

# Norwich University of the Arts

## Access agreement for 2018-19

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## 1. Context

- 1.1 Norwich University of the Arts is a specialist university with over 2,000 undergraduate, taught postgraduate and postgraduate research students that comprise its learning community. Our vision is to be the best specialist university for art, design, architecture and media in Europe, producing graduates of the highest quality. We are committed to excellence in learning, teaching and the wider student experience, to give our students the best possible preparation for their future lives and careers.
- 1.2 We have continued to experience a strong demand for our courses in recognition of the quality of work undertaken by our staff and students. We are committed to fair access, equality of opportunity for applicants and support for all of our students, particularly those applicants attracted from groups under-represented in Higher Education (HE). We welcome students from a diverse range of backgrounds and previous educational and professional experiences and encourage applications from all those who wish to develop their creative practice in the context of Norwich University of the Arts.
- 1.3 We recognise that there is no single definition of widening participation (WP), for the purposes of our OFFA/Access Agreement. The term 'WP' is used with reference to engaging target groups that have been identified as under-represented in UK Higher Education and in keeping with our proposed actions to ensure the success of such groups and individuals when they embark on a course of Higher Education through to its completion. This pluralistic approach to WP is emblematic of the University's commitment in terms of both finance and resources, to supporting and promoting fair access to its specialist courses in arts, design, architecture and media.
- 1.4 The University's approach to the OFFA Access Agreement and to its strategy for widening participation continues to weigh the imperatives of delivering effective outreach and robust retention in support of the continued success of our students. The quality and breadth of the University's course offer, its level of fee, and the targets and milestones for widening participation for 2017-18 onwards are, we believe, aspirational and challenging.
- 1.5 We will continue to engage with collaborative activity with other organisations; Higher Education Institutions (HEIs), schools and other public and private sector partners in order to maximise the beneficial impacts of our work and reduce duplication of effort. As well as participating in existing collaborative activity we are also part of the regional NCOP partnership, the Network of East Anglia Collaborative Outreach (NEACO) with University of East Anglia, Cambridge University, Anglia Ruskin University and University of Suffolk. Our work with Norfolk schools through NCOP will target specific students from GAP wards in Years 9 – 13. We have focused our work for this project by targeting the schools with most students from the target wards. While the programme is still evolving, activities delivered through NCOP include a progression programme for Year 12 -13 delivered by HEAN (the Higher Education Access Network), resilience and mental health workshops, online platforms for engaging young people, employer engagement and various charity interactions. We are mindful that NCOP is time-limited and our ongoing Outreach must remain consistent to continue the important work once/if NCOP concludes.
- 1.6 Collaborative working for NUA involves collaboration with national as well as regional partners who are specialist providers within the HE sector. We continue to be an active member of UKADIA (the UK Arts and Design Institutions Association), which incorporates the National Arts Learning Network (NALN). To respond to the need to work with schools and conscious of the significant challenges to creative art subjects

in schools, the University has committed significant funds in undertaking a large research project into provision of the arts in primary and secondary schools with a particular focus on KS3 and KS4. A survey has been sent to all art department teachers to assess the challenges they have in engaging able arts students, especially those from LPNs, to continue to study these subjects. Focus groups have taken place and the results will inform NUA's outreach activity for 2018 – 19 which might include offering more on campus activity, providing access to workshops and studios during holiday time, supporting teachers and working closely with organisations in the region such as Festival Bridge and other arts partners.

- 1.7 The University also works with other partners such as the Museums Service, Arts Council and a commercial television company in terms of taking its HE offer to (primarily) mature learners within workplace environments. The University is optimistic that this work will reach out to target groups who currently have little or no contact (or aspiration) with UK HE.

## **2 Assessment of performance to date and identification of areas to focus on in future**

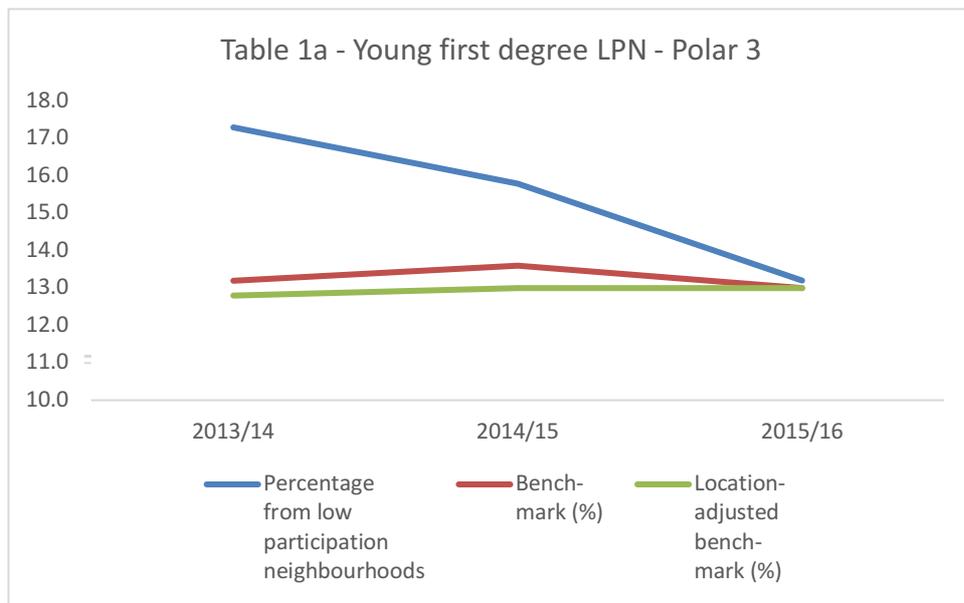
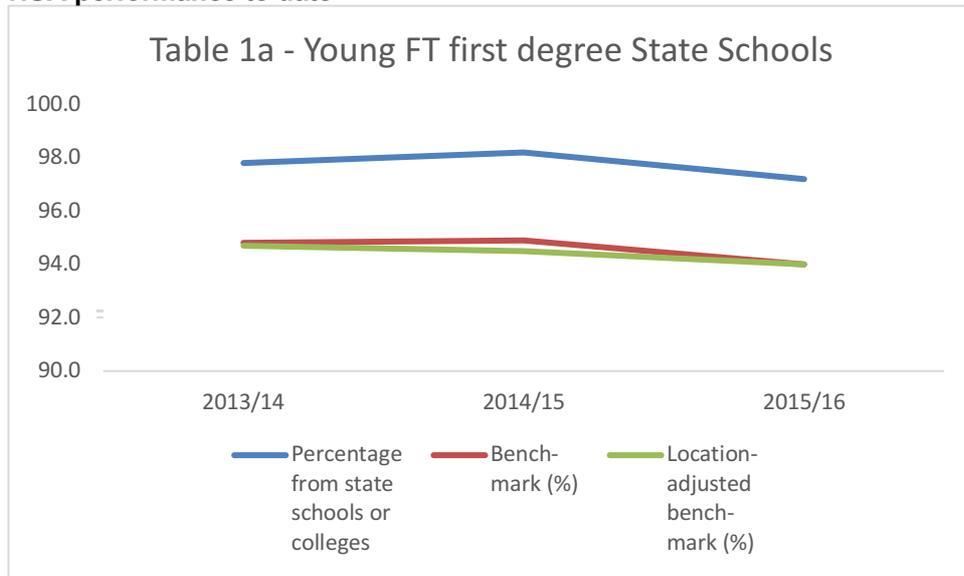
The University continues to perform strongly in attracting and retaining students from a diverse range of backgrounds including those from under-represented groups. The following sections outline our performance in key areas identified by us as priorities for our outreach, retention and employability activities; mature students, students from Black, Asian and other Minority Ethnic (BAME) backgrounds, students from low participation neighbourhoods (LPNs), and students with disabilities.

In analysing the University's performance in supporting the success of our students, we have undertaken regular monitoring of the retention in the first year of transition to higher education and attainment at final degree of students from widening participation backgrounds. Each group is compared with peers outside the group under analysis. The following tables summarise our performance to date.

- 2.1 **Access for young full-time undergraduate entrants from low socio-economic backgrounds (NS-SEC 4-7)**
  - 2.1.1 The University has been monitoring the proportion of young full-time undergraduate entrants from lower socio-economic backgrounds, measured through the NS-SEC measures and focusing on students from backgrounds classified as NS-SEC 4-7. From 2016-17 HESA have withdrawn this measure as a Performance Indicator and no longer publishes indicators or benchmarks in Table T1a.
  - 2.1.2 The University has, therefore, ceased its own measurement of students from NS-SEC4-7 and is looking at alternative means to identify students from disadvantaged backgrounds. At present we have no readily available data on which to base alternative measures to NS-SEC. We are aware that data is available through the Higher Education Access Tracker (HEAT), however, the current subscription for this database is set at a level that is not affordable for smaller institutions and does not represent good value for money. We would welcome OFFA's assistance in obtaining a fairer pricing structure for access to data that is becoming increasingly necessary in order to set meaningful targets and monitor performance, or in providing alternative indicators to assist in measuring populations from disadvantaged backgrounds.
- 2.2 **Access for young entrants from Low-Participation Neighbourhoods (LPNs)**
  - 2.2.1 We aim to increase the proportion of young full-time undergraduate entrants from low participation neighbourhoods (LPNs) and to remain above the location adjusted

benchmark in all years (HESA Performance Indicator Table T1a<sup>1</sup>)

**NUA performance to date**



2.2.2 In 2015-16, the proportion of new students from LPNs has fallen but remains above the HESA benchmarks. Data for applications from Norfolk schools with high proportions of widening participation pupils show that the actual number of applications to NUA increased from 281 in 2012 to 287 for 2014-15 entry and to 330 for 2015/16 entry (as a result of outreach activity undertaken during 2014-15 and in previous years). This will remain an area of focus for the University.

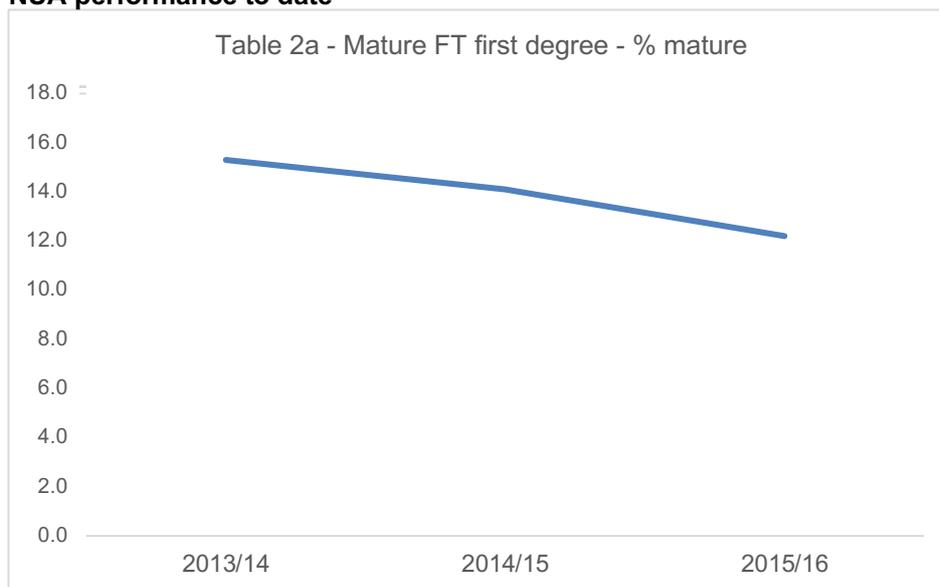
**2.3 Access for mature entrants to undergraduate courses**

2.3.1 We aim to increase the proportion of mature full-time undergraduate entrants aged 21 or above on entry who are studying on an NUA course (HESA Performance Indicator

<sup>1</sup> HESA (2017) *UK Performance Indicators 2015/16: Widening Participation, Table 1a: Participation of full-time first degree entrants*. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation>. Release date: 2 February 2017.

Table T2a - Mature, full-time, first degree entrants<sup>2</sup>).

#### NUA performance to date



2.3.2 The graph above shows the proportion of undergraduate entrants starting an undergraduate course between 2013/14 and 2015/16 who were aged 21 on entry. The percentage of mature applicants who enrolled on a course at NUA has decreased when measured against the total population, which has increased by 6% over the same period. In absolute terms the number of mature entrants aged 21 and above actually increased from 77 in 2013-14 to 88 in 2014-15 and 81 in 2015-16. Whilst we remain committed to strengthening the opportunities for mature entrants to study art, design, media or architecture subjects at NUA, we are aware that applications to art and design subjects from mature applicants have decreased by 2% over 3 years, with a decrease of 5% in the subjects offered by NUA (UCAS, 2016<sup>3</sup>).

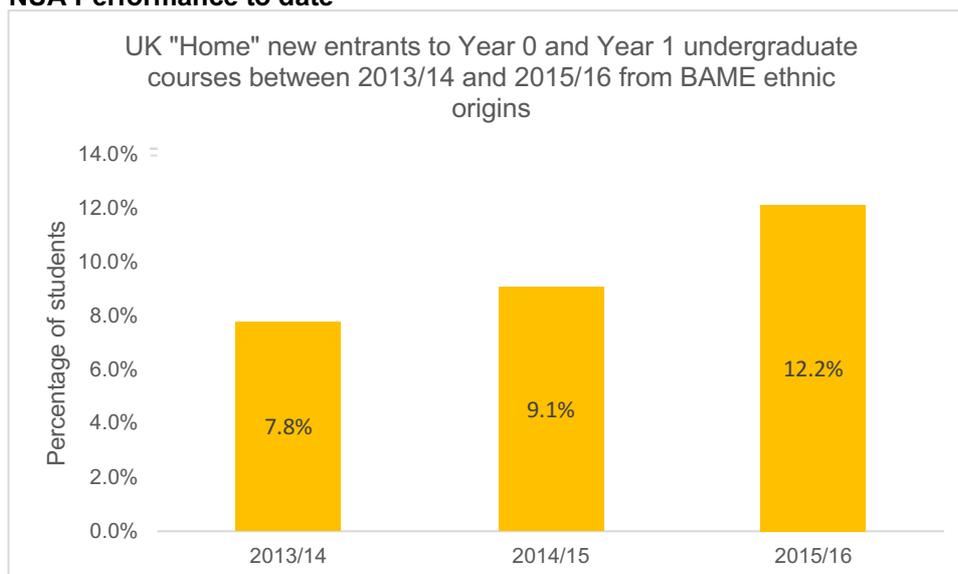
#### 2.4 Access for Black, Asian and Minority Ethnic (BAME) entrants to undergraduate courses

2.4.1 The University continues to be committed to increasing the proportion of students from BAME backgrounds. Our stated aim is to increase the proportion of UK domiciled students from Black, Asian and Minority Ethnic (BAME) origins and will continue to provide targeted outreach in regional areas with larger numbers of students from BAME backgrounds.

<sup>2</sup> HESA (2017) *UK Performance Indicators 2015/16: Widening Participation, Table 2a: Participation of full-time first degree entrants*. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation>. Release date: 2 February 2017.

<sup>3</sup> UCAS (2016), *End of cycle data resources: Provision 2016 "Applications and acceptances for types of higher education course – 2016"*, Subject Group by Age tables (DR3\_013) [internet]. Available from: <https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-end-cycle-data-resources> [accessed March 2017].

## NUA Performance to date



Source: NUA Student Records System

- 2.4.2 The percentage of new entrants from BAME ethnic origins has been steadily rising over the past three years, from 6% in 2011/12 to 12% in 2015/16. This continues to be an area of challenge for us both in terms of the regional demographics (a relatively low proportion of people usually resident in the East of England are from BAME backgrounds compared with the rest of England<sup>4</sup>), and our specialist subject mix. A recent benchmarking exercise conducted by the University noted that BAME students accounted for 22% of new entrants to all subjects, however the proportion of BAME students recruited to art and design subjects in 2013/14 accounted for just 6% of all students recruited to courses in this subject area<sup>5</sup>.
- 2.4.3 Our progress to date indicates that we are seeing the beginning of an increase in the proportion of BAME students studying at NUA, and we will continue to focus targeted outreach and recruitment activity aimed at increasing the number of BAME students studying and succeeding at NUA.

## 2.5 Student Success targets

- 2.5.1 One of the key commitments of the University, as expressed through the Mission and Core Values and the Student Agreement is to ensure equality of opportunity for students from diverse backgrounds, providing support where need is identified. In analysing our performance to date, we have focused our analysis on two key indications of success; retention and degree classification outcomes.
- 2.5.2 We have undertaken monitoring of our retention record over a number of years which has provided us with a good record of data on which to focus our widening participation activity. In analysing our retention record, we have considered young and mature student populations separately in acknowledgement that the challenges facing students in each group can be very different. We have also looked at the comparative data between different groups within the University's undergraduate population, and have been monitoring relative performance through our Access

<sup>4</sup> Comparative data provided by the Office of National Statistics (ONS) and made available through Norfolk Insight ([www.norfolkinsight.org.uk](http://www.norfolkinsight.org.uk)).

<sup>5</sup> Source: HESA statistical release, Table 6a: **Full-time students by subject, level, sex, age, disability and ethnicity**, 2013-14, <https://www.hesa.ac.uk/free-statistics>

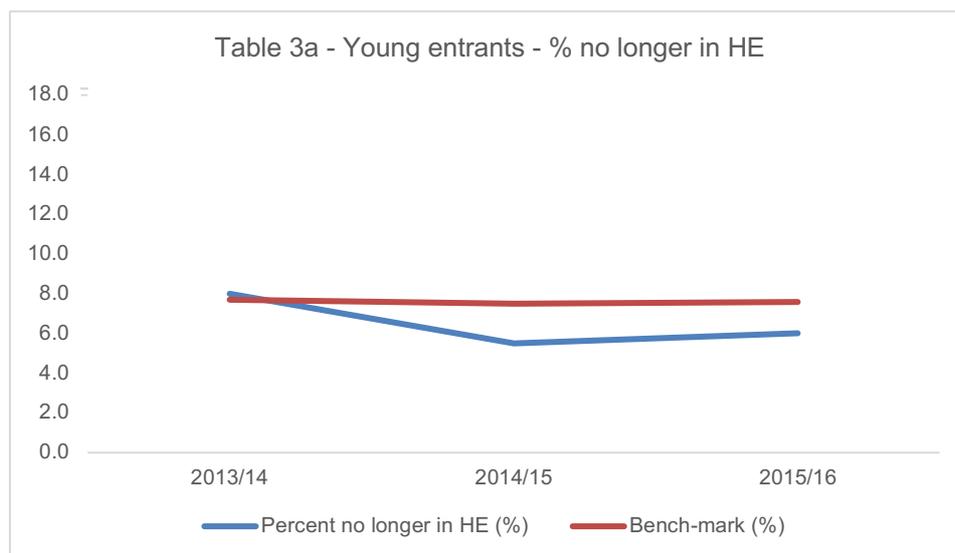
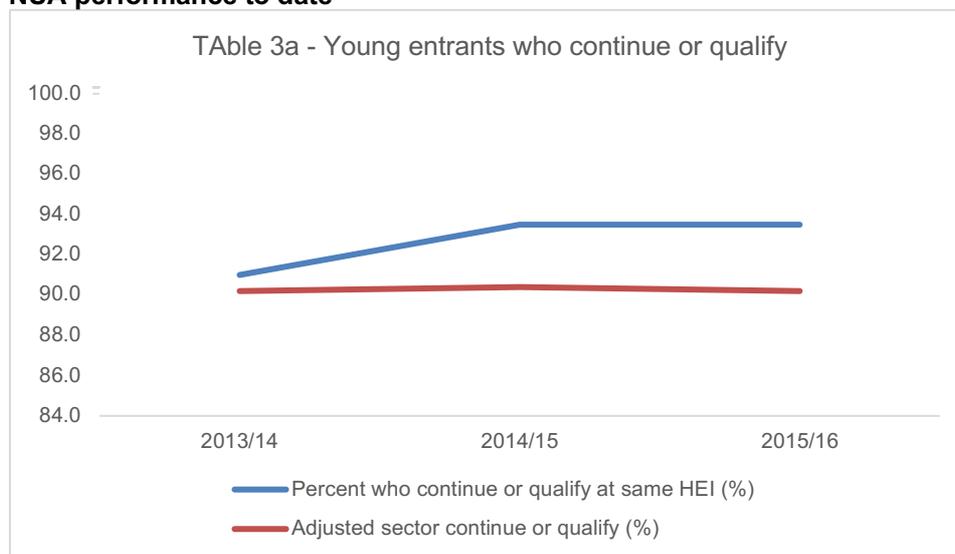
Agreement targets.

2.5.3 Similarly, in considering measures for determining successful outcomes for students, we have been monitoring the differential outcomes for students in different populations by analysing the degree classifications for different groups within each graduating cohort.

## 2.6 Student success: retention of young entrants

2.6.1 We aim to continue to ensure that the percentage of young entrants who drop out of Higher Education is below 5% and the percentage is lower than the HESA benchmark (HESA, 2017, Table 3a<sup>6</sup>). Through a range of retention initiatives we are seeking to ensure that the percentage falls from 7.9% in 2013-14 to 5.0% by 2019/20 and to 4.8% by 2020/21.

### NUA performance to date



2.6.2 The charts above summarise the percentage of students who were projected to continue or qualify at the University between 2013/14 and 2015/16 and the

<sup>6</sup> HESA (2017) *UK Performance Indicators 2015/16: Non-continuation rates, Table 3a: Non-continuation following year of entry: full-time first degree entrants*. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation>. Release date: 9 March 2017.

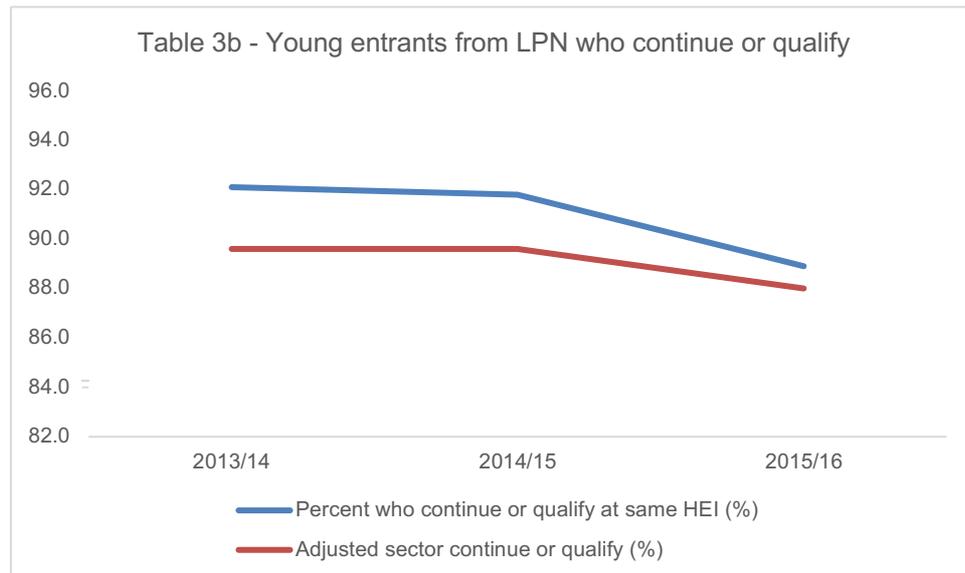
percentage of students who leave one of our courses during their first year and who do not continue at another institution. The University has demonstrated a strong track record in retaining its students with over 90% retention since 2011/12. The University will continue with targeted work aimed at retention, for example expanding the number of PAL Mentors, to ensure that we maintain our good record in this area.

## 2.7 Student success: retention of young entrants from low participation neighbourhoods

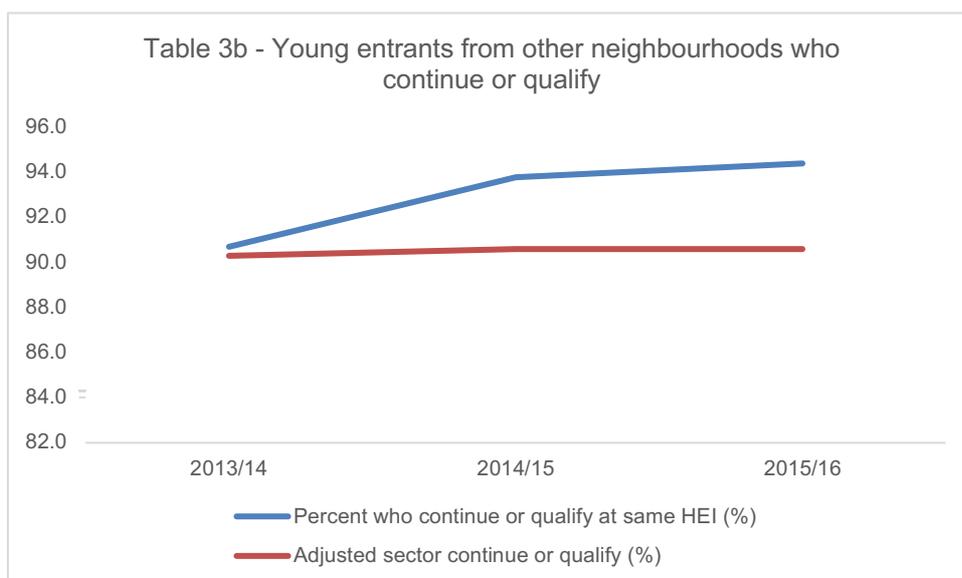
2.7.1 We are committed to reducing the percentage of young entrants from Low Participation Neighbourhoods who drop out of Higher Education to 5% and remain below the HESA benchmark (HESA, 2017, Table T3b<sup>7</sup>). From baseline data in 2013/14 of 8% we aim to ensure that this is reduced to 5% by 2019/20 and 4.8% in 2020/21.

### NUA performance to date

2.7.2 The tables below show the percentage of young entrants from low participation neighbourhoods who leave higher education in their first year, compared to the same measure for young entrants from other neighbourhoods.



<sup>7</sup> HESA (2017) *UK Performance Indicators 2015/16: Non-continuation rates, Table 3b: Non-continuation following year of entry: full-time first degree entrants*. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation>. Release date: 9 March 2017.



2.7.3 The University continues to perform well in this area. The percentage of young entrants from LPNs who are projected to continue or qualify at this HEI has been projected at 89% in 2015/16 which has declined slightly from previous years. This remains above the benchmark, which has also fallen in 2015/16, but this will continue to be a focus for targeted retention measures.

2.7.4 The targets set for student success are ambitious and the University will continue to focus on retention initiatives through its inclusive curriculum and PAL Mentor scheme to influence the numbers of new entrants who withdraw from HE altogether. In 2015/16 the University implemented changes to its curriculum delivery across all of its courses to enhance learning opportunities, and extended its studio and workshop opening times with qualified staff in support during the evenings, to offer students more flexibility for planning their learning activity around personal commitments. The full impact is not likely to become apparent until 2017/18, but we continue to monitor the relative achievements of under-represented groups carefully as part of this impact assessment.

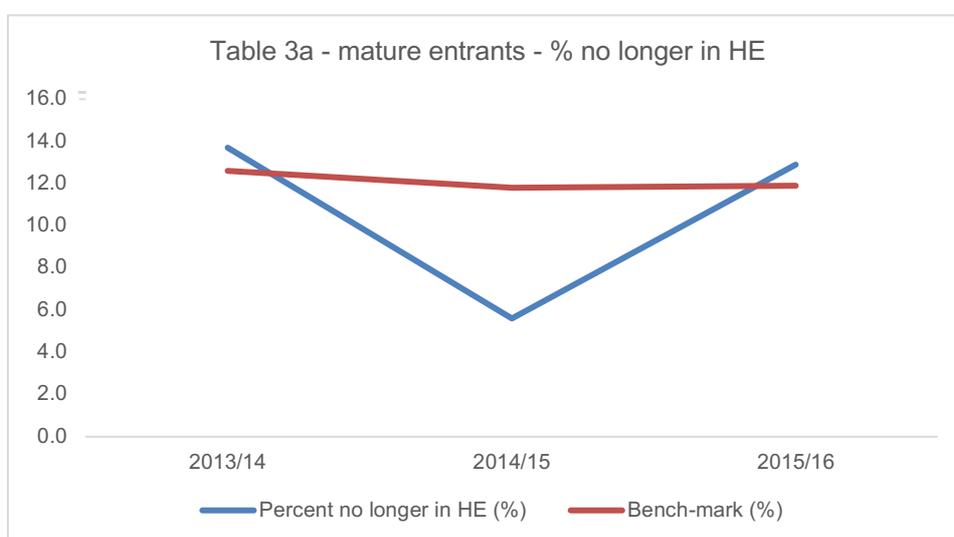
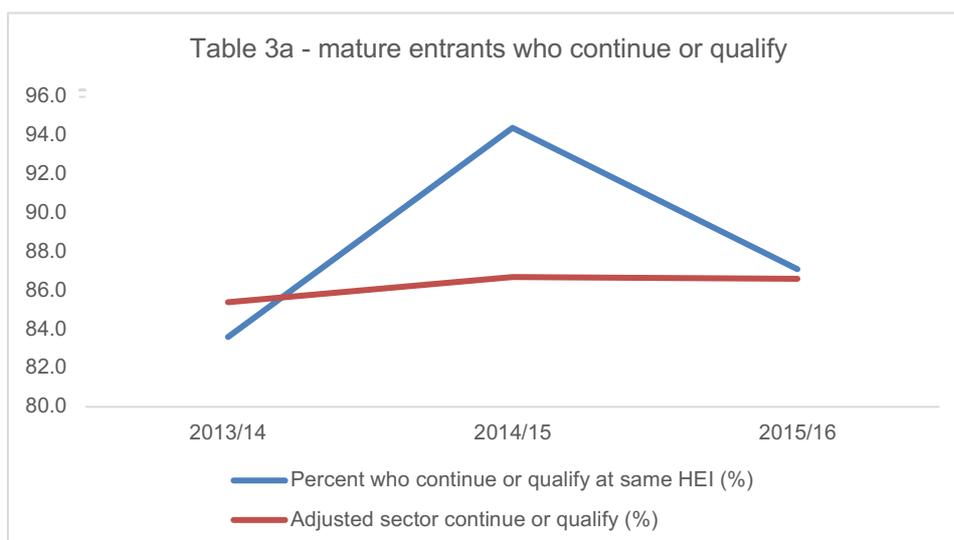
## 2.8 Student success: retention of mature entrants

2.8.1 Retention: to continue to ensure that the percentage of mature entrants who drop out of Higher Education falls below 10% and the percentage is lower than the HESA benchmark (HESA, 2017, Table 3a<sup>8</sup>). In 2013/14 this was 13.7% and we are seeking to reduce this to 10% by 2018/19 and to 8% by 2020/21.

### NUA performance to date

2.8.2 The tables below show the percentage of mature entrants who are projected to continue or qualify at the University and the percentage of mature entrants who leave higher education in their first year and who are no longer in higher education.

<sup>8</sup> HESA (2017) *UK Performance Indicators 2015/16: Non-continuation rates*, Table 3a: Non-continuation following year of entry: full-time first degree entrants. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation>. Release date: 9 March 2017.



2.8.3 As part of the 2014-15 Access monitoring return, we noted that there had been an increase in the percentage of mature entrants who were no longer in Higher Education in 2013/14. In 2015/16, we reported that this appeared to have been reversed. The 2015/16 performance indicators show that this indicator continues to fluctuate around the benchmark. The small size of the mature cohort will make this indicator more subject to fluctuation than those measured against the larger “young” cohort. The reasons that mature entrants leave our full-time courses are often associated with personal circumstances that are outside the University’s ability to influence. However, the University has continued to put in measures to help mature students to plan outside commitments around their studies, such as longer opening hours in studios and workshops.

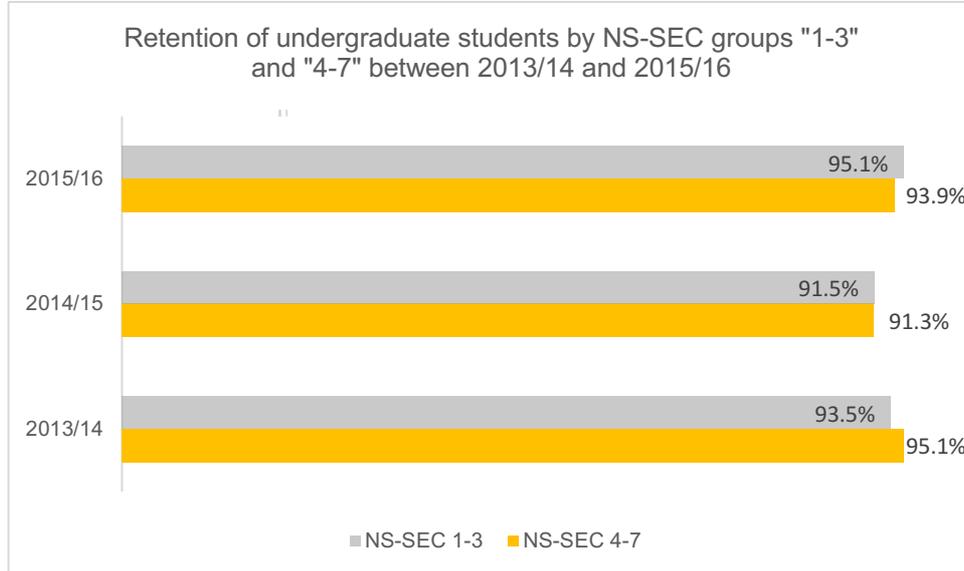
## 2.9 Student success: Retention of students from different socio-economic backgrounds

2.9.1 Since 2010/11 we have been monitoring the relative retention of students from different national socio-economic classifications (NS-SEC) to test that our courses and support are ensuring equality of opportunity for all students. For the purposes of this monitoring we have analysed the retention results for students in two distinct groups, NS-SEC 1-3 (professional/managerial occupational background), NS-SEC 4-7 (non-professional occupational background). Students with an unknown socio-economic classification are excluded from this analysis. This measure will now be discontinued (see section 2.1) but we have included progress to date as part of this

evaluation.

- 2.9.2 Our aim is to ensure that the margin of difference in the retention of students from NS-SEC 4-7 backgrounds does not fall below 5% of the retention figure for students from NS-SEC 1-3.

**NUA Performance to date**



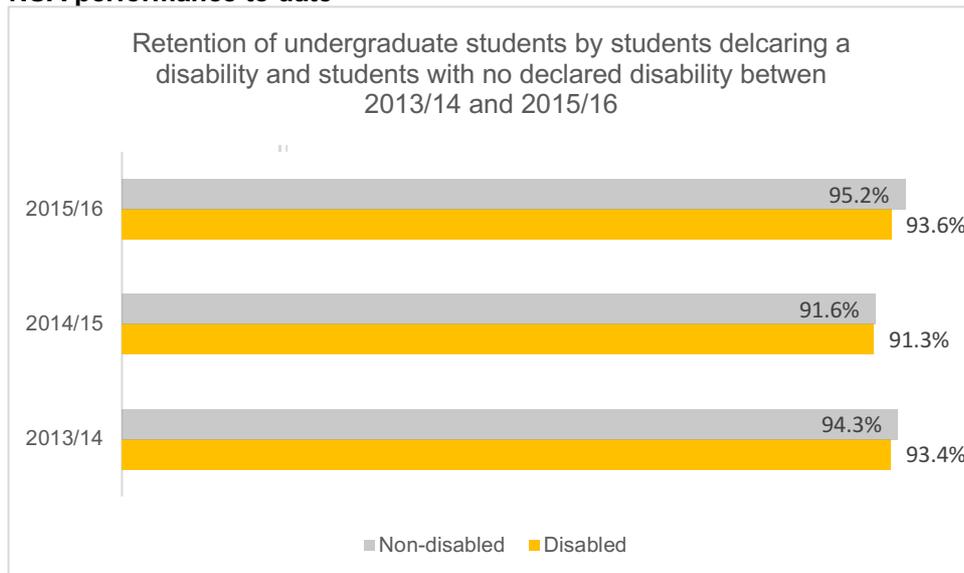
Source: Student Records System

- 2.9.3 Whilst we acknowledge that the NS-SEC measures are no longer being used for new entrants, we will continue to monitor the performance of those for whom we have data for consistency.

**2.10 Student success: retention of students declaring a disability**

- 2.10.1 Our aim is to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students declaring a disability.

**NUA performance to date**

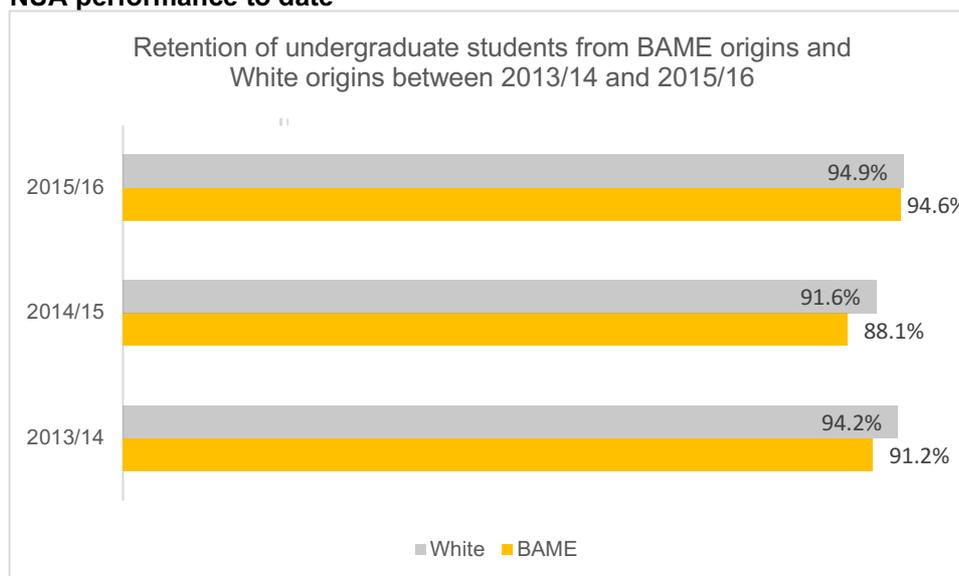


Source: Student Records System

## 2.11 Student success: retention of students from Black, Asian and Minority Ethnic (BAME) backgrounds

2.11.1 We aim to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students from BAME origins. The following chart indicates that whilst the University has remained within its 5% target over the past 3 years, BAME students are more likely to have a lower retention rate than their white peers. This remains an area of focus for us in designing our future retention initiatives.

### NUA performance to date



Source: Student Records System

## 2.12 Multiple targets – student success and progression

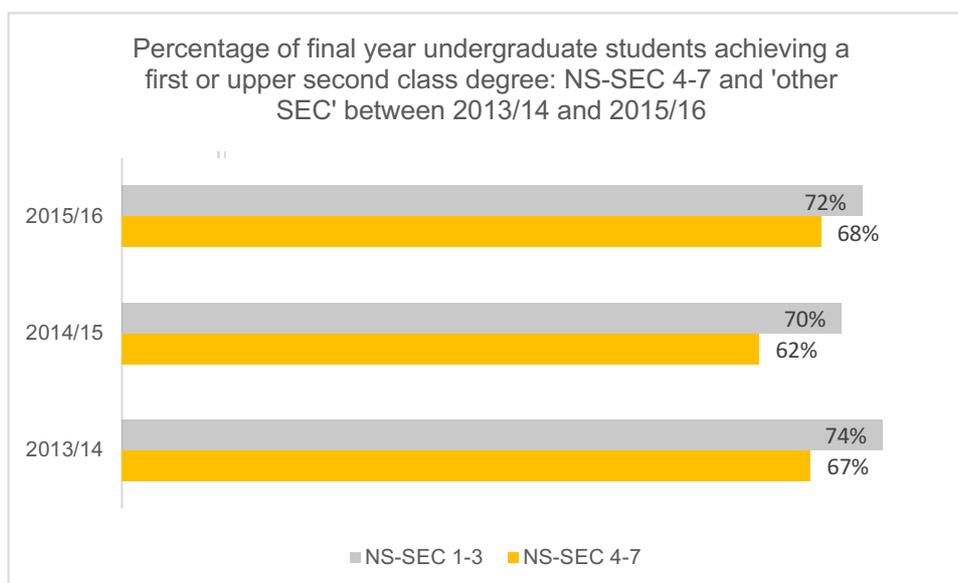
2.12.1 The University considers that the degree classification outcome of its student body is a key measure of both out course success and successful progression into employment. We have been routinely measuring and analysing the degree classifications of students from widening participation backgrounds when compared with their peers for a number of years and see this as a key indicator. In each scenario we have set our aspiration to achieve and retain a margin of differential of within 5% between the achievements of a first class, or higher second class, honours degree.

2.12.2 The following tables outline performance to date.

## 2.13 Success and progression: degree classification of students from socio-economic group NS-SEC 4-7

2.13.1 Our aim is to ensure that the margin of differential in the percentages of students from socio-economic group NS-SEC 4-7 achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers from other socio-economic groups.

### NUA Performance to date

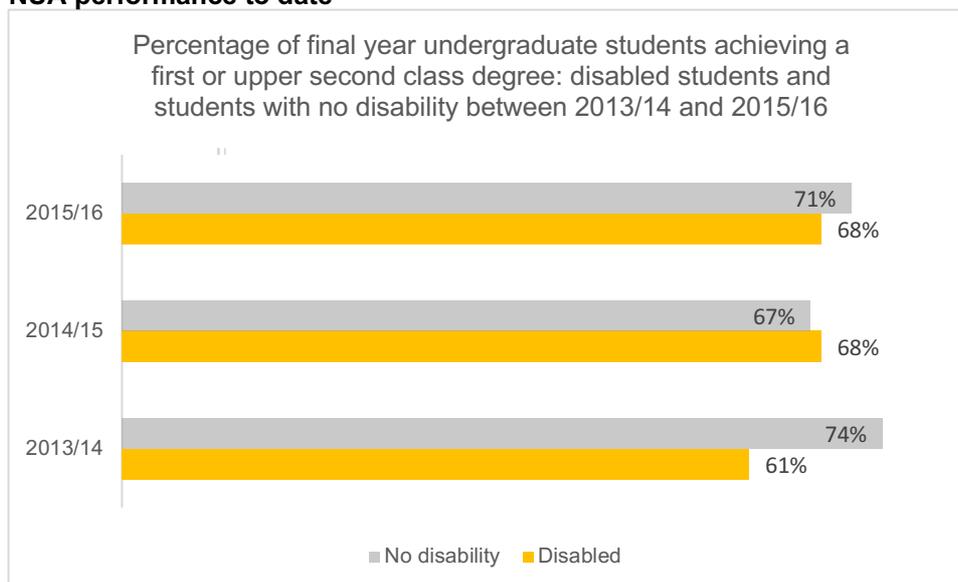


Source: Student Records System

**2.14 Success and progression: degree classification of students with a declared disability**

2.14.1 We aim to ensure that the margin of differential in the percentages of students with a declared disability achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers who have not declared a disability.

**NUA performance to date**



Source: Student Records System

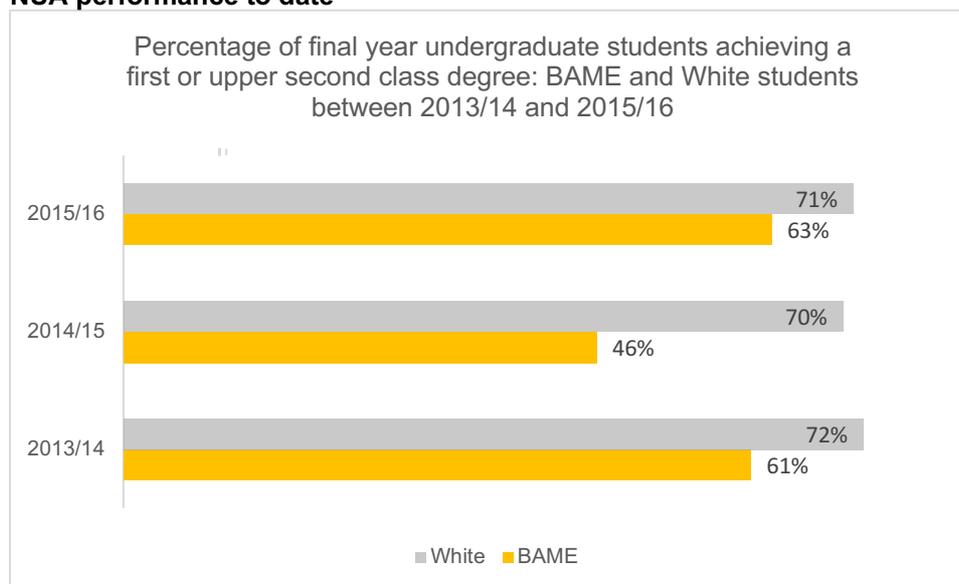
2.14.2 Through its inclusive curriculum and teaching practices, and range of support provided for disabled students, the University is maintaining the margin of differential that meets its targets. The anomaly to this set of results is those of graduating cohorts in 2013-14, where students with disabilities under-performed in relation to their peers with no declared disability. This graduating cohort would have largely been made up of 2011/12 entrants who were the last intake before the new fees were introduced in 2012/13. There is anecdotal evidence that students who might have normally completed an additional preparatory courses after A-levels, such as a Foundation Diploma in Art and Design, had chosen to apply for a degree course without doing this in order to avoid paying the higher fees under the revised fee

regime.

## 2.15 **Success and progression: degree classification of students from BAME backgrounds**

- 2.15.1 Again our aim is to ensure that the margin of differential in the percentages of students from BAME backgrounds achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers from a predominantly white background.

### **NUA performance to date**



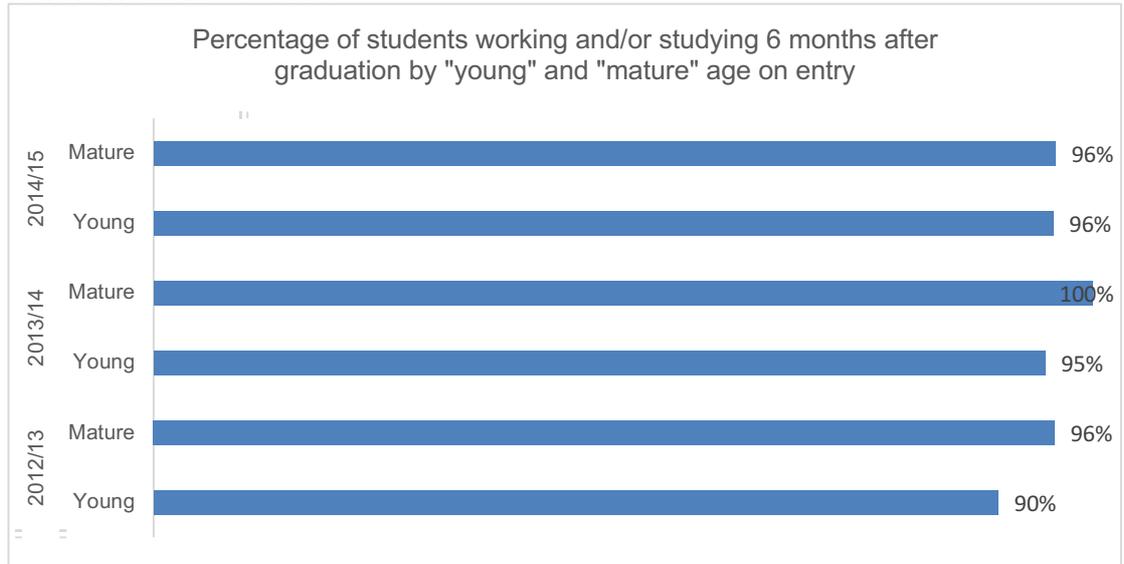
Source: Student Records System

- 2.15.2 The achievement of a First or Upper Second class degree for BAME students compared to their white peers is an area that has already been identified as one requiring enhanced intervention by us through our own monitoring processes. Whilst the numbers of BAME students is small in each graduating cohort, the performance to date has resulted in a greater degree of fluctuation than anticipated. We are continuing to monitor the performance of BAME students compared to their White peers. In 2015-16 we improved our in-year reporting and introduced in-year monitoring reports to enable early intervention based on provisional results from Year 0 onwards and we were pleased to note that at the end of 2015/16 the performance of BAME had improved from 2014/15.
- 2.15.3 This will remain a key area of focus for our student success initiatives in order to further explore the challenges that may be impacting on BAME students at NUA and support measures that we are able to introduce in an effort to improve the relative performance of BAME students.

## 2.16 **Progression: employment indicators for students six months after graduation**

- 2.16.1 In taking an indicator of success for graduates of the success or otherwise of the various groups of WP students we have provided an analysis on the employment data obtained through the Destination of Leavers from Higher Education Survey (DLHE) conducted on 2012/13, 2013/14 and 2014/15 graduates. The following charts show the percentage of survey respondents who were in work and/or further study 6 months after graduating for young and mature entrants, students from different socio-economic backgrounds, students with disabilities and students from Black, Asian, or Minority Ethnic (BAME) backgrounds.

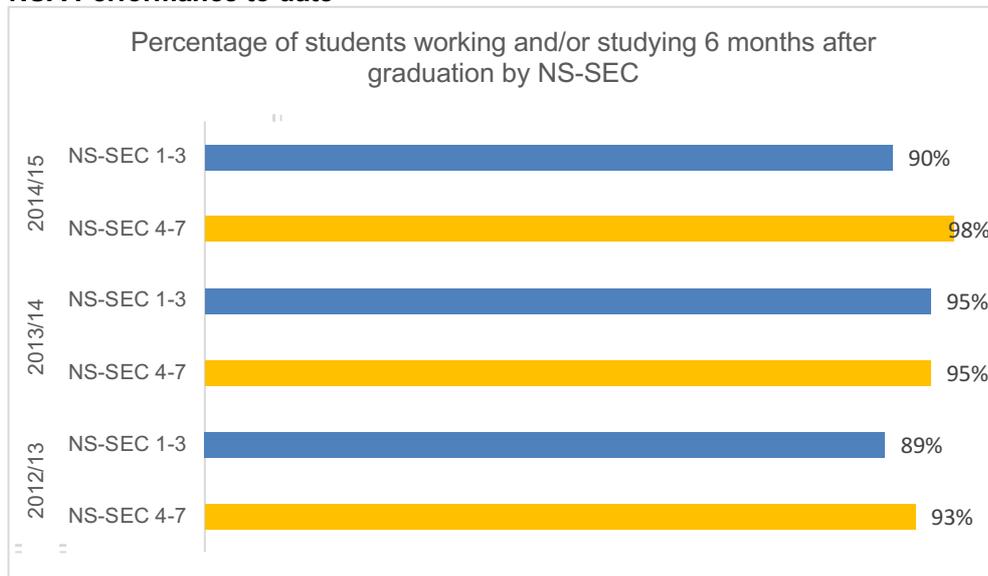
**NUA Performance to date**



Source: Student Records System DLHE data

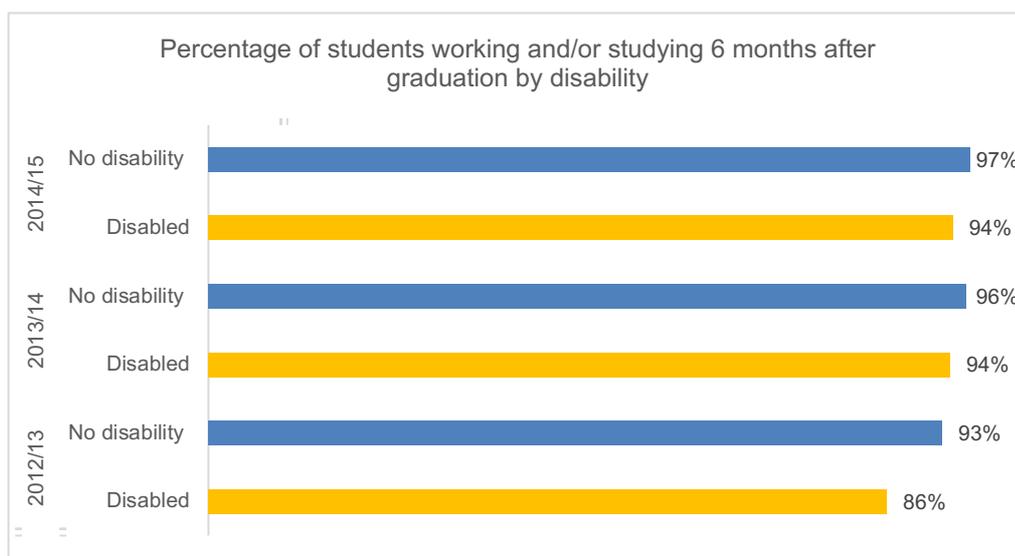
2.16.2 From our DLHE results mature entrants do not appear to be at a disadvantage in obtaining employment or further study after graduating. When looking into the type of job that each group are reporting, mature applicants appear to be more likely to obtain professional or managerial employment (Standard Occupational Class (SOC) 1, 2 or 3) with 80% of mature graduates obtaining employment in SOC 1-3.

**NUA Performance to date**



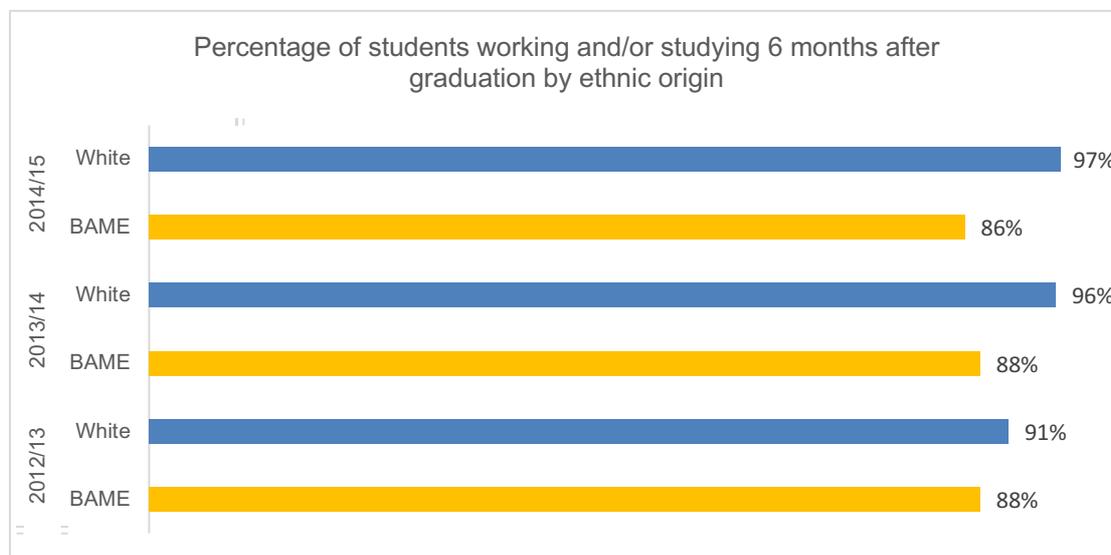
Source: Student Records System DLHE data

2.16.3 When viewing the employment results for students from different socio-economic backgrounds, our results have consistently shown that a high proportion of graduates from NS-SEC 4-7 are either employed or in further study 6 months after graduation. This shows an improvement since 2011/12 when 87% of graduates from NS-SEC 4-7 backgrounds were in further study or employment, compared to 94% of graduates from NS-SEC 1-3.



Source: Student Records System DLHE data

2.16.4 The 2014/15 DLHE data also indicates that there are relatively small differences in the percentage of graduates with disabilities in employment or further study at the time of the survey. There is slightly more fluctuation when we consider the type of employment. In January 2016, 58% of graduates with a disability were in professional or managerial employment compared to 60% of non-disabled graduates. The commensurate measures for January 2015 were 57% of graduates with a disability in professional or managerial employment compared to 68% with no disability.



Source: Student Records System DLHE data

2.16.5 The 2014/15 DLHE results indicate that the percentage of students from BAME backgrounds is lower than their white peers from the same graduating cohort. As with mature graduates, the numbers of BAME graduates are small making percentage indicators less reliable than for the larger population of white students. When considering the type of employment, BAME graduates appear more likely to be in professional or managerial employment categories; in 2014/15, 72% of BAME respondents were in employment classed as professional/managerial compared to 59% of white peers. For 2013/14 this figure was 73% of BAME compared to 65% of their white peers. Similarly in 2012/13 71% of BAME graduates were in professional or managerial employment compared with 65% of white graduates.

### **3 Fair Admissions**

- 3.1 Admissions procedures at the University are designed to offer equal access to all applicants. The University works closely with SPA (Supporting Professionalism in Admissions) to ensure currency of admissions practice and to facilitate professional updating with regard to its admissions processes. The University also continues to engage with UCAS, GuildHE (Admissions Network), specialist art and design admissions fora and CHEAD to enhance its admissions procedures in keeping with current and emerging best practice in the sector. Revisions to entry profiles, published information, and procedures for assessing the needs of applicants with disabilities fully engage with SPA advice and Competition and Market Authority guidance.
- 3.2 In common with the majority of art, design and media HE providers, applicants are invited to interview and their potential is assessed on the quality of their portfolio of creative work. Applicants access information on the application and interview process, portfolio preparation and other services provided by the University through the on-line Applicant Portal. The University has continued to improve the information delivered through this portal which we believe enhances the experience of applicants enabling them to make arrangements for interviews online, at their convenience. This assists applicants from all backgrounds in simplifying the application and entry process and providing contact information for further queries. Feedback from applicants collated from the 2015/16 admissions round indicated that 97% of respondents agreed that the Applicant Portal was easy to use and 97% agreed that the information was clear and useful to them.
- 3.3 The University has in place specific provision for applicants who declare a disability; an initial offer is made on the basis of the academic judgment of the interview panel, and support needs are further assessed by the Disability Support Group to ensure that the University can meet students' individual requirements and facilitate reasonable adjustment where appropriate. The Applicant Portal contains information on how to access disability support for the interview and an explanation of the application process.
- 3.4 The University continues to maintain and extend its Progression Agreements with FE colleges, schools and academies, employing the principles and protocols developed by lifelong learning networks such as the National Arts Learning Network. We maintain our active engagement in the National Arts Learning Network, as an integral part of the UK Art and Design Institutions Association (UKADIA), who continue to help disseminate good practice within the sector.

### **4 Fees**

- 4.1 Tuition fees for new entrants from 2018-19

The University will charge the maximum level of fees on its undergraduate courses, as allowed by Her Majesty's Government and subject to the outcome of the Teaching Excellence Framework. For the time being, we are working with a figure of £9,250, which is the confirmed maximum fee level for 2017/18. The maximum fee level for 2018/19 has not yet been published by the government. When it is published, we will confirm the fee level on our website.

In later years, fees will rise by no more than inflation and within permitted parameters from Her Majesty's Government.

The same fee level will be set for all undergraduate courses offered by the University.

## 5 Expenditure on access, student success and progression

- 5.1 The University expects to spend approximately £1,625,000 in 2018-19 on financial support, access, and student success and progression measures. This equates to approximately 26% of the forecast higher fee income.
- 5.2 This expenditure will be broadly split between direct financial support for students (£895,000) and access, student success and progression measures targeted at under-represented groups (£730,000).
- 5.3 All of this expenditure is countable under the definition provided by the Office for Fair Access (OFFA).

## 6 Expenditure on financial support

- 6.1 To maximise support from students from under-represented backgrounds the University will provide additional financial support. The University remains committed to the provision of bursaries for students with low household incomes as an effective measure in encouraging students to remain on their course.
- 6.2 Whilst some research has shown that financial support does not have a significant impact on students' choices of institution, or on retention rates, evidence routinely monitored by the University shows that the percentage of students withdrawing from their course who received (or were eligible to receive) a bursary is lower than the percentage of students withdrawing who were not eligible to receive a bursary.

Academic year	% of students eligible to receive a bursary who withdrew during the year	% of students not eligible to receive a bursary who withdrew during the year
2013-14	2.1%	4.3%
2014-15	3.8%	6.2%
2015-16	2.9%	7.6%

- 6.3 We acknowledge that this will be attributable to a range of retention measures in operation of which the bursary is but a part. The University will continue to monitor this data to ensure that it is effectively targeting its bursary provision.
- 6.4 In 2018-19 the University will offer a bursary of £1,000 per annum to new entrants if household income is assessed at £25,000 or less. The University will also offer a bursary of £500 per annum to new entrants if household income is assessed as £25,001 to £42,875. The bursary will be payable in February 2019. Students who withdraw prior to 1 February 2019, or who are not in regular attendance at this date, will not receive the bursary payment.
- 6.5 The affordability of this financial support is based on our estimates of additional fee income and our assumption that we will continue to receive other sources of funding to support under-represented groups, such as the HEFCE premium to support successful student outcomes. If the latter is reduced, we will have to consider which areas of activity should be prioritised.
- 6.6 We will continue to honour existing bursary commitments for continuing students in 2018-19. These students should refer to the earlier years Access Agreements for the terms of these bursaries, which can be found at [www.offa.org.uk](http://www.offa.org.uk).

## 7 Access – overview of planned activities

- 7.1 The University's access and outreach activities are planned in the light of entry and admissions data, but with the express purpose of addressing stretching targets and benchmarks related to fair access, equality and diversity. We plan our outreach for groups under-represented in HE based on statistical evidence and our ability to measure our progress against milestones. As a mature institution our outreach practices are well-established and we continually refine and revise admissions processes to ensure an appropriate balance of activities divided between providing learner opportunity, recruitment and retention. Whilst we write of well-established practices in terms of measuring impacts and planning activities, it is also true to say that for specialist arts subjects in schools, particular, unprecedented challenges are starting to emerge in the relation to the eBacc and a clear shift away from arts and humanities in the school curriculum. These challenges compound issues of the deficit in cultural and educational capital experienced by WP learners and we would like this to be noted in relation to resources, expenditure and the perception that arts subject specialists are having to work disproportionately harder to raise aspiration and attainment in schools in the face of this set of challenges. Emerging practices in reaching WP students are informed by sector partners and peers, national references and data and more regional feedback from schools, colleges, individual applicants and other public and private sector organisations. Our re-stated intention is to continue to build on such activities, which are concentrated around WP learner constituencies in the wider community.
- 7.2 In 2016, Norwich University of the Arts was lead partner and host of the British Art Show 8 in Norwich between June and October. The event was intended to provide a regional focus for the arts and to raise the profile of local successes within regional schools and colleges through workshops and commissions. To facilitate the live outreach work and study sessions a City Coordinator was employed to deliver outreach to the hard to reach rural communities which has continued beyond the duration of the show. Specific groups such as adult learners and looked after children were also a focus for this activity. Works by Akomfrah and Mathieson, Abake and Anthe Hamilton provided a focus to engage with Black and Minority Ethnic issues and to target these groups, which are traditionally, nationally under-represented in HE. Working with an artist in Great Yarmouth, minority groups were invited to design horse brasses to attach to horses in a parade through the City, engaging rural and agricultural communities with this art projects within the wider county and region. Creative workshops were run all summer with key partners including local community groups engaging with mature learners and potential young applicants identified from the IMD/NUA and Arts Council LPN map. NUA students, including mature students, were engaged as Live Guides throughout the show. They also staged Take Over events, a float at the Lord Mayors Show and other initiatives. Those initiatives which have been successful in reaching hard to reach communities have continued throughout the year and will continue to do so this summer. Overall, the event for the City attracted over 100,000 visitors, 2.8 million web hits, and live engagements with over 1800 targeted learner groups. These figures are independently verified by external auditors of the BAS8.
- 7.3 Evidence gathered in relation to our targets, milestones and activities has been obtained through questionnaires and semi-structured interviews, with views and evaluations systematically gathered and weighed from participants in 'taster' sessions, portfolio advisory sessions where pre- and post-activity evaluations were conducted with participants from Low Participation Neighbourhoods (LPNs). In a significant number of cases, participants who stated that they were not considering applying to Higher Education prior to the session had changed their minds as a result of experiencing a 'taster' or other outreach session. It should be noted that this

decision to apply did not solely pertain to the University, but that many then had a wider aspiration to enter UK HE both within and often beyond the region. This being said, the increased level of challenge already being experienced in the arts is significant for specialist institutions.

- 7.4 For 2017-18 the University aims to work towards its targets by revisiting and revitalizing its Progression Agreements (PA's) and to re-examine its approaches to curriculum matching for effective outreach and progression. Most of the PA partners were identified as prioritised at a time when AimHigher and NALN were extremely active in the HE/FE environment, and with the changes in school curriculum and learning opportunities for potential mature applicants the agreements are now ripe for review or recasting. In the forthcoming period, particular focus will be placed on local schools and other partner organisations where art and design remains a key learning opportunity. The University continues to support its Student Success Fund (SSF) of around £30k per annum to support and enhance the access, retention and attainment for WP students and the University's Learning and Teaching Fund makes an important contribution to supporting staff in understanding issues around fair access and fair opportunity.
- 7.5 In addition to a continued presence at key Information, Advice and Guidance (IAG) events across the region and beyond, the University works closely with an ever increasing range of feeder institutions, schools, colleges and community groups to engage with those groups who would not naturally consider Higher Education as a future prospect. The legacy of the British Art Show 8 gives greater profile and adds momentum to these outreach initiatives.
- 7.6 Between May and October 2017 NUA is partnering Houghton Hall and the *beLong* project to deliver workshops to 44 schools. Selected NUA students are working with a Writer in Residence and Artist in Residence each week to school groups from Year 3 to Year 13. For many of these school students this will be their first engagement with arts and a university and we will be liaising with schools to try to gauge the impact on attainment of these sessions.
- 7.7 The Schools and Colleges Day in June each year has been expanded further to incorporate practical subject demonstrations to demystify and democratize subject practice and link it to employability. This initiative has been increasingly well attended over the years and is now a real feature of the Schools and FE calendar and in 2017 these days will take place in June and July. This is hugely important in terms of the engagement of the University with teachers, advisers and education and industry professionals from secondary and tertiary partner institutions and is key to encouraging informed progression to HE. In addition, in terms of 'reaching in' to schools at all levels, the Schools and Colleges Days and other associated events represent vital opportunities to provide accurate, clear and essential information to those (influencers) whose opinions carry great weight in terms of career and subject choices for pupils from Primary to Tertiary level and adult education.
- 7.8 Taster sessions and short courses are frequently geared to attract mature learners with no prior HE experience into the University environment, and these continue to be extremely popular. The University has built strong links with regional local adult education providers over the past five years and provide bespoke portfolio workshops and other subject/HE transition sessions for mature applicants to ensure additional support through the pre-application and application process. The University continues with its commitment to the established and very successful Student Ambassador Scheme as an effective tool for communicating with prospective applicants, interviewees and other visitors to the University. The Student Ambassador Scheme is in its 10<sup>th</sup> year and continues to grow in importance, maturity and stature in relation to outreach and external engagement. The Outreach Ambassador Scheme, where students deliver workshops and activities in schools has expanded in 2016 and for

2017 – 18 will be rolled out further in response to demands from Teachers as established in the Schools Research Project.

- 7.9 It is through the activities outlined in paragraphs 7.4 to 7.8 that the university will aim to raise attainment in arts, design and media subjects taught in schools, and encourage wider participation in higher education. As a specialist institution we do not have the capacity or expertise to take responsibility for raising attainment across all subjects, and it is not feasible for us to commit to sponsoring a specific school. However, our extensive activities with schools and partner institutions are designed to raise attainment in our areas of subject specialism.
- 7.10 The University continues to strive to enhance its engagement with potential applicants of Black, Asian and Minority Ethnic (BAME) origin, and this has included outreach sessions at a number of feeder sources with BAME and WP demographic. This, as mentioned before, is an area of challenge in terms of subject and geography for the University; but it is also a challenge that we recognize and are working hard to make progress. Over the past 4 years, the University has built on existing outreach activity with schools/colleges in Greater Manchester, Blackpool, Bedford, Hertfordshire, Leicester, Kingston and Greater London and the South East to pro-actively reach out to students from BAME backgrounds. The impact and effectiveness of these initiatives will continue to be monitored.
- 7.11 In addition, and complementary to, the access work already mentioned above, NUA is working closely with other HEIs and FECs in the region through the NCOP project. The Network of East Anglian Collaborative Outreach was established late 2016 and work has begun to ensure that students identified through HEFCE data work closely with Higher Education Champions to focus on KS5 and opportunities for university and degree level apprenticeships.

## **8 Student success – overview of planned activities**

- 8.1.1 Our retention and accompanying data generally confirm that we continue to exceed our adjusted sector benchmark for young, mature, Low Participation Neighbourhoods and overall aggregated entrants, but the University also acknowledges that there are areas for improvement and some areas where progress is incrementally and increasingly challenging within the current operating context for HE, but for specialist universities, transport communications and our location as reflected in our targets and measures.
- 8.1.2 The retention activities outlined in this section are specifically intended to support those HE students originating from WP backgrounds who are statistically more prone to withdraw from higher education during their course of study, but will, by the inclusive nature of our delivery, incidentally benefit all students.
- 8.1.3 In order to maintain current levels of retention, the University anticipates it will need to continue to increase its ongoing support to students from under-represented groups in various forms. The demands on student support, the expanding scale and importance of the PALs Scheme and the increasingly complex profiles of individual learner support needs mean that this area of work is continuing to grow and develop apace.
- 8.1.4 As mentioned previously, one of the keystones of the University's pro-active approach to retention is its continuing – and expanding - support for the Peer Assisted Learning (PAL) Mentoring Scheme. The PAL Mentoring scheme provides training for undergraduate and postgraduate students to become subject-based mentors for students in successive year groups. The Scheme has been implemented across all undergraduate courses at NUA since 2006, and in conjunction with

refinements to student support, finance, disability support, pastoral guidance and counselling, retention has steadily risen to its current level of 95% average across all years of study. The Scheme now boasts some 70+ trained mentors with staff support and an increased operating budget in recognition of the additional demands of undertaking HE study – particularly for those students who may be first generation entrants, care leavers or BAMR entrants who may not be native English speakers.

- 8.1.5 PAL Mentors are supported by a dedicated PAL Mentor Coordinator and for 2016-17 some additional hourly paid support whose responsibility is to organise training for the mentors and to provide an academic and pastoral lead for the scheme. The PAL Mentor Coordinator will continue to focus retention initiatives and support on students from under-represented groups in HE and will be supported by the Academic Registry in terms of relevant data sets where appropriate. The University is also investing in a new senior Head of Library and Learning Support role to ensure best service to those students within the academic community who are not necessarily or habitually accustomed to the rigours and conventions of academic study (this in itself is a challenge to retention).
- 8.1.6 The University will continue its specific retention initiative aimed at better supporting first year undergraduate students which is specifically targeted at students within the priority groups (see 2.6 – 2.11). Additionally, work is in progress to see what measure might be usefully put in place to facilitate a smoother transition for WP learners into HE. The NUA Coordinated Support Group comprises senior academics, managers and professional services staff and targets support specifically towards learners from WP backgrounds. The NUA Coordinated Support Group has proven itself as a mechanism which effectively identifies and supports WP students who statistically, are more likely to withdraw from their HE course of study. This project concentrates on enhancing the effective coordination of existing student support in all its aspects, working closely with the SU Student Welfare Committee and the NUA Coordinated Support Group, to better understand some of the more subtle, underlying issues that face students entering into, and adjusting to, Higher Education. Complementary work is taking place through periodic reviews of awards to ensure that the transition from school, FE or adult education is supported through curriculum design and terminology.
- 8.1.7 The University is committed to making reasonable adjustments, wherever possible in order to encourage and accommodate learners from WP backgrounds. The integrated approach to the identification and support of students with additional needs was recognised as a feature of good practice by the QAA (QAA Institutional Audit Report, November 2010). Particular initiatives developed by the SU and NUA in partnership include an exhibition highlighting Post Traumatic Stress Disorder (PTSD) continued work on Black History Month and Mental Health Awareness campaigns.
- An expanded programme of CPD for academic and professional services staff has served to better support the integration of study skills delivery to WP students has been implemented but also enhanced and routinely updated to include new staff at the University. This consisted of additional funding for extra taught sessions delivered specifically to WP students to ensure that the skills of study and cultural capital required for academic success were appropriately reinforced. This evidence is visible through retention rates and achievement statistics for student from WP backgrounds.
  - As mentioned elsewhere, during 2014-15 the University developed HEA Accredited CPD and PG Cert HE provision which is focused around pedagogy and reflection on professional practice. One of the key outcomes of the Scheme is that individuals and groups of staff are required to carry out sanctioned, evidence-based classroom interventions to specifically support WP learners. These interventions are evaluated. Equality and diversity and the equalization of

cultural capital are key elements of the Scheme which enables staff achievements to be recognised against the UKPSF at categories D1-D3.

## **9 Progression – overview of planned activities**

- 9.1.1 NUA graduate progress to careers or further study where they can exercise their creativity and pursue their professional practice. Employability and progression in all its aspects, whether through the transition to HE from school or through academic years is viewed as a key indicator of NUA's support and student success. Professional Practice is a vital and common strand within our academic framework as embodied in the Award and Credit Scheme, with live project briefs and projects undertaken throughout the course, many through our creative consultancy Ideas Factory<sup>NUA</sup>. This inclusive enables students to develop commercial, client-facing skills; to work to a specific brief and timetable. These projects may be delivered via entrepreneurial routes in their own business or through funded projects, or indeed through employment within the creative economy or within other businesses or organisations delivering creative thinking. Students from under-represented groups are targeted for engagement with these areas in particular from the perspective of cultural and social capital development.
- 9.1.2 The University has long recognised the importance of targeted support for WP students to facilitate success during study but also progression into employment and/or further study. The University will offer a number of particular initiatives to promote entrepreneurship for WP learners and continues to invest in its project to bring graduating students through business start-up and to provide the necessary support until they are ready to grow their businesses and take up commercial premises. These initiatives and support are provided by the University in the form of its Digital Creative Incubation Unit for digital creative businesses (which opened in 2015), with the support of the HEFCE and the Regional LEP (New Anglia). Uniquely, it provides facilities for collaboration within the unit with other start-ups, current students and with NUA staff. It provides high-quality shared facilities and access to NUA's extensive professional facilities and equipment.
- 9.1.3 Portfolio working and freelance careers are also encompassed as part of our work to support WP learners, and this is an aspect of study which often presents particular challenges for WP students in terms of history, experience and crucially, confidence. Employability skills are developed through the Professional Practice component of the curriculum and are a compulsory element for all UG and PG students at the University. Students receive sessions from HM Revenue & Customs, finance, IP and Patent Attorneys, professional ethics specialists and other professionals associated with creative industries in addition to a range of work-based learning opportunities and wider industry engagement.
- 9.1.4 Taught sessions for students on pricing work and creative services to business are also encompassed, with expert advice to support students in making the transition from HE to employment. Opportunities such as New Designers, the Designers and Art Directors Awards (D&AD) and Graduate Fashion Week are also seen as key opportunities for learners to embark on their careers. Particular sessions for WP learners are targeted again to assist in confidence and capability building.
- 9.1.5 Since the introduction of the ERASMUS+ Widening Participation premium for students, NUA undergraduates from under-represented backgrounds have been successful in receiving these targeted awards to support their mobility in studying in a European partner University.

- 9.1.6 The NUA Business Strategy identifies targets for the number of students across all courses who have worked on Ideas Factory<sup>NUA</sup> projects, with commercial partners, supported by the Business Director and their academic tutors.
- 9.1.7 Ideas Factory<sup>NUA</sup> is furthermore supported by strong links to the city's vibrant industry meet-up groups, such as Hot Source and SyncNorwich, as well as start-up networks such as Eastern Enterprise Hub, Archant's Future 50 Group, Brainchild and the Hethel Centre. These opportunities are highlighted particularly to WP learners at NUA.
- 9.1.8 From the perspective of internal progression to further study, a number of in-house events are held each year to acquaint undergraduate students with information regarding Postgraduate Taught (PGT) and Postgraduate Research (PGR) opportunities within the University and within the HE sector more widely in terms of subjects not offered by NUA.

## 10 Targets and milestones

### 10.1 Measures to support access

The overarching aim of the University is to ensure that students from under-represented groups continue to feel able to aspire to higher education study and that this remains a viable option for students from these groups. This will be achieved through a combination of outreach activity, inclusive admissions procedures and high quality information, advice and guidance to encourage applicants from all groups in society to apply to NUA. The following targets and milestones are designed to measure the success in terms of the outcomes of measures to support access to higher education. The targets set are aspirational and will be challenging for the University to accomplish within the timeframe. With uncertainties in the future of higher education policy there is still some question over whether recent trends in participation are sustainable. In the event of a significant reduction in national participation which makes our absolute targets unachievable we will at least exceed the location adjusted benchmark for participation of the under-represented groups that we are seeking to attract and retain.

- 10.1.1 Target: To increase the proportion of young full-time undergraduate entrants from low participation neighbourhoods (LPNs) and to remain above the location adjusted benchmark in all years (*HESA Table T1a – Low participation neighbourhoods (POLAR3) – Young, full-time, first degree entrants*). In 2013/14 17.3% of new entrants were from LPNs.

Milestones:

Year	Proportion
2017-18	Young LPN = 19.5%
2018-19	Young LPN = 20.3%
2019-20	Young LPN = 21.0%
2020-21	Young LPN = 21.3%

- 10.1.2 Target: to increase the proportion of mature full-time undergraduate entrants. (*HESA Table 2A – Mature, full-time, first degree entrants*). In 2012-13 the University experienced a decline in applications and enrolments for mature undergraduate entrants, in line with national trends, from 22.1% to 13.0% of new entrants. In 2013-14, the proportion of mature undergraduate entrants was 15.3%.

Milestones:

Year	Proportion
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2017-18	Mature undergraduate entrants = 18.0%
2018-19	Mature undergraduate entrants = 19.0%
2019-20	Mature undergraduate entrants = 20.0%
2020-21	Mature undergraduate entrants = 20.2%

10.1.3 Target: to increase the proportion of UK domiciled students from Black, Asian or Minority Ethnic BAME origin.

Milestones:

Year	Proportion
2017-18	10.5%
2018-19	11.0%
2019-20	11.0%
2020-21	12.0%

10.1.4 Target – outreach: NUA will develop a programme of CPD and HE training for teachers and will hold one event per year.

Milestones:

Year	Number of events
2017-28	1
2018-19	1
2019-20	1
2020-21	1

10.1.5 Target: to continue to work with regional schools, colleges and academies identified as high priority through the Indices of Multiple Deprivation Index (IMD) to target pupils from under-represented groups and raise awareness of and aspirations to undergraduate study from year 9 through to year 12/13 (target expressed as number of targeted activities).

Milestones:

Year	Number of targeted activities
2017-18	36
2018-19	38
2019-20	40
2020-21	43

10.1.6 Target: to develop and renew Progression Agreements with targeted schools and colleges. The University has committed itself to increasing the number of projected Progression Agreements for the forthcoming period. This is in line with a revised assessment on the impact of existing agreements, and an increase in the interest expressed by feeder courses in putting these in place for the future.

Milestones:

Year	Number of targeted agreements
2017-18	38
2018-19	39
2019-20	40
2020-21	42

- 10.1.7 Target: to work with local and regional networks to provide outreach events for mature students, to raise awareness of, and aspirations to, study at undergraduate level (target expressed as number of targeted activities).

Milestones:

Year	Number of targeted activities
2017-18	20
2018-19	25
2019-20	25
2020-21	27

- 10.1.8 Target: to work with at least one local primary school in long-term outreach activity aimed at a targeted cohort of students from Key Stage 2 with a range of activities to raise awareness and encourage aspirations to progress to higher education.

Milestones:

Year	Number of sessions per annum
2017-18	3
2018-19	5
2019-20	6
2020-21	7

## 10.2 Measures to support success

The overarching aim of the University is to ensure that students from under-represented groups are supported to remain 'on course' and achieve their full potential in their chosen award. This University supports all students through its inclusive curriculum and student support services, but recognises that some students from less advantaged backgrounds may need additional support measures to enable them to achieve to their full potential. These have been implemented in the form of additional support for academic writing for WP students in years 2 and 3 of undergraduate study.

- 10.2.1 Target: to continue to ensure that the percentage of young entrants who drop out of Higher Education falls below 5% and the percentage is lower than the HESA benchmark (*HESA Table T3a – no longer in HE after 1 year (Young, full-time, first degree entrants)*). In 2013/14 8.0% of students were no longer in HE against a benchmark of 7.7%. The University considers 4% to be a stretching target and, given that there will always be a proportion of students who are not able to continue with their studies for personal reasons, it is not realistic to set a target any lower than 4%.

Milestones:

Year	Proportion no longer in HE
2017-18	5.0%
2018-19	4.5%
2019-20	4.0%
2020-21	4.0%

10.2.2 Target: to continue to ensure that the percentage of mature entrants who drop out of Higher Education falls below 10% and the percentage is lower than the HESA benchmark (*HESA table T3a – no longer in HE after 1 year (mature, full-time, first degree entrants)*) . In 2013-14, the proportion of mature entrants who were no longer in HE was 13.7% compared with the HESA location adjusted benchmark of 12.6%.

Milestones:

Year	Proportion no longer in HE
2017-18	11.0%
2018-19	10.0%
2019-20	9.0%
2020-21	8.0%

10.2.3 Target: to reduce the percentage of young entrants from low participation neighbourhoods who drop out of Higher Education and continue the University's successful performance in this area of retaining drop out levels below the HESA benchmark. In 2013-14, the proportion of young entrants from LPNs who were no longer in HE after starting a course in 2012-13 was 7.9% compared to a HESA location adjusted benchmark of 8.4%.

Milestones:

Year	Proportion no longer in HE
2017-18	6.0%
2018-19	5.5%
2019-20	5.0%
2020-21	4.8%

10.2.4 Target: to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students from socio-economic backgrounds NS-SEC 4-7.

Milestones:

Year	Margin of differential
2017-18	Margin of differential to remain at or above -5%
2018-19	Margin of differential to remain at or above -5%
2019-20	Margin of differential to remain at or above -5%
2020-21	Margin of differential to remain at or above -5%

10.2.5 Target: to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students declaring a disability.

Milestones:

Year	Margin of differential
2017-18	Margin of differential to remain at or above -5%
2018-19	Margin of differential to remain at or above -5%
2019-20	Margin of differential to remain at or above -5%

- 10.2.6 Target: to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students from BAME origins.

## Milestones:

Year	Margin of differential
2017-18	Margin of differential to remain at or above -5%
2018-19	Margin of differential to remain at or above -5%
2019-20	Margin of differential to remain at or above -5%
2020-21	Margin of differential to remain at or above -5%

- 10.2.7 Target: to increase the number of student peers on the Peer Assisted Learning scheme (PAL Mentors - see paragraph 8.1.4).

## Milestones:

Year	Proportion no longer in HE
2017-18	85
2018-19	90
2019-20	95
2020-21	100

### 10.3 Measures to support success and progression

- 10.3.1 Target: to ensure that the margin of differential in the percentages of students from socio-economic group NS-SEC 4-7 achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers not from other socio-economic groups.

## Milestones:

Year	Margin of differential
2017-18	Margin of differential to remain at or above -5%
2018-19	Margin of differential to remain at or above -5%
2019-20	Margin of differential to remain at or above -5%
2020-21	Margin of differential to remain at or above -5%

- 10.3.2 Target: to ensure that the margin of differential in the percentages of students declaring a disability achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers not from other socio-economic groups.

## Milestones:

Year	Margin of differential
2017-18	Margin of differential to remain at or above -5%
2018-19	Margin of differential to remain at or above -5%
2019-20	Margin of differential to remain at or above -5%
2020-21	Margin of differential to remain at or above -5%

- 10.3.3 Target: to ensure that the margin of differential in the percentages of students from a

Black, Asian or Minority Ethnic (BAME) origin achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers from a predominantly white background.

Milestones:

Year	Margin of differential
2017-18	Margin of differential to remain at or above -5%
2018-19	Margin of differential to remain at or above -5%
2019-20	Margin of differential to remain at or above -5%
2020-21	Margin of differential to remain at or above -5%

## 10.4 Measures to support progression

10.4.1 Target: to deliver employability sessions through the Employability Adviser specifically aimed at WP groups in Years 1, 2 and 3, to provide tailored opportunities to engage with employability preparation and career planning (in addition to regular professional practice covered within the curriculum). The target sessions have been notionally set as a minimum for 2016-17 and onwards: the actual delivery will be dependent on demand and on evaluation of student feedback and the type and number of sessions may vary between different year groups.

Milestones:

Year	Margin of differential
2017-18	3 sessions to each year group
2018-19	4 sessions to each year group
2019-20	5 sessions to each year group
2020-21	6 sessions to each year group

## 11 Equality and diversity

11.1 The University is committed to creating an inclusive and supportive learning and working environment based on mutual respect and trust. Our Equality & Diversity Policy Statement looks at ways to positively promote equality of opportunity and to challenge and strive to eliminate unlawful discrimination. The University acknowledges the duty of higher education in promoting equality of opportunity and furthering social inclusion, and our commitment to equality and diversity is made explicit throughout our Strategic Plan and Student Experience Strategy and is integrated into all aspects of our culture.

11.2 We have taken equality issues into account in designing this agreement and have paid due regard to the requirements of the Equality Act 2010.

11.3 Our targets include increasing the proportion of UK domiciled students from Black, Asian or Minority Ethnic (BAME) origin (10.1.3). We have also set targets to ensure that the margin of differential for students from such under-represented groups does not fall below the rest of the student population for either retention (10.2.6), or achievement levels (10.3.3).

## 12 Monitoring and evaluation

12.1 The delivery of the commitments outlined in this Agreement is the responsibility of the whole University community, led by the Pro Vice-Chancellor (Academic) and monitored by the Senior Management Team. Deans of Faculty and teaching staff, staff in Marketing and Recruitment and staff in Academic Registry, Course

Administration, Student Support and Employability work collaboratively towards the success of measures outlined above.

- 12.2 The outcomes of the activities outlined in this Access Agreement are monitored annually and reported on as part of the Access Agreement monitoring returns, or other statutory reporting requirements as outlined by OFFA. In addition to statistical measures, methods of evaluation involving interviews, focus groups and surveys of participants of both outreach and retention activities will be used to provide an evaluation of the effectiveness of activities undertaken to fulfill the University's commitment to fair access.
- 12.3 Progress will be evaluated by measuring outcomes against the targets and milestones set out in section 10, recorded through the University's management information systems, and, where appropriate, benchmarked against published HESA data and location adjusted benchmarks.
- 12.4 Outreach activity will continue to be monitored on the numbers of targeted students at schools and colleges reached in each academic year, and management information data on the University's admissions and recruitment records.
- 12.5 Retention measures will be evaluated and judged against achievement against the milestones and targets and also using measures of success (successful progression on course and successful achievement of the intended award).
- 12.6 Progress will be reported on an annual basis to the University's Senate. The Students' Union President will represent students on the Senate.

### **13 Student involvement in the Access Agreement**

- 13.1 The University has consulted with its Students' Union in the drafting of the 2018-19 Access Agreement.

The Students' Union President has provided the following statement:

*The NUA Students' Union is pleased to contribute to the University's access agreement for 2018-19 and supports the stretching targets that have been included with regard to access, student success and progression. The NUA Students' Union is committed to ensuring that widening participation does not cease once a student enrolls at university. NUA has a rich creative community thriving through collaboration and sharing, everything we do must be open and inclusive, engaging students in an environment where they feel confident to achieve. Our community is shaped by the students and driven by diversity and equality. Students produce work that is thought provoking and challenging in an environment that is inquisitive and exploratory.*

*Students work with the university to share their thoughts and ideas, encouraging student ownership of their university. The Students' Union along with its student members has an ongoing commitment to equal access to higher education and an artistic environment to thrive in. The Students' Union regularly monitors student engagement to tracks representation across all groups in our community.*

*As a Union was are very pleased that the University offers students from low-income households bursary support. It is essential that we continue to support diversity in the student body and to focus our energies investing in those who are talented and deserve the opportunity of Higher Education, regardless of ethnic or socio-economic origin, household income, disability, age, postcode or background.*

*Xenia Levantis*  
*President of the NUA Students' Union, 2016-18*

- 13.2 The University involves students directly in the implementation of the Access Agreement through their direct participation in outreach activities with local schools and colleges; leading discussion groups, working with small groups, or assisting in practical skills workshops under the supervision of the Recruitment Officer. In addition, in November/December of each year, focus groups of undergraduate students by course are hosted by senior managers of the University to ensure student awareness of the overall strategy and focus.
- 13.3 Students also play a vital role in helping to support the University's retention activities directly through participation in the Peer Assisted Learning mentoring Scheme (PALs) as outlined in section 8, paragraph 8.1.4, and through participation in the Student Representatives System and Students' Union.

## **14 Provision of information to prospective students**

- 14.1 The University is committed to providing timely and accurate advice on its fees and the financial support available to current and prospective students.
- 14.2 The University will publish information on fees and financial support for 2017-18 on the University website and through the UCAS Entry Profiles. In addition, the University updates and refines information entitled 'The Student Experience at NUA' which outlines clearly and explicitly, in plain English, to applicants what is included in the course fee and what is not, and those elements that are optional.
- 14.3 Two pilots are in progress to support WP learners, the first is within film and is an e-book which supports WP finalist to make a successful transition to employment or to progress to further study; the second initiative is related to fashion and is again an e-book which offers WP learners supplementary information on managing costs, securing sponsorship and making the most of optional professional opportunities provided by the course.
- 14.4 In 2017 the University will conclude a longitudinal study of course costs by subject and year, and this should provide some further granularity and bespoke support, advice and guidance for applicants and current students alike.
- 14.5 Information on fees and financial support for students who enrolled on a course of study prior to September 2018 will be published on the University intranet for current students, and on the University website to assist any student who wishes to apply for a transfer into the University from another course of study.
- 14.6 The University undertakes to provide timely and accurate information to UCAS and Student Finance England, to allow them to populate their databases with the most up-to-date information available for potential applicants.