap is:

The % gap in the attainment rate for BAME home undergraduate students compared with white home undergraduate students	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	15 % points	9 % points	7 % points	5 % points	3 % points	No gap

- iv. We are committing to further narrowing the gaps in progression rates between ethnic groups, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.

50. For mature students our goals are:

- i. To increase the proportion of new home undergraduate entrants age 21 or over from 21% in 2017/18 to 24% in 2024/25. The trajectory for the increase is:

The proportion of new home undergraduate entrants age 21 or over	Baseline year	Baseline data	Yearly milestones				
			2020/21	2021/22	2022/23	2023/24	2024/25
	2017/18	21%	21.5%	22%	22.5%	23%	24%

- ii. We are committing to eliminate the narrow gap in continuation (1 % point in favour of younger students since 2015/16) between mature and younger students.
- iii. We are committing to eliminate the narrow gap in attainment (0-4% in three of the five years) between mature and younger students.

51. For disabled students:

- i. We are committing to eliminate the narrow gap in continuation between disabled students and students with no known disability (1 % point in four of the five years and 2 % points in the other year, with variation between years in which group has the highest rate of attainment) and to eliminating the gap between students with different impairments.
- ii. We are committing to eliminate the narrow gap in attainment between disabled students and students with no known disability (1-2 % points in favour of students with no known disability in the last two years) and to eliminating the gap between students with different impairments.
- iii. We are committing to narrowing the gap in progression rates between disabled students and students with no known disability, noting that our baseline source of data is switching from 6 months post-graduation (DLHE) to 15 months post-graduation (HESA Graduate Outcomes survey). We will review the position in respect of setting targets and milestones when the access and participation dataset includes the HESA Graduate Outcomes survey data.

52. For care leavers:

- i. We are committing to ensuring that rates of access (5.3% - 5.8% of new entrants in the last two years) remain good.
- ii. We are committing to ensuring that equal outcomes continue for care leavers in respect of continuation.
- iii. We are committing to ensuring that equal outcomes continue for care leavers in respect of attainment.

3. Strategic measures

3.1 Whole provider strategic approach

Overview

53. By assessing our strengths and gaps in relation to the access, success and progression of a range of student groups we have identified our priorities for 2020/21-2024/5. We will undertake further research to understand differential outcomes including identifying courses with above and below average performance (this will be informed by our experience of developing understanding about BAME student attainment). We will review existing knowledge about what works within the institution, across the sector and beyond, and use this to inform our choice of interventions and review work already in progress (this will involve sharing effective practice and facilitate the development of staff capacity).
54. With regards to access we will work with selected schools, colleges and adult education organisations to develop awareness of art and design programmes and opportunities and improve attainment; this will be underpinned by fair and inclusive recruitment practices within UAL.
55. With regards to success, we will continue to develop an inclusive curriculum and support, informed by the experiences and needs of our priority groups, and targeting specific programmes of study if appropriate. This will be underpinned by developing staff diversity and capacity to deliver inclusive learning, teaching, assessment and support, and targeted student financial support.
56. Progression will continue to be enhanced by using the Creative Attributes Framework, which recognises the importance of industry links and experience, and so develops the social capital of our priority groups.
57. The experiences and outcomes of all priority groups, and groups identified in the Equality Act 2010, will be monitored; this information will feed into the evaluation of specific interventions, and evaluation of our overall approach.
58. Staff will be supported to develop capacity to undertake evaluation, using theory of change and logic chain approaches, and to use evaluation findings to further improve practice and student outcomes.

Alignment with other strategies

59. This plan describes our approaches to ensuring inclusivity across the student life cycle. These approaches are central to the UAL Academic Strategy, and in particular those elements of the strategy that cover:
- i. Recruitment and admissions
 - ii. Partnership with local schools, colleges and cultural organisations
 - iii. Learning, teaching and assessment
 - iv. Libraries and Student Support

- v. Quality assurance and quality enhancement
- vi. Employability
- vii. Diversifying the ethnic profile of our academic staff and leadership team

60. Our access, success and progression objectives are fully reflected in the University's Equal Opportunities Policy⁴. 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. The University is also currently preparing applications for the Race Equality Charter and Disability Confident equality marques and has joined the Stonewall Workplace Equality Index.

61. 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.

Strategic measures – Access

62. We have identified that we have access equality gaps because research reveals that people from our priority groups are less likely than other students to:

- i. Consider progressing to arts, design and communication higher education⁵
- ii. Submit applications and portfolios that are strong enough to be considered for a place at the University⁶

We have also identified that unconscious bias in the student selection process may be an additional cause of equality gaps in arts education⁷.

63. To ensure that people from our priority groups: consider progressing to arts, design and communication higher education; and submit applications and

⁴ <https://www.arts.ac.uk/study-at-ual/academic-regulations/student-regulations/equal-opportunities>

⁵ Gammo-Felton, M. (2011) Getting the Higher Education X-Factor in Thomas, L. and Tight, M. (eds) *Institutional transformation to engage a diverse student body*.

Bingley: Emerald Group Publishing Limited

Gamarnikow, E. and Green, A. (2000) Developing social capital: Dilemmas, possibilities and limitations in education, in Arrow, K., Bowles, S. and Durlauf, S. (eds) *Meritocracy and economic inequality* (pp44-61). Princeton, NJ: Princeton University Press

Felton, E., Vichie, K. & Moore, E. (2016) Widening participation creatively: creative arts education for social inclusion, *Higher Education Research & Development*, 35:3, 447-460, DOI: 10.1080/07294360.2015.1107881

⁶ Gammo-Felton, M. (2011) Getting the Higher Education X-Factor in Thomas, L. and Tight, M. (eds) *Institutional transformation to engage a diverse student body*. Bingley: Emerald Group Publishing Limited

⁷ Burke, Penny Jane and McManus, Jackie (2011) [*Art for a few: exclusions and misrecognitions in higher education admissions practices*](#). *Discourse: Studies in the Cultural Politics of Education*, 32 (5). pp. 699-712. ISSN 0159-6306

portfolios that are strong enough to be considered for a place at the University; we will in each year of the period of the Plan:

- i. Maintain and further develop our long-term partnership working with targeted schools, FE colleges, and adult education and cultural organisations. Our partnership working will continue to focus on schools, colleges and institutions with higher numbers of students from our priority groups. Student Outreach Ambassadors play a key role in the development and delivery of our Outreach programmes⁸, helping to develop relationships and trust which are crucial to inform decision making about courses in higher education⁹. In particular, we involve students who themselves have progressed to the University following participation in our programmes.
- ii. Maintain and further develop our collaborative activity with other HEIs, including our work with Linking London's NCOP Phase 2 activities 2019 – 2021.
- iii. Undertake research to further develop our understanding about why our priority groups are under-represented in arts, design and communication higher education.

64. To raise pre-University attainment for students from our priority groups we will in each year of the Plan continue to deliver:

- i. Support for students' application and portfolio development through our Year 12 and 13 Insights programme. Feedback from teachers and tutors in partner schools and colleges is that there is also an improvement in work that is contributing to improved attainment.
- ii. Continual Professional Development (CPD) workshops for primary and secondary school teachers in our partner schools and colleges, and through our leadership of collaborative working through the United Kingdom Arts and Design Institutions Association (UKADIA) [incorporating the National Arts Learning Network (NALN)], working with the UKADIA institutions to offer a national staff development programme for art and design teachers in partner schools.
- iii. 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 which is 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. 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.

⁸ Felton, et al (2016), *ibid*

⁹ Carol Fuller (2014) Social Capital and the role of trust in aspirations for higher education, *Educational Review*, 66:2, 131-147,

- iv. 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.
- v. Work as the educational partner for The Kings Cross Academy, a primary school opened in 2015 as part of the Kings Cross development. Over time, our partnership with the Academy is allowing us to develop our approaches to working with and supporting primary age children to develop creative skills.

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 Higher Education. We aim to have an initial proposal in place by 2020/21. We are learning from the journey of Plymouth College of Art who opened the 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.

65. To ensure we have a selection process that narrows access gaps we will:

- i. Continue to deliver mandatory inclusive admissions training for staff involved in selecting students, including addressing unconscious bias.
- ii. Significantly develop use of contextual data, completing pilots and evaluating outcomes in the 2020/21 recruitment cycle with the aim of moving to full use of contextual data for the 2021/22 recruitment cycle. UCAS data shows that we have a significant difference in offer rate between applicants from POLAR Quintiles 1-2 and Quintile 5. We will be informed in this by the work of OfS in promoting contextual admissions and the OfS admissions review¹⁰.
- iii. 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.

66. Our data shows that our enhancement of these approaches to addressing access gaps in recent years correlates with a narrowing of the access gap at the university for students from socio-economic classes 4-7¹¹ (the gap narrowing by 6

¹⁰ OfS Insight 3, Contextual admissions: Promoting fairness and rethinking merit, May 2019

¹¹ Our previous Access Agreement/APP access target focused on increasing the proportion of students from NS-SEC 4-7

% points over the last nine years) and Black, Asian and minority ethnic students (the gap narrowing by 3 % points over the last five years).

Strategic measures – Success

67. We have identified through institutional and sector research that we have continuation and attainment equality gaps because:

- i. Our pedagogy, assessment practices, curriculum, enhancement processes and student support structure¹² fail to ensure equal continuation and attainment outcomes.
- ii. Our academic staffing profile has been insufficiently diverse in respect of ethnicity¹³.
- iii. Implicit bias and stereotype threat impacts negatively on attainment rates for students from our priority groups¹⁴.
- iv. Students from less advantaged areas face financial challenges that could impact on their success¹⁵.

68. The strategic measure we are undertaking to ensure that our pedagogy, assessment practices, curriculum, enhancement processes and student support structure support equal continuation and attainment outcomes are informed by our detailed institutional research, and subject to evaluation:

- i. We will, in each year of the plan, continue to deliver metrics-informed, bespoke support to course teams to improve continuation and attainment,

¹² We are guided here by sector and UAL institutional research

Sabri, D. (2014), *Becoming Students at UAL 'Signing up to the intellectual project that is the course'?* Year 1 report of a 3-year longitudinal study for the University of the Arts London

Sabri, D. (2015) *Students' practice and identity work at UAL: Year 2 student experiences* Year 2 report of a 4-year longitudinal study for the University of the Arts London

Sabri, D (2016), *Fine Art students at UAL 'We are layered by the different places we live in, aren't we?'* Mid-study report of a 4-year longitudinal study for the University of the Arts London

Sabri, D. (2018) *Students' Experience of Identity and Attainment at UAL* Final Year 4 report of a longitudinal study for the University of the Arts London

Mc Duff et al 2018, *Closing the attainment gap for students from black and minority ethnic backgrounds through institutional change* *Widening Participation and Lifelong Learning* Volume 20, Number 1, January 2018

Steveton and Cureton (2016) *Student Attainment in Higher Education: Issues, Controversies and Debates*. Oxon, Routledge

¹³ NUS/UUK, (2019) *BAME Student Attainment at UK Universities*.

<https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2019/bame-student-attainment-uk-universities-closing-the-gap.pdf>

¹⁴ *Creative Mindsets*, OfS Catalyst funded Growth Mindsets project 2018 (Internal Report)

¹⁵ Arts Student Union (2019) *Cost of Student Study Report* (Internal Report)

through the university's Academic Enhancement Model (AEM). The 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. 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) supports course teams to enable them to reflect on and establish action plans that respond to low data. From 2019/20 50 FTE additional teaching roles are being created to increase contact time for students, with allocation of these additional posts based on concern about continuation and attainment gaps in specific courses.

- ii. The AEM leads are supported by the AEM Toolbox, and staff development and expertise offered as part of the UAL Attainment Differentials Programme¹⁶. The Attainment Differentials Action Group, chaired by the Deputy Vice Chancellor Academic oversees this work. Informed by sector and UAL institutional research (see references on page 38) the UAL Attainment Differentials programme focuses activity in four key areas:

- Curriculum
- Assessment
- Teacher Development
- Identity and cultural experiences

The Attainment Differentials Programme is led by the University's attainment team and prioritises courses that are part of AEM but works across all undergraduate courses in the University.

- iii. All course teams preparing for revalidation are now offered support from the University's Teaching and Learning Exchange and Attainment team to ensure that they adopt approaches to curriculum development that support inclusion.
- iv. 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. This includes facilitating creative student/staff projects across UAL to support decolonising the curriculum, diversify library collections and reading lists, and improving attainment work.
- v. Courses that are identified as part of AEM take part in 'Formative Assessment Rethink'. This staff facing intervention (consisting of briefings, staff development and on line resources) responds directly to institutional research (see above) that identifies formative assessment as a positive site for continuation and attainment intervention.
- vi. Students on courses that are in AEM are offered an evidence informed 'Making the Grade' workshop that supports their learning and attainment.
- vii. In 2019/20 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 our priority groups.

¹⁶ The Programme seeks to tackle differentials in continuation and attainment.

- viii. Our Thinking Teaching workshop, a two day inclusion and diversity focused introduction to teaching for associate staff and technicians has been scaled up and from 2019/20 will be offered to staff across the University.
- ix. All staff at the University are required to undertake the University's on-line training Breaking Bias, addressing issues of unconscious bias. From 2019/20 further on-line and workshop training is being developed to addressing unconscious bias.
- x. Following a review in 2016/17 we have restructured library and student support services with the aim of ensuring a joined-up approach that is both anticipatory and responsive to enhance learning, resilience and sense of belonging. Our Library and Student Support Strategy 2018 – 2021 focuses on support offered being relevant and timely with appropriate referrals made to ensure early intervention when there is cause for concern. Initial evidence is that working in this way has a significant impact on continuation and attainment for students from our priority groups. Interventions now in place include:
 - New online resources and pre-enrolment workshops to aid transition into the University.
 - Enhanced academic support and wellbeing workshops, and on-line resources.
 - Additional one to one tutorial and mentoring support.
 - Development of library collections to reflect the diversity of our student community.
 - Further development of Individual Support Agreements for disabled students, including those whose disability status was not declared pre-enrolment.
 - A significant increase in the provision of counselling and mental health support.

69. The strategic measures we are undertaking to improve the ethnic diversity of our academic staffing profile are:

- i. Investment in delivery of positive action programmes to seek to recruit greater numbers of Black, Asian and minority ethnic colleagues into academic posts. Established in 2016, the Teaching Within programme responds to the under-representation of academics of colour by providing access to teaching qualifications and experience.
- ii. In summer 2019 the university has, through its new Academic Development Fund, created an additional 55 permanent teaching posts. The recruitment strategy for these posts has included a range of positive action activities that seek to ensure these new posts have a significant impact on the ethnic diversity of our academic staffing.

The Shades of Noir¹⁷ (SoN) team have played a lead role in the development and delivery of this work. The SoN team are also key partners in staff development work and work on diversifying the curriculum.

¹⁷ www.shadesofnoir.org.uk

70. The strategic measures we are undertaking to ensure that implicit bias and stereotype threat do not impact negatively on attainment rates for students from our priority groups, are:

- i. From 2018/19 we have built on the positive evaluation of impact of our Catalyst OfS funded Changing Mindsets work¹⁸ by offering 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. This work is an integrated part of our attainment work and is now called Creative Mindsets.
- ii. UAL research points to the positive impact of micro affirmation in teaching (Sabri 2018)¹⁹. From 2018/19 we have delivered workshops for staff to develop expertise in this area. AEM leads ensure these workshops are appropriately targeted to courses that will benefit from this intervention.

71. To support students who face financial challenges that could impact on their success we will continue to:

- i. Pay UAL Bursaries of a minimum of £1,000²⁰, in each year of study, to home undergraduate students who are in receipt of full state funding support. 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 UAL Bursaries, as a result of being from the lowest income situations, continue at the same rate as students from higher income backgrounds. Feedback from students is that 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.
- ii. Deliver a hardship scheme for students from low income backgrounds who experience financial difficulties.

¹⁸ Changing Mindsets was an OFS funded Catalyst project focused on closing the attainment gap of Black and minority ethnic and socio-economically disadvantaged students. http://mindsets.port.ac.uk/?_ga=2.143857525.1759343633.1567673066-1057719814.1565270595

¹⁹ Sabri, D. (2018) Students' Experience of Identity and Attainment at UAL Final Year 4 report of a longitudinal study for the University of the Arts London

²⁰ This figure is based on standard tuition fee income of £9250 per student. A pro-rata payment will be paid to part-time students.

Strategic measures – Progression

72. To deliver our commitment to closing gaps in progression we will ensure that the current approach to addressing inequality is fully embedded. The focus of this approach is to extend students' professional networks and facilitate their engagement with arts, design and communication professionals. This develops students' confidence and social capital²¹; this is particularly important in these professional fields where many students are self-employed or employed on short contracts.
73. To improve students' access to employment and enterprise networks we will, in each year of the plan, continue to:
- i. Bridge the gap between education and industry by providing a space through our 'Connect To' programme where students can collaborate on projects with other students, UAL staff and industry professionals.
 - ii. Partner with key industry leaders through our Industry Series to provide insights into different creative sectors. This includes: Behind the Scenes Industry Visits, UAL Gradual Podcast Series (Blacticulate) and workshops with GUAP (co-creation agency) and the KUSP (youth led social enterprise that support young people from diverse backgrounds). We will expand this programme of activity, building partnerships with both established and emerging creative organisations.
 - iii. Offer employability focused mentoring, which links current students with mentors from the creative industries. The programme has a specific focus on students from our priority groups. 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 also links with the University's Alumni of Colour Association, to increase participation from minority ethnic groups.
74. To develop students' self-confidence and address issues that students may have with the idea of false uniqueness²² that can serve to hold them back, we will from 2019/20, working in partnership with the Leadership Foundation, deliver the newly developed UAL Leadership Programme, which aims to give students an opportunity to explore, practice, apply and reflect on key aspects of leadership in a small group setting.

²¹ Hill, S. (2011) Transforming learning: Engaging students with the business community, in Thomas, L. and Tight, M. (eds) *Institutional transformation to engage a diverse student body*. Bingley: Emerald Group Publishing Limited

²² The Learning Gain Catalyst Project which UAL was part of revealed that some students from disadvantaged backgrounds held beliefs about their position in university that created a barrier to progression:

<https://www.officeforstudents.org.uk/publications/lg-pilot-projects-evaluation/>

75. To extend the offer of work based learning opportunities to students from our priority groups, we will, in each year of the plan, continue to:

- i. Advertise a wide range of creative work opportunities through our on-line jobs board Creative Opportunities. In line with our commitment to equality, diversity and inclusion we do not advertise unpaid internships.
- ii. Ring-fence 50% of places for these groups of students on our 'How to Freelance' series. We also run the Work Ready programme, supporting students into their first work placement.
- iii. Provide paid work experience opportunities to students within the University through the University's temp agency Artstemps. A significant majority of Artstemps are students from our priority groups (63%). We are developing a wrap-around model to support these students which includes one-to-one CV support and end of assignment review sessions, to be in place for 2020/21.
- iv. Incorporate the CAF at validation and revalidation events to ensure that employability and enterprise and work experience opportunities are embedded in the curriculum.
- v. Offers internships within the University through our Graduate Internship programme for students from our priority groups.
- vi. Link our placement and internship programme with key creative industries keen to diversify their graduate pool.
- vii. Increase the number of courses offering the University's Diploma in Professional Studies (DPS), a one-year sandwich placement for undergraduate students, and of other placement experiences.

3.2 Student consultation

76. Elected Students' Union officers representing students at UAL have been key partners in the design, implementation and evaluation of the plan. The Students' Union has Liberation Officers representing Black students, Women, LGBTQ+ students, Disabled students and Mature students. The Officers also work with a range of student societies for students from different backgrounds. In addition, the evidence base for the plan includes UAL Students' Union commissioned research, involving surveying of students, in the areas of attainment differentials and cost of study. In this way we have been able to ensure that students from a range of backgrounds have been involved in developing the plan.

77. In developing the plan students have been particularly keen to emphasise:

- i. The ongoing importance of the UAL Bursary scheme and Hardship Fund in supporting continuation and attainment.
- ii. Our partnership Making it Happen programme where we are working jointly on:
 - Student well-being and mental health, including through activity focused on creating community, strengthening social and sports clubs and societies and delivering fitness activities.
 - Reducing the financial cost to students of making work and meeting assessment requirements. This also ties-in strongly with work around environmental and social sustainability.
 - Facilitating creative student/staff projects across UAL to support decolonising the curriculum, diversify library collections and reading lists and improving attainment work.
 - Events that support successful progression to creative practice and employment.
 - Delivering a programme of joint activities across the Equality, Diversity and inclusion agenda.

78. Students are also represented on the university's academic committees and the Court of Governors, who will monitor progress against delivery of the plan. Students will also be involved in the monitoring of performance and discussion of any changes to the Plan through the University's structures for partnership working with students. This includes the Students' Union having full access to the university's interactive data dashboards.

3.3 Evaluation strategy

Summary of Strategic Aims

79. Our self-assessment has identified that we have a mainstream approach to closing equality gaps, and therefore that we need to develop evaluation capacity across the institution, and increase opportunities to learn from the evaluation findings. We will develop a whole-institution approach to evaluation based on a realist evaluation and informed by programme theory evaluation tools, that is, our overarching theory of change and logic chains for access, success and progression. This approach will draw on research and expertise at UAL and beyond to understand the issues and approaches that are likely to be effective, integrate evaluation into the planning and delivery process, including the use of intermediate outcomes, and be used formatively to improve practice as well as summatively for reporting purposes.

Self-Assessment: Base line Evaluation

80. We have completed the OfS evaluation self-assessment tool and the results offer a clear overview of where our strengths and areas for development are. In summary our self-assessment results are:

- i. Strategic context - A strength of our APP work is that it is mainstream and distributed across several university areas (this is a commended area). However the challenge with this approach is that there is limited coherence in relation to evaluation that needs to be addressed.

The self-assessment has identified that whilst staff reflect on the effectiveness of the programmes we need to develop staff capacity in relation to formal evaluation. We will address this by appointing a lead evaluator in each of the three areas of the plan and ensuring they receive professional development opportunities.

- ii. Programme Design - The self-assessment revealed that the objectives are clear and in some areas these objectives are informed by evidence that there are agreed specific deliverables. However, there is a need to integrate a focus on evaluation at the planning stage for all APP related activity. The self-assessment also highlighted that there are areas of activity where there is not enough evidence informing aspects of our programme design.
- iii. Evaluation design – Here the self-assessment surfaced that evaluation design is stronger in some areas (success) and weaker in others (access and progression). There is a need to bring consistency across all aspects of the programme. This links to the finding that our evidence base is strongest in the area of attainment (success).
- iv. Optional section - This section of the self-assessment underlines that the university needs to work from its baseline to design a theory of change, logical

framework approach that links activities to outcomes and the assumptions and processes underpinning the programme.

This section also highlights that where there is the most confidence regarding the link between interventions and the desired outcome is in the area of the formative assessment and creative mindsets sections of the Success part of this plan.

The self-assessment also indicates that there is evaluation research expertise in UAL that needs to be brought in to this work and the establishment of an evaluation network will facilitate CPD and the sharing of expertise that has not been applied fully in the area of inclusion at UAL.

- v. Evaluation implementation - Our data is of a high quality and there is an ethical framework for the use and storage of this data. We comply with necessary regulations for data collection and sharing. There is a need to do more to measure at interim stages across the five years of the plan. This is addressed above.
- vi. Learning - As we progress there is a need to isolate the factors that are having an impact, to support rigorous evaluation. There is also a need to look at how data from different stakeholders is triangulated. This will be strengthened by a deeper engagement with evidence of what works outside the institution and evaluation literature and expertise.

The key priority for UAL is to use evaluation results to extend/increase work where greatest efficacy is demonstrated and to discontinue that work which shows little or no impact. We currently collate and analyze a wide range of access and participation data and we elicit feedback from students and stakeholders regularly but we need to systemize this work and consistently adopt twice yearly evaluation. This is essential if we are to monitor our work so that we can learn from areas where there is positive evaluation and correct and mitigate areas where performance appears to be worsening.

- vii. Funding Allocation for Evaluation - The self-assessment identified that this is an area of underinvestment. In recognition of the importance of evaluation UAL will allocate £250K per annum to this aspect of its APP. The evaluation budget will support: capacity building; staff development; the establishment of evaluation networks that draw together expertise from across the university's research community; the development of institutional evaluation research; and the establishment of sector evaluation networks to share learning and the formal evaluation requirements of the work.

From 2019/20 we have commissioned Professor Liz Thomas to be our APP evaluation lead. Professor Thomas will work with our internal evaluation leads who each have responsibility for an area of the student lifecycle (access, success and progression), to build our capacity for effective evaluation. Professor Thomas will have an overarching role, bringing external expertise and perspective to this work.

Our base-line evaluation strategy

81. Having completed the self-assessment, this section of the document sets out our initial base-line evaluation strategy and outlines the ways that our approach to evaluation will systematically progress and develop over the period to 2024/25. Our evaluation strategy is premised on the importance of understanding and evaluating the impacts of the measures we adopt across the full student life cycle, from the point where a student considers applying to the university through to post-graduation.

82. Our evaluation strategy is focused on two key sites of data:

- i. Quantitative data that set out the gaps and our targets to address them. UAL's planning team have developed sophisticated dashboards that allow us to interrogate our data. These dashboards are available to all staff and are actively engaged with as an integral part of our quality assurance processes. The data presented deploy a Red-Amber-Green (RAG) rating system to alert staff to areas where progress is not satisfactory. There are annual reports to our Court of Governors, and university and college academic committees and management groups. This results in specific actions being agreed. By 2020/21 we will have embedded the access, student success and progression targets into all aspects of the University's quality assurance and enhancement processes.
- ii. Qualitative data that helps us to understand students' experience of our interventions. We have made a substantial investment in institutional research that offers us a high quality qualitative evidence base to complement our quantitative data, from which we have developed this plan and its evaluation strategy. Given the central role of staff in delivering our commitments we collect feedback from staff and stakeholders that informs evaluation (developing our staff facing evaluative approaches has been trialed as part of our AEM work). From 2019/20 we will adopt a similar approach to reporting on qualitative data as we do with quantitative data.

83. UAL has invested heavily in creating a strong evidence base in the area of success and progression that informs our access and participation plan and its evaluation. This evidence base has helped us understand why we have particular gaps and the ways we should develop measures that help us address them.

84. The qualitative institutional research carried out for the university by Dr Duna Sabri (an independent researcher from Kings College London) was directed in a very specific way to help us understand our access and participation data, with a focus on where we have the biggest gaps in data for disadvantaged groups. We have prioritized commissioning impartial research that has steered the direction and nature of our work in this area.

85. Dr Sabri was commissioned to undertake a longitudinal study into student experience from 2012 to 2018, to illuminate the causes for the differences in attainment between students of different backgrounds (full citation details on page 38). The aim of this study was to understand the student experience and

enable UAL to plan and deliver changes to taken-for-granted practices that impact on attainment. This life cycle research tracked a group of students through from first year to graduation to help us understand what interventions to deliver at each stage of study. Largely this work focused on attainment but it also explored progression, investigating the interrelationship between work readiness and attainment.

86. The findings of this research have been widely shared in a range of accessible formats across UAL at all levels, including with students, and have directly informed this plan. The research findings (and executive summaries) are available on our intranet.

87. In addition, since 2017 Dr Gurnam Singh (UAL Diversity Visiting Fellow) has acted as an advisor and critical friend in relation to all aspects of our attainment related work and this will continue until at least 2023.

88. We have designed a UAL Work Readiness Survey that students fill in each year. This survey has promising response rates that provide career readiness data for all student groups and academic programmes that help us direct interventions in an effective way to student groups in most need. These data directly inform our progression interventions.

89. Our evidence base has also been supported by high quality UAL Students' Union commissioned research in the areas of attainment differentials and cost of study that has informed where we are focusing our attention in this plan.

Access – evaluation baseline

90. Our quantitative data on progression from our outreach programmes and qualitative data on feedback from participants in the programmes, University admissions tutors and partner schools and colleges, is that the programmes have a positive impact on students considering progressing to arts, design and communication higher education, pre-university attainment and students submitting applications and portfolios that are strong enough to be considered for a place at the University

Success – evaluation baseline

91. Our institutional research findings has shown us that our work in this area needs to focus on four key promising sites of intervention: Assessment, Curriculum, Teacher Development and Cultural and Social Identity. We have learnt that assessment (particularly formative assessment) is a key site to reduce gaps and we will be investing in teacher development to systematize our assessment policies and practices across UAL.

92. Our OFS Catalyst funded Growth Mindsets project (called Creative Mindsets at UAL) provided an evidence base for the approach we are adopting tackling

implicit bias and stereotype threat as a key strand of our work to reduce attainment gaps.

93. Our evidence base in relation to curriculum underlines the importance of our creative students encountering a curriculum that reflects their diversity in all forms. This links to our work that aims to diversify and decolonize the curriculum.
94. The evidence base for our Academic Enhancement Model derives from an evaluation of an earlier prototype version of this work that pointed to the efficacy of using a metrics focused targeted approach that links to course monitoring, to systematically improve aspects of student experience and attainment.
95. 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. Feedback from students is that 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.

Progression – evaluation baseline

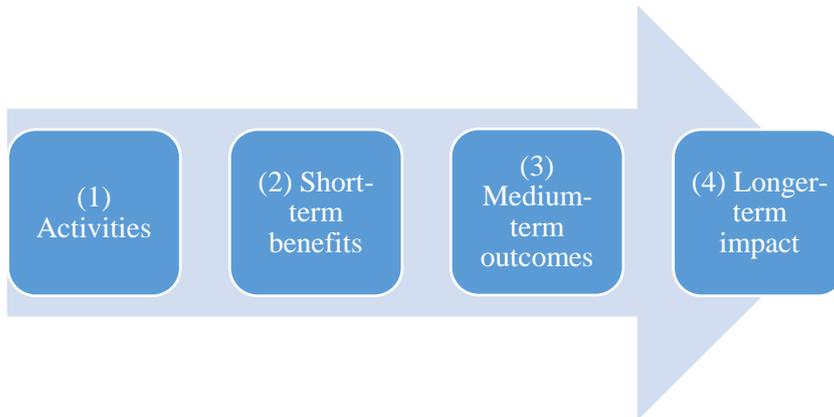
96. Our institutional research and our catalyst OFS funded Learning Gain findings have shown us that a mainstream approach to careers and progression work, coupled with careful targeting, is the most effective approach to eliminate gaps. We have invested in the development of UAL's Creative Attributes Framework as a tool to identify, scaffold and develop students' work readiness. We have created a student work readiness self-assessment tool that is linked to the student records system that has enabled us to map work readiness against a range of student characteristics. The evidence base this has created helps us plan and carefully target our work in the area of progression.

Evaluation strategy - continuous improvement 2019/20 – 2024/25

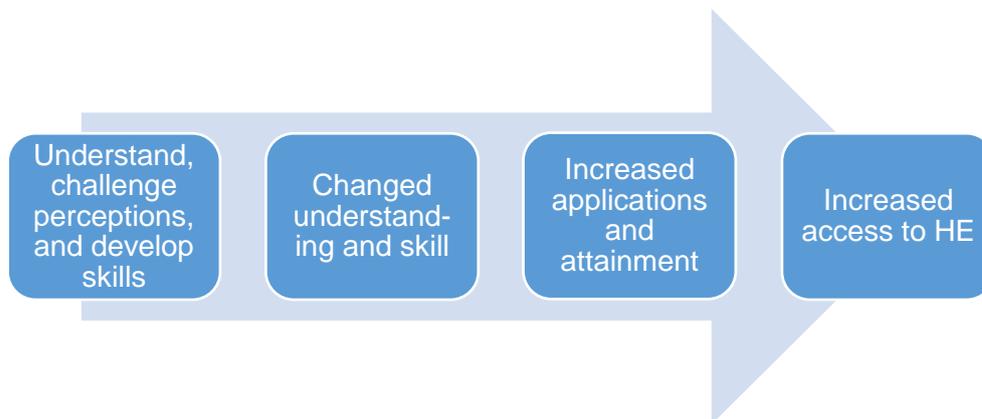
97. Informed by our overarching theory of change we have developed three generic logic chains which are intended to spell out the relationship between our interventions and our longer term goals (equalising access, continuation, attainment and progression of our target groups in relation to their comparators). These have been developed to identify intermediate outcomes – in addition to rather than instead of milestones – to help demonstrate whether initiatives are on track for achieving longer term goals. We will work with a newly appointed evaluation lead in each area (access, success and progression) to identify specific projects to evaluate, by refining the appropriate logic chain and drafting an intervention-specific theory of change. Findings will be aggregated and linked to institutional data (including monitoring of priority groups and equality groups)

and qualitative evidence to test the effectiveness of our work in each area, and to make revisions.

98. Each logic chain takes the following format:

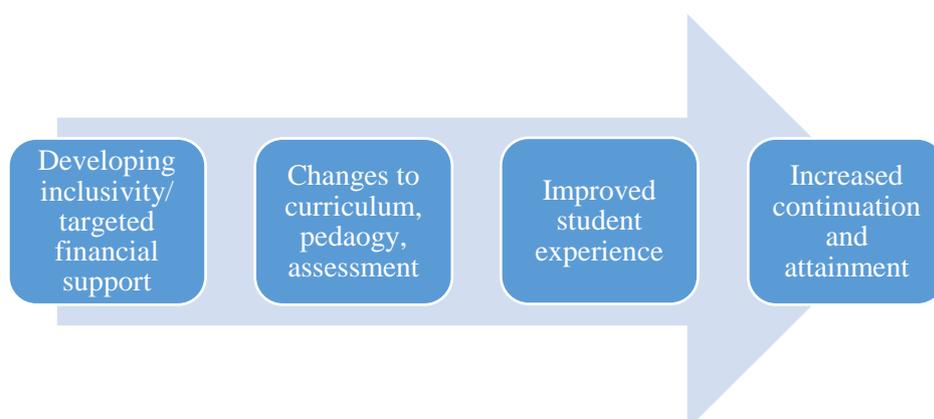


99. The generic logic chain for Access is:



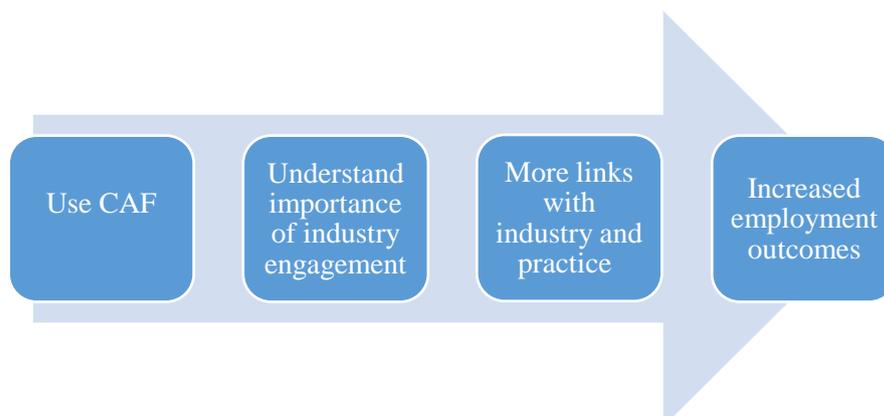
100. This generic logic chain for our access interventions will be used as the starting point to discuss and refine the strategic approach to access, and the evaluation of specific interventions and the work collectively, in relation to our target groups; this will be supplemented by more specific theories of change. Short, medium and longer term indicators will be identified, and evidence will be collected, with a particular focus on using existing evidence where possible. It should be noted that this logic chain can be adapted and applied to work with school/college students, teaching staff in schools and academic and admissions staff within UAL, and to undertaking further research.

101. The generic logic chain for success is:



102. This generic logic chain will be used in a similar way to the access logic chain, as a starting point for work with the evaluation lead for success, to evaluate both individual interventions and the work to improve success across the institution in relation to the target groups.

103. The generic logic chain for progression is:



104. Again, this logic chain will be refined to develop a more coherent evaluation framework to improve progression into further study and graduate employment and study for students from our priority groups.

105. Our evaluation strategy will be implemented through capacity building workshops for the newly appointed evaluation leads, and project leads as appropriate and on-going feedback and support regarding evaluation activities; the development of an internal network to share findings, plan improvements and consider wider roll-out; and opportunities to engage in sector-wide networks and events sharing effective practice. Additional research about 'what works at UAL' will be commissioned as gaps are identified through the process of developing the bespoke theories of change and logic chains.

Timeline

2019/20

106. In 2019/20 we will:

- i. Appoint an external consultant to act as lead evaluator to develop institutional capacity and prepare Year One evaluation report.
- ii. Appoint three UAL colleagues to work with the lead evaluator, each covering an area of the student lifecycle (access, success and progression), to build our capacity for effective evaluation. This will be informed by realist evaluation approaches and utilise programme theory evaluation tools (theory of change and logic chains in particular) and the OfS financial support evaluation tool²³ (survey tool, statistical tool and interview tool). We will be mindful of the OfS' three standards of evidence in outreach²⁴ in designing our evaluations, and in reporting our findings.
- iii. Develop a capacity building and support programme for the UAL evaluation leads and other staff as appropriate to develop theories of change, logic chains and evaluation plans.
- iv. Commission additional evidence (which may include literature reviews) to support the development of robust interventions, if required.
- v. Adopt an annual cycle of evaluation, including sharing emerging findings and using the results of the first set of evaluation data to bring all the APP evaluation data into one site for scrutiny, and use RAG data to signal progress to key stakeholders.
- vi. Review evaluation plans and determine the quantitative and qualitative information we need to collect in the future to support a robust evaluation
- vii. Supporting ongoing dissemination and learning about effective access, success and progression approaches across the institution.

2020/21

107. This is the year UAL will launch its next Academic Strategy, which will emphasise our commitment to equality in access, success and progression. Building on the evaluation platform established in 2019/20 the Strategy will incorporate a well-developed and effective approach to APP evaluation. In this year we will also:

- i. Review the first year lead evaluator report and make adjustments to the evaluation strategy that responds to findings.
- ii. Introduce a twice yearly approach to evaluation that is informed and steered by first year evaluation data.
- iii. Make changes to our interventions that are necessitated by our emergent evaluation data

²³ <https://www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/evaluation-and-effective-practice/financial-support-evaluation-toolkit/>

²⁴ <https://www.officeforstudents.org.uk/publications/standards-of-evidence-and-evaluating-impact-of-outreach/>

2021/22

108. In 2021/22 we will:

- i. Review the second year lead evaluator report and make adjustments to the evaluation strategy that respond to findings.
- ii. Identify evaluation approaches that connect the diverse strands of the APP into one overarching evaluative approach that works at a strategic level.
- iii. Adjust the plan as required.

2022/23 – 2024/25

109. During this three year period we will adjust the strategic measures in the APP based on evaluation outcomes, in particular, if gaps are not being closed or are becoming larger. In 2023/24 we will prepare a second five year plan for 2025/2026 – 2029/30, guided by OfS registration requirements.

3.4 Monitoring progress against delivery of the plan

110. The University's Deputy Vice Chancellor (Academic) is responsible for delivery of the Access and Participation Plan. They will chair a leadership group monitoring progress against delivery of the plan. We envisage that by using theory of change and logic chain tools and our adoption of intermediate milestones and indicators (short-term benefits and medium term outcomes as described above in section 3.3) we will maximise our chances of success, and provide early warning if we are not on track to achieve our longer term goals. We have invested significantly in our evaluation strategy and will adjust our actions as appropriate. If interventions are found not to be effective they will be discontinued and new interventions will be researched and implemented.

111. Progress on the plan will be reported to the University's:

- i. Learning, Teaching and Attainment Committee
- ii. Academic Quality and Standards Committee
- iii. Widening Participation Committee
- iv. Academic Board
- v. Governors People Strategy Committee
- vi. Court of Governors

112. Elected representatives of students are members of these committees. Students will also be involved in the monitoring of performance and discussion of any changes to the Plan through the University's structures for partnership working with students.

4. Provision of information to students

113. 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, through:

- i. Our website
- ii. Workshops for prospective students engaged in our outreach programmes
- iii. Our communications with students who enquire about and/or apply to study at the university. Prospective students are advised in their offer letter about their first year fees and that fees could increase annually in line with our fee policy. A link to the fee policy is included in the offer letter. Our fee policy states for undergraduate Home students that tuition fees payable for each academic year of the programme will be subject to increases where such an increase is permitted by legislation.

114. Home undergraduate students who are in receipt of full state funding support will receive a UAL Bursary of a minimum of £1,000²⁵, in each year of study.

115. Further information on tuition fees and financial support is available to prospective students from:

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

We will also publish this plan on our website.

5. Appendix

- I. Targets and Investment Plan
- II. Fee Information

²⁵ This figure is based on standard tuition fee income of £9250 per student. A pro-rata payment will be paid to part-time students.

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE		£9,250
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year		£1,850
Erasmus and overseas study years		£1,385
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan 2020-21 to 2024-25

Provider name: University of the Arts, London

Provider UKPRN: 10007162

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£2,540,000.00	£2,635,000.00	£2,710,000.00	£2,710,000.00	£2,710,000.00
Access (pre-16)	£550,000.00	£580,000.00	£600,000.00	£600,000.00	£600,000.00
Access (post-16)	£1,900,000.00	£1,955,000.00	£2,000,000.00	£2,000,000.00	£2,000,000.00
Access (adults and the community)	£90,000.00	£100,000.00	£110,000.00	£110,000.00	£110,000.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
Financial support (£)	£3,250,000.00	£3,250,000.00	£3,250,000.00	£3,250,000.00	£3,250,000.00
Research and evaluation (£)	£250,000.00	£250,000.00	£250,000.00	£250,000.00	£250,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£27,597,705.00	£22,558,775.00	£23,215,260.00	£23,332,490.00	£23,332,490.00
Access investment	9.2%	11.6%	11.6%	11.6%	11.6%
Financial support	11.8%	14.4%	14.0%	13.9%	13.9%
Research and evaluation	0.9%	1.1%	1.1%	1.1%	1.1%
Total investment (as %HFI)	21.8%	27.2%	26.7%	26.6%	26.6%

