

Access Agreement - 2014/15

December 2013

Introduction

1. The University's Access Agreement reflects the commitment we make, in our Strategic Plan for 2010 – 2015, to:

“... build on our success as national and international leaders in the field of widening participation in higher education, continuing to increase the number of students from communities that are currently under-represented, breaking down barriers to higher education and ensuring that, irrespective of their backgrounds, our students fulfil their potential and progress to successful careers.”¹

2. Widening Participation in higher education is one of the nine key priorities of the University's Strategy.

Tuition fees for new full-time entrants in 2014/15

3. We will charge tuition fees of £9,000 for the academic year 2014/15 for new Home/EU full-time entrants to our undergraduate courses.² The tuition fee for subsequent years of the course may increase to the maximum permitted.
4. We estimate the number of new Home/EU entrants to our full-time undergraduate courses in 2014/15 to be 3,203. This estimate assumes the University's current exemption from the Higher Education Funding Council for England Core and Margin student numbers policy continues and there are no significant changes to the University's Student Control Number.

Tuition fees for new part-time entrants in 2014/15

5. The full-time equivalent tuition fee for the academic years 2014/15 for new Home/EU part-time entrants to our undergraduate courses is £9,000. We will not charge a part-time Home/EU student more than £6,750 in 2014/15. The tuition fee for subsequent years of the course may increase to the maximum permitted.

Expenditure on access and retention measures

6. Our assessment is that relative to the higher education sector as a whole we have an “average” performance in respect of access and retention measures. The social class profile of our undergraduate home student population is similar to other specialist arts and design institutions. UCAS data shows that of the University's home full-time undergraduate entrants with known socio-economic class in 2010/11 34% were from socio-economic classes 4-7. Our home full-time undergraduate student profile in respect of students from

¹ University of the Arts London Strategy 2010 – 2015, p.17

² This includes Home/EU entrants to franchised full-time undergraduate courses and full-time undergraduate courses that lead to a Masters qualification.

Black and minority ethnic groups is better than the average for arts and design courses (25% at UAL in 2011/12 compared with a national figure of 13% for creative arts and design courses). However, although we are a national recruiter, we feel that our ethnic profile is at the minimum level for a London-based institution.

7. For 2010/11 the retention rate³ on the University's first degree courses was 88% and for foundation degrees was 82%. The 2010/11 data for the UK higher education sector shows average retention of 90.7% for first degrees and 85.1% for foundation degrees⁴.
8. On the basis of our assessment of our access and retention record, and in line with the guidance from OFFA, we commit to spend 25% of the additional tuition fee income from each new home/EU undergraduate entrant in 2014/15 on measures to improve access and retention, including the National Scholarship Programme and a bursary scheme to support retention. This is £750 of each FTE student tuition fee.
9. Estimated total expenditure under our Access Agreements in 2014/15 is £6.94m. This compares with total planned expenditure under our Access Agreement in 2013/14 of £6.43m.

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

10. We estimate that we will invest in total, under our Access Agreements, £3.15m in outreach and success measures (excluding financial support for students) in 2014/15.

Outreach measures

11. We estimate that will invest £2.85m on outreach measures in 2014/15. We will use this expenditure to continue to focus on the objectives in our Widening Participation Strategic Assessment and which our monitoring and evaluation have highlighted as having a positive impact. These are:
 - i. Maintaining and further developing our long-term partnership working with targeted⁵ schools, FE colleges and with cultural organisations, developing the interest of young people and adults from under-represented groups, in arts, design and communication higher education and supporting them to progress successfully to higher education. In 2014/15 we aim to work

³ The retention rate is the proportion of undergraduate Year One students in 2010/11 that enrolled in Year Two in 2011/12.

⁴ HESA data 2010/11

⁵ Our partnership working will continue to focus on schools and FE colleges with higher numbers of students from under-represented groups, in particular students from low-income and Black and Minority Ethnic backgrounds. We will continue to prioritise working with students age 14+ whose parents do not hold a higher education qualification, but will also work with students at Key Stage 2 and Key Stage 3.

with students from at least 60 schools and 25 FE colleges, continuing with the following types of programmes which have proved to be successful in promoting progression to HE:

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

Our publication “Art Works”, which is an annexe to our Access Agreement, showcases examples of our partnership working.

- ii. Continuing to promote progression to higher education for care leavers, in line with our commitments under our Buttle UK Quality Mark.
- iii. Maintaining our leadership of collaborative working through the National Arts Learning Network (NALN) now incorporated as part of ukadia (the UK Arts and Design Institutions Association). This includes continuing to develop the NALN Progression Agreement model across the network, sharing good practice and providing professional development opportunities through termly events for Progression Managers and the annual ukadia conference.
- iv. Maintaining our collaborative activity with other HEIs. Examples are:
 - Animating Art History, a project with the Courtauld Institute of Art exploring art history and moving image
 - Portfolio Advice Day, North East, a partnership with Cleveland College of Art and Design, which has been expanded to include York St. John University, Sunderland University, Teesside University, and Royal Conservatoire of Scotland
 - Openbook partnership consortium for adult learners based at Goldsmiths College, University of London and also involving London School of Economics and Queen Mary College, University of London
- v. Maintaining our collaborative activity with our key cultural partners:
 - Tate Galleries (Britain and Modern)
 - Portfolio Advice Day, Tate Britain, attended by 400 students age 16+
 - Fashion Project: young people use galleries as research/inspiration to create work for a fashion show at Tate Britain
 - Late at Tate: young people curate Late at Tate event for peers to encourage involvement with the arts
 - Victoria and Albert Museum
 - In 2013, a film project with students at David Bowie’s old school exploring themes of suburbia, identity, gender, and creativity
 - National Maritime Museum

- In 2013, a project with school/FE students from Tower Hamlets exploring the East India Dock Company and issues related to colonialism, trade and fashion.
 - Parliament Education
 - Democracy By Design, a project with young people looking at the impact of design on democracy
- vi. Maintaining and further developing our extended partnerships⁶ with:
- The Newham Creative Hub
 - Heston Community School, an Academy with which we are a supporting partner
 - Islington Arts and Media School, a Trust school with which we are a supporting partner
 - Chiltern Hills Academy, with which we are a supporting partner
 - Heartlands High School, a Community School in Haringey
 - The new primary Academy planned to open in 2015 as part of the Kings Cross development

Our extended partnerships support the development and delivery of the curriculum and we aim in 2014/15 to work with at least 500 students in these schools and colleges. In some cases our extended partnerships also support school governance.

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

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

Student success measures

14. We estimate that we will invest £300,000 in 2014/15 on additional measures aimed at improving success for students from socio-economic classes 4-7 and for students from Black and minority ethnic groups.

15. We will build on the measures developed and piloted since 2008/09 focused on improving retention and success for students from under-represented groups. This involves providing:

- i. Supported opportunities for staff to focus on developing inclusive pedagogy and curriculum
- ii. Bridging programmes

⁶ Our extended partnerships are with schools and FE colleges that fit the targeting criteria detailed in footnote 5. The Newham Creative Hub was developed under the DCMS/DIUS/BERR Creative Britain strategy. The other schools with which we have an extended partnership all have an art and design specialism. Our extended partnerships support the development and delivery of the curriculum and, in some cases, school governance.

- iii. Additional tutorial and buddying support
 - iv. Support for successful entry to the creative and cultural industries, including internships
16. Development of this work is informed by the institutional research we have undertaken in this area. We will continue, through our work with the Higher Education Academy and the National Arts Learning Network, to contribute to, and play a leadership role in, the development nationally and internationally of measures to improve retention and achievement for students from under-represented groups.

Financial support for students

National Scholarship Programme

17. We estimate that our investment in the National Scholarship Programme (NSP) will be £1.54m.
18. We estimate that 1045 National Scholarship Programme (NSP) awards worth £2,000 (pro rata for part-time students) will be available to Home entrants⁷ to undergraduate courses in 2014/15. These will be paid as maintenance bursaries. Students are eligible to apply for an NSP award if their declared household residual income is £25,000 or less, although not all those with incomes below this level will receive an NSP award. We will give priority to students with declared household residual income of £16,000 or less. If any NSP places remain unallocated after priority has been given to those with household incomes under £16,000, applicants will be prioritised based on household income. We may require evidence from students to verify household income.
19. This award will be for Year One of the course. For students who are eligible for a maintenance bursary as part of the NSP award a UAL Bursary of a minimum of £1,000 will be paid in each subsequent year of the course.

UAL Bursaries

20. We estimate that will invest £2.21m in a UAL Bursary scheme to support retention and achievement of home students on undergraduate courses in 2014/15. Our institutional data indicates that the bursary scheme that operates under our Access Agreements has a positive impact on retention. The data shows that home undergraduate students receiving bursaries are statistically more likely to be retained than students not receiving a bursary. Bursaries in the final year of study make an important contribution to student achievement in arts, design and communication, in helping to meet the costs of the final year project, show or exhibition. We will continue to monitor the impact on retention and achievement of the financial support we offer.

⁷ NSP awards will not be available to individuals who are ordinarily resident in Scotland, Wales or Northern Ireland.

21. UAL Bursaries of a minimum of £1,000 will be paid to home entrants to full-time undergraduate courses in 2014/15 who are in receipt of a full state maintenance grant and who do not receive an NSP award. This award will be for Year One of the course. Further awards of a minimum of £1,000 will be paid for each subsequent year of the course.
22. In addition, we will spend £45,000 on bursaries for home undergraduate students who began courses before 2012, in line with the commitments in our previous Access Agreements.

Targets and milestones

23. Our access targets for 2012/13 – 2016/17 are:
 - i. A 0.5 point increase each year in the percentage of new home undergraduate entrants from socio-economic classes 4-7, measured using UCAS data. The equivalent profile for 2010/11 is 34%.
 - ii. A 0.5 point increase each year in the percentage of new home undergraduate entrants from Black and minority ethnic groups. The equivalent profile for 2010/11 is 27%.
24. Our retention targets for 2012/13 – 2016/17 are:
 - i. A 1.0 point increase each year in the retention rate of home undergraduate students from socio-economic classes 4-7. The equivalent retention rate for students who started undergraduate courses in 2009/10 is 83%.
 - ii. A 1.0 point increase each year in the retention rate of home undergraduate students from Black and minority ethnic groups. The equivalent retention rate for students who started undergraduate courses in 2009/10 is 79%.

Monitoring and evaluation

25. The development of our access and retention measures has been, and continues to be, informed by evaluation of what works and assessment of impact. Our approach to evaluation of our access work, and monitoring of progress against our targets and milestones, involves:
 - i. Reporting and analysis of data on student recruitment, retention and achievement, in particular, focusing on differentials in respect of social class, race and ethnicity, disability and gender. This is undertaken at University, College, School and course level.
 - ii. Structured feedback from participants on outreach programmes. We also get feedback from their schools and colleges. This feedback is primarily qualitative and shows a significant positive impact on

- participants' views of HE, including willingness to consider application to more selective institutions.
- iii. Feedback from admissions tutors, which shows a significant positive impact of participation in our outreach programmes on the quality of applications made by participants, in particular, in respect of portfolios presented and performance at interview.
 - iv. Feedback from schools and colleges which advises that there is a positive impact of our Extended Partnerships work on students performance in arts and design subjects, including grades awarded for GCSE and National Diploma qualifications.
 - v. Tracking of participants in respect of progression to higher education. Our tracking data for participants old enough to apply to HE shows rates of progression ranging from 80% - 97%.
 - vi. Commissioning of institutional research, involving literature review and quantitative and qualitative data.
 - vii. Commissioning of national research through the National Arts Learning Network.
 - viii. Support from our Advisory Group made up of students who have been previous participants on our access programmes.
 - ix. The embedding of the access agenda across the University's quality assurance and enhancement processes.
26. The University's Dean of Students and Director of Widening Participation is responsible for delivery of the Access Agreement. The Dean of Students and Director of Widening Participation reports on delivery of the Access Agreement to the University's Widening Participation Committee (a sub-committee of the University's Academic Board) and to the University's Court of Governors.
27. This Access Agreement has been developed in consultation with the University's Students' Union. Students are also represented on the University's Widening Participation Committee and the Court of Governors.

Provision of information to prospective students

28. We will provide clear, accessible and timely information for applicants and students on the fees that we charge and the financial support that we offer, including through our website.
29. We will provide timely information to UCAS and the Student Loans Company as required.

Equality and diversity

30. The objectives in our Widening Participation Strategic Assessment are fully reflected in the University's Equality and Diversity Framework 2010 – 2015. The Equality and Diversity Framework includes an equality scheme in respect of socio-economic class, in addition to equality schemes covering each of the protected characteristics under the Equality Act 2010.
31. The University's published Public Sector Equality Duty objectives include our focus and targets in respect of participation and retention of home undergraduate students from Black and minority ethnic groups.
32. The University's Dean of Students and Director of Widening Participation leads on delivery of the Equality and Diversity Framework and Public Sector Equality Duty objectives. Progress is monitored by the University's Equality and Diversity Leadership Group and the Court of Governors. The University's Equality and Diversity team are represented on the University's Widening Participation Committee.

Further Information

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

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

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

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