Leeds Arts University
2019-20
Access and Participation plan

Introduction

Over the past seven years the University has seen unprecedented development during which our status has changed and our reputation has steadily grown. In 2011 we transferred to the higher education sector, in 2016 we were awarded our own taught degree awarding powers and in 2017 we were awarded university title. During this period application rates have also grown steadily. In 2018 the application rate for the institution is 36% higher than it was in 2016 (UCAS data) compared to a sector fall of 6% over the same period. Our popularity has grown in direct relation to our reputation as a specialist arts university delivering high student satisfaction and offering excellent teaching and resources. In the 2014 and 2016 Whatuniawards we won the Best Facilities Award and in 2017 and 2018 we were voted one of the top 10 universities in the UK to study at. In 2017 we were also ranked number four in the Complete University Guide for Student Satisfaction and in the Guardian University League tables 2019 we are ranked number one for Design and Crafts. The University is the only specialist arts university in the north of England and was the highest ranked specialist arts university in the UK for overall student satisfaction in the 2017 National Student Survey and the highest ranked university in Yorkshire. The University is an extremely attractive proposition for students who wish to study creative subjects and we strive to offer a nurturing, student-centred experience to all of our students.

In 2010 when the baseline for many of the targets for previous OFFA agreements was established, the University was a further education institution with directly funded higher education provision validated by the Open University. Extending the Universities WP profile against this background will be challenging as the profile of our applicants has changed and competition for places increases, however the steps outlined in this plan are targeted to address these matters. Our tariff threshold for entry is set at a modest 112 points to deliberately encourage a diverse range of applicants and the criterion for acceptance is based on a combination of portfolio/audition/interview so all students can be assessed on their potential. Part of the focus of our outreach will be to raise the standard of portfolios and performance to support the applications of under-represented groups who may not have as much support with this, in order to raise participation levels.

This Access and Participation Plan 2019-20 ('the plan') describes the range of outreach and access measures for pre-university learners of all ages we will deploy in working to raise our WP profile against this trajectory and outlines the support that the University will provide for students commencing their undergraduate studies in September 2019, who are home or EU domiciled.

Our strategies have been built over successive access plans. Each area has been evaluated each year using a departmental self-assessment model and subsequently adjusted to meet the needs of under-represented or under-performing groups who are the focus throughout the plan. Our assessment of current performance identifies that these are students who are from postcode areas of low participation in higher education, low household income, Black or minority ethnic students, mature learners and students with a disability. The University will offer nominated support for care experienced, carers and estranged students from first point of transition into HE and throughout their studies. Male students are also under-represented in our student population and are therefore addressed within the plan.

SECTION 1. ASSESSMENT OF CURRENT PERFORMANCE

1.0   Performance is regularly monitored by the University at all levels. It draws upon data provided by the Office for Students (OfS), Higher Education Statistics Agency (HESA), Universities and Colleges Admissions Scheme (UCAS), National Student Survey (NSS), Destinations of Leavers of Higher Education (DLHE) and 'AdvanceHE' data. Comparisons are made across similar institutions, the sector and the UK in order to understand the context of a specialist arts university that also offers pathways into the arts through providing further education.

1.1   It is a challenge for institutions with smaller student numbers to demonstrate performance split by characteristics to attain intersectionality of data. The impact on percentages of just one or two students changes the performance figure considerably. Two group comparisons are the only viable means to gain an insight into the performance of groups and in some areas such as ethnicity, where BME/White could be used, numbers are too small, even when aggregated over 3 years, for confidence.

1.2   Broadly consistent with the creative arts sector across the UK; our student population is predominantly white, young and female. This is influenced by our portfolio of undergraduate degrees; such as printed textiles, fashion and fine art. The proportion of students who declare a disability or specific learning difficulty is higher than the national average.

1.3   The under-represented groups that are the University's primary WP focus consist of students who reside in low participation in HE areas (POLAR4 quintiles 1 and 2), those from low socio economic households, Black or Minority Ethnic students, males, mature learners and care leavers.

1.4.   In 2017 Leeds Arts University was awarded Silver for the Teaching Excellence Framework (TEF). The TEF 'statement of findings' noted the following:

'Very high proportions of students from most backgrounds achieve excellent outcomes notably exceeding the benchmark for non-continuation. Very high proportions progress to employment and highly skilled employment or further study. The metrics indicate very high levels of student satisfaction with teaching, assessment and feedback, and academic support'.

The TEF statement also commented on the evidence of:

'Effective outreach and widening participation activities that have been implemented with bursaries to support students from disadvantaged backgrounds, the highly valued student support services with dedicated advice for mature students and those with disabilities, a significant number of teaching staff that are practising artists or designers, further enhancing student exposure to the creative industries and staff membership of peer and professional networks and national sector bodies which consistently impacts in student learning.' (Source TEF: Year 2 Statement of findings 2017)

1.5 **The Student population**:

Students from state schools and colleges: In 2016/17 97% of UK domiciled students in the undergraduate population at Leeds Arts University had entered from state schools and colleges. This figure is 4.4% above the benchmark.

Students from low participation areas: (Q1+Q2)
The number of applications from LPN Q1+2 increased by 11% between 2013 and 2017 following sustained activities as part of previous access agreements, however, there was also an increase in applications of 37% from Q3,4+5. Despite this, our participation of Q1+2 at 22% in 16/17 compared to an overall rate of 18.4% for Yorkshire and the Humber therefore is still higher in comparison and the University will strive to raise the participation of Q1+2 through the life of this plan.

Gender: Over the past 5 years, the percentage of male students in the undergraduate student population has decreased from 30% to 24%. The University will seek to raise the proportions of male students.

Ethnicity: BME numbers rose from 31 students in 2013/14 (10%) to 48 in 2015/16 (12%) but dipped in 16/17 to 39 (7%). The BME population in our recruitment area (which is broadly Yorkshire, Humberside and the North East) is low and fewer BME students apply to us. Raising our BME participation rates will be through continuing working with younger age groups in schools, which should show improvements over a longer period of time, particularly as the majority of the BME population in the Yorkshire and Humberside region is Asian/Asian British which do not traditionally see the arts as viable careers compared to other subjects. Having our own FE provision provides the opportunity for these students to progress directly to the University or to other FE provision locally therefore broadening this in the arts sector.

Age: Between 2013 to 2015 the number of mature learners increased from 10% to 12% but dipped in 16/17 to 7%. Our work continues to be developed in this area as described in this plan, particularly through our own Access and Level 2 course. In 2016/17 the majority of these students progressed to degrees at other HEI's due to choice of subject or preference. The progression rate to Higher Education from our Access course in 16/17 was 81% and we will work to raise this proportion to our own courses as well as HE courses elsewhere over the life of this plan.

Disability: The proportion of our student population with a declared disability is 24%, which is higher than the Creative Art and Design sector at 19.5% (ECU, statistical report 2017).

Students with specific learning difficulties (Dyslexia/ Dyspraxia): During 2015/16, early on-course screening for new entrants' propensity to dyslexia or dyspraxia identified that 28% of students at the University were 'at risk' of having a specific

learning difficulty or difficulties with academic writing. Screening of all new entrants by qualified staff enables early identification, so students can be offered tailored support from the outset of their course of study by the Student Support team and course teams, who have external and internal training in these areas.

1.7 **Retention:** The overall non-continuation rate (HESA T3 2015/16) for UK domiciled full time undergraduate entrants at 1.9% against a benchmark of 6% is an indication of the continuing success of our in-year strategies to support students and which emphasises the attention we place on personalized learning, our investment in high student contact hours, the resourcing of smaller group sizes and the extensive support services in place. With so few students leaving, even when combined over 3 years, any disaggregation by characteristics is inconclusive. In 2016/17, 5 mature students chose not to progress. These individual and personal circumstances have been accounted for. The plan outlines our support for students, all of which were applied in these circumstances.

1.8 **Student Satisfaction:** In the National Student Survey (NSS,2017), overall student satisfaction has increased by 10% over 3 years to 91%, this is 7% above the HE sector average and 11% above the creative arts and design sector. 96% of male students indicated their overall satisfaction which was 7% more than their female counterparts.

1.9 **Attainment** of a first or upper second class degree classification between genders has fluctuated across 3 years of graduating cohorts: In 2016-17 male attainment was 8.3% below that of female students, in 2015-16 male degree attainment was 8.2% higher. In 2014-15 female to male 1st and 2.1 degree attainment had converged over three years to an attainment gap of below 1% between genders.

In 2014/15, 62% of students from Q1+2 achieved a good degree compared to 70% of students from Q3,4+5 a gap of 8%. In 2015/16 this gap grew to 13%. The picture for White Q1+2 was the same as for all Q1+2 in 2014/15 but in 2015/16 they achieved slightly better at 68%, a gap of 10% in relation to Q3,4+5. A strategy we took to assist students in 2016/17 was introducing further bursaries in-year to specifically assist with the cost of materials in the final year. The gap fell in 2016/17 to only 1% (for both White Q1+2 and all Q1+2). As the agreement (and now plan) clearly articulated the cost of materials in the creation of artefacts for assessment is a key concern for students, particularly those from low income backgrounds, we have therefore carried this support forward in the next plan.

The University considers performance by BME characteristics through its Equality, Diversity and Inclusion committee. At its meeting in May 2017 it received a report combining 3 years of data for the first time in an attempt to generate critical mass. However, the committee noted that even in this form numbers were too few for meaningful analysis and concluded that seeking to compare for example, the performance of a mixed ethnicity female student leaving a design course in 2014/15 and a black British male student from an advertising course in 2016/17 was not appropriate. An action instead for 2018/19 is to conduct focused research amongst the BME students across our undergraduate provision to explore their experience and identify potential additional needs and opportunities for growth.

In terms of disability, the number of students in receipt of DSA fell sharply in 16/17

following changes in criteria for DSA allocation. In 16/17, 69% of students without a disability achieved a good degree, compared to 64% of students who had a disability, a gap of 5%, this compares to a gap of 2% in 15/16 and 1% in 14/15. Statistically, students with a disability are a large part of our population (21% of completing students in 2016/17) however, it should be noted that had a further 2 students with a disability achieved a good degree in 16/17, our target of +/-3% for the year would have been achieved. This plan outlines our strategies to support students with disabilities in Section 3.

1.10 **Progression into employment or further study:** Metrics for progression into employment for creative disciplines do not clearly reflect the occupation profile of emerging creative practitioners entering the creative sector. Graduates often aspire to be self-employed, in creative residencies or managing live projects and commissions. They balance a portfolio of occupations to build up their professional practice over a number of years; in order to establish their name within creative networks. Our plans for progression support for students by our Careers Enterprise and Employability (CEE) team is described in Section 3: Progression measures.

1.11 The latest DLHE data (Destinations of Leavers of Higher Education) presents the work or study activity destinations of Level 6 graduates from 2016. The overall percentage in work or study was 89.3%. There was a 3 percentage point difference in progression into employment or further study of female to male students. The milestone that is set is to achieve a 2% margin of difference between genders. There were too few responses from mature or non-white students to the survey for a valid statistical analysis. 92% of POLAR3 quintiles 1 and 2 graduates were in employment or further study six months after graduation as opposed to 81% of the quintile 5 graduates, which has led us to strengthen the support we offer in this area.

SECTION 2. AMBITIONS AND STRATEGY

2.0 The Plan for 2019-20 seeks to widen participation through raising aspiration and maximising potential. This will be through activity at all pre-university stages, from primary pupils to mature learners. It will work to address attitudinal barriers regarding levels of confidence and aspiration, and to raise cultural capital, creative and performance skills and presentation skills to boost progression into higher education.

2.1 The University will provide support that assists both access to courses and to overcome financial hardship whilst studying, which in turn will maintain retention and enhance student success and progression.

2.2 As a specialist arts institution for over 170 years, we will continue to develop students to engage with the creative industries regionally, nationally and internationally. A wide range of learners benefit from studying arts courses both at FE level, which is quite distinctive for a specialist arts university, and HE levels.

2.3 Our strategic aims describe how we will create opportunities for pre-university students to study the arts, supporting our commitment to engagement with our specialisms and expand opportunities to engage with employability and enterprise activities. To enable students to secure high level work and develop entrepreneurial skills the University is committed to providing students with a high quality environment and underlying infrastructure, which supports them in their aspirations

and increases engagement with the wider community.

2.4 In our Strategic Plan 2017-2023 we state:
'We are an influential, world-facing, creatively driven specialist arts' university where professional educators, practitioners and researchers collaborate to develop and enable excellence. We promote distinctive, critically informed and relevant practice in order to support the economic growth and cultural advancement of individuals and society.'

2.5 In our stated values we are student-centred, regardless of characteristic. We maximise each individual's potential through nurturing their talents and respecting their individuality. We are focused on specialist creative communities, collaborative and externally engaged. We are professional, relevant, contemporary, ambitious, achieving, employable, entrepreneurial and networked with industry.

2.6 By offering entry points into FE as well as HE, we will provide routes into undergraduate study in a range of creative subjects; we offer progression into HE from our Level 3 Extended Diploma and our Foundation Diploma in Art and Design. Mature students have an opportunity to re-enter education at any age by studying our Level 2 Diploma in Visual Art and our Access to HE course. Our HE provision at undergraduate level is 3 years of full time study, postgraduate provision is provided in both full and part time modes.

2.7 We will continue to invest in a high level of resources to enhance the student experience in order to ensure outstanding facilities can continue to be provided. Over the period of this plan the proportion of spending will be in line with OfS guidance. Our commitment to outreach work will be further enhanced by increasing the resource available following planned growth in student numbers.

COLLABORATIVE WORKING

2.8 We will continue to develop and consolidate purposeful external partnerships locally, nationally and internationally with institutions, networks, employers, agencies, practitioners and researchers. This will build on and enhance our reputation for creativity and innovation and increase opportunities for work placements and employment. Working with third sector organisations and networks across the region also extends our WP reach.

2.9 **Complementarity with the National Collaborative Outreach Programme**
The National Collaborative Outreach Programme (NCOP) has a collaborative approach that specifically targets cohorts in years 9 to 13, parents, carers and community groups in particular in wards with lower than expected participation in HE (POLAR4 quintile 1 participation gaps areas). In order to measure both programmes and ensure complementarity, we will, through clear communication, careful planning, monitoring and analysis, measure respective progress between our access and participation plan and that of the NCOP. Throughout this plan we will maintain our representation on the NCOP steering group

2.10 **Go Higher West Yorkshire Partnership (GHWY)**
The University is committed to the Go Higher West Yorkshire partnership, an established consortium of twelve HE providers in West Yorkshire (comprising FE colleges with HE provision, and universities). The partner members represent a

diverse range of institutions offering a vast array of different courses, subjects, qualifications and modes of study.

2.11 Go Higher West Yorkshire's mission is to work in partnership to act as a single point of contact for information on our Higher Education Provider partners, improving access to, and achievement in, Higher Education to enhance individual and economic development. This is achieved through the consortium's internal structures: each of the twelve partners has representation on the Governing Board and in our two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

2.12 The Widening Participation Planning Group of GHWY has a focus on working with specific target groups, which include: looked after young people and care leavers, mature and part time learners, young carers, and current HE students from non-traditional backgrounds. Through this group, the GHWY has shared a specific Access collaborative target.

2.13 The proposed aim is to further develop and enhance our collaborative approach to deliver aspiration activities and information provision towards HE at schools-based events, co-deliver Year 10 residential summer schools and continue partnership working with Virtual Schools to engage with looked after young people across the region.

2.14 **Collaborative Outreach with Looked After Young People (LAYP) and Care Leavers**
The GHWY Partnership will collaboratively engage with LAYP/care leavers working through the intermediaries (local authorities, social workers, foster carers and independent fostering agencies). It will continue to manage these relationships leading to an enhanced range of activities targeting intermediaries and the young people in care/leaving care. For the 2019-20 access and participation plan a collaborative target between the partners is being continued. The GHWY Partnership collaborative activity will be carefully monitored for its effectiveness and impact by the Partnership Board. Operational activities are overseen and guided by members of GHWY planning groups.

2.15 **Maintaining National networks**
Participation with national level networks will be strengthened to enable us to keep abreast of current developments in widening participation. Individual staff and teams across the institution hold membership of a number of key bodies including National Educational Opportunities Network (NEON), Forum for Continuing Education (FACE), Higher Education Liaison Officers Association (HELOA), Supporting Professionalism in Admissions (SPA) and The Students Services Organisation (AMOSSHE). We are a member of 'Advance HE' and take up the ECU Equality Consultation opportunities.

2.16 We will maintain our membership of UK Art and Design Institution Association (UKADIA) with a focus on widening participation in the Arts across the UK. This includes contributing to the sharing of good WP practice across the network and taking part in professional development opportunities. Regular events for progression managers will include collaborative student projects between the specialist institutions and supporting creative teachers' professional development at target schools.

CONTINUOUS IMPROVEMENT THROUGH EVALUATION

2.17 **2019-20 Access and Participation Evaluation Programme**
An evaluation research framework has been put in place that poses two overarching questions:
  o *Are our WP activities and support for students having a positive effect on participants?*
  o *How can we refine our activities and support to enhance their impact?*

2.18 Our evaluation programme is an intrinsic part of the strategic approach. It is evidence led and embedded into this Access and Participation Plan. It is designed to ensure effective allocation of resources that reach under-represented groups. It comprises of mixed research methods, these are selected as appropriate to the amount of contact of the intervention, the intensity of the programme design and at an appropriate level to the participating students. These evaluation methods are qualitative and include one to one interviews, focus group consultation, learning gain (where practical), participants and practitioners' reflection, observation, short surveys, case studies, obtaining feedback from influencers such as teachers and parents/carers and feedback from the students participating. Activities are as a result carefully reviewed and adjusted for delivery the following year.

2.19 **Monitoring performance in the Access & Participation Plan**
Deliberations over access and participation are embedded throughout the institution and overseen by the Equality Diversity and Inclusion Committee (EDI). This ensures that activities and approaches are evaluated through a cross institutional approach. Regular formal reporting against the measures laid out in this plan will ensure that there is continuous endeavour towards improvement.

2.20 Chaired by the Pro-Vice-Chancellor Student Experience & Resources, the EDI committee members are from across the institution, representing students, academic registry, quality assurance, admissions, widening participation, marketing, library services, student support, academic staff, instructors and human resources.

2.21 When appropriate, cross institution working groups will be formed to address particular issues or stages, such as creating the next Access and Participation plan, addressing the transition and induction stages for new entrants and interventions to create a sense of belonging for more vulnerable students within the student population.

2.22 Before submission to the Office for Students, the principles and key features of this access and participation plan have been subject to the approval of the Board of Governors.

2.23 **Evaluation of impact of financial and student support**
We will regularly evaluate the impact of our financial support and student welfare support and their current performance by scrutiny of the related metrics; through analysis of application rates, offers and conversion (UCAS), retention (HESA), student satisfaction (NSS), attainment and progression (DLHE) by the protected characteristics and widening participation groups. This is reported through the EDI Committee to the deliberative structure. In 2017/18 the financial evaluation toolkit endorsed by the Office for Fair Access was trialled and this early data supported feedback we received from students from lower income backgrounds, that our bursaries assisted retention. This analysis will be repeated in 18/19.

2.24 **Expenditure informed by evaluation**
We will ensure that expenditure is informed by evidence and supported by appropriate evaluation. This will be achieved by effective monitoring, activity records and collation of evidence of effective targeted activities.

2.25 **An audit of Inclusive learning**
Our curriculum has been developed to embrace inclusive practice. This is the ethos of a thriving arts institution and embedded in delivery, content and creative practice. Inclusive modules of teaching and assessment are reviewed through an Annual Course Evaluation process, within peer reviews and by an inclusivity audit across the institution. This ensures that our curriculum remains varied, accessible, anticipatory, and adaptable. Course Level Outcomes and the mapping of assessment tasks are planned with consistency, parity and equity. Assessment methods are broad and varied. Alternative assessments are considered holistically on a case by case basis.

2.26 **Keeping abreast of current developments and challenges**
We will address the findings of our widening participation evaluation through our academic and business staff contributions and participation in WP research; their participation in the cross-institution research clusters, research practitioner support and through contributions at regional, national and international conferences and through publication, papers, research posters and exhibitions.

STUDENT CONSULTATION AND INVOLVEMENT

2.27 The approach to this access and participation plan has been informed by feedback from students from our HE and FE courses by both student group consultation and in year surveys. The Vice Chancellor and academic Pro-Vice-Chancellors meet with each HE year group within each course annually, to be directly informed by the students' voice.

2.28 Student representation is embedded at all levels of the deliberative structure, through a well-established student representative system. This is achieved through Students' Union input, representation on the committees and consultative focus groups to gain qualitative data.

2.29 Research through questionnaires, case studies, observation and participation from both academic and support staff as part of professional development also contribute to aspects of inclusivity and widening participation. These outcomes are shared in the professional networks and through research outputs. All research proposals and projects undergo scrutiny and approval from the Ethics committee.

2.30 **The Students' Union**
The Students' Union has a key role in student engagement including the student representatives system, a calendar of activities, campaigns and societies. The Students' Union is ambitious in its reach to students and is strengthened by the provision of a paid sabbatical Students Union President, which is a full time post. The Students Union has a dedicated Student Liaison Officer and Student Liaison Assistant who both work alongside the Students Union President. The Students Union President is the main student representative and leads the elected Students Union Executive. Two students are members of the Board of Governors.

2.31 **Student Representation**
The Students Union co-ordinates and develops student representation within the institution. The Students Union allows all its members' voices to be heard through its forums and activities. These include the elected student representatives attending regular meetings with their course team, the Students Union's own Union Council meetings and meetings with the Vice-Chancellor and academic Pro-Vice-Chancellors.

2.32 The Student Union Executive have been involved in the development of this plan and endorse its contents.

EQUALITY AND DIVERSITY

2.33 Reports that evaluate the impact of access and participation support are made to the EDI Committee. Consideration of datasets, their evaluation and analysis by protected characteristic groups and widening participation criteria are key parts of the work of the EDI Committee.

2.34 Recommendations are then disseminated across the institution. This begins at the undergraduate programme boards which consider equality, diversity and inclusion as a regular item of business in their meetings. In the annual monitoring and evaluation of the courses, the enrolment profile of cohorts are considered in terms of gender, age, disability and ethnicity as well as student retention, success and attainment throughout the student lifecycle. These in turn are considered through the University's deliberative structure, including the Higher Education Quality and Standards Committee and the Academic Board.

SECTION 3. ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

Strategic targeting of underrepresented groups

3.0 Some of the key challenges we face as a specialist arts university are around the visibility of creative subjects earlier in the education system and the costs associated with creative subject study. Career paths in the creative industries can appear complex and confusing for those at the start of their study path and there is a lack of knowledge within some demographic groups of the importance of the creative industries to the UK economy.

3.1 The diminishing of opportunities in the curriculum to study the arts in compulsory education is deterring many away from considering progression into the creative industries as a career. This is particularly in the context of the push for 'STEM' subjects (science, technology, engineering and maths)

3.2 In all these cases the position of widening participation (WP) groups can be further marginalised by social, cultural and economic factors. Our outreach work has identified that these groups are less likely to engage with the idea of creative subjects as viable careers or to connect with the arts.

3.3 The complexity of choice of subjects in the arts is a challenge faced by both the institution and our potential students. Examples of the challenges include the cost of providing diagnostic interviews and auditions (for the institution) and both the costs of travel to attend interviews for WP applicants and a lack of preparation and

experience in how to make the most of the interviews/auditions. This is significant since our evaluation of the process has identified that the interview/audition itself is a key way for applicants to choose the right course of study and for their potential to be assessed. Eligible students are able to access support with the costs of attending interview/audition to remove a barrier to attendance.

3.4   The production of artefacts and opportunities to perform are fundamental parts of the learning process. The costs of study become a challenge due to the expenses incurred once a student is on course. Whilst this is identified as a key area of concern amongst all students, it is particularly pronounced amongst those from lower socio-economic groups. A significant proportion of the additional fee income is used to support students with the cost of their studies. (See Paragraph 4.7)

3.5   Specialist arts subjects also historically have a lower black and minority ethnic student participation and there is a gender imbalance amongst their student cohorts overall.

3.6   Our Access activities principally aim to raise the participation of those from areas of low participation (POLAR Q1+Q2), BME, male, mature and low income groups. Once on programme, our success and progression measures are mainly driven by individualised and inclusive approaches to teaching and learning which are for the clear benefit of all groups but with further targeted wrap-around strategies for those from low income households and those with learning difficulties.

ACCESS MEASURES & ACTIVITIES

3.7   Increased targets and milestones were made in our 2018-19 Agreement and will continue into 19/20. It consists of increased investment to expand reach and access to resources in terms of the number of schools (20 increased to 30), number of mock interviews (180 increased to 200), delivery of taster days (34 increased to 40) and placing mentors in the realm of the outreach participants (100 increased to 150 mentees). All our outreach work has been reviewed as part of a self-assessment process and adjusted for delivery in the coming year in pursuit of quality improvement.

3.8   **Outreach and widening participation target groups**
Participation in targeted outreach will be prioritised and free of cost to those who have at least one of the following characteristics: looked after young person, in receipt of free school meals, BME, live in lower than expected participation in HE locations (POLAR 4, quintiles 1 and 2), disabled or specific learning difficulty, attend a school with lower than the national average of 5 GCSEs, from a single parent family or a young carer.

3.9   **Target Schools**
Outreach resources will be focused on non-selective state secondary schools and FE providers informed by the following criteria: location (prioritising schools and students who reside in POLAR 4 quintiles 1 and 2 (low participation in HE), percentage of pupils receiving Free School Meals (FSM) above 25%, percentage of English as an additional language (EAL) above 20%, low percentage attainment of 5 GCSEs Grade 4/C, or lower than the national average for attainment.

3.10 **Outreach engagement with Primary Schools and Year 6 to 9.**
The feedback from the schools sector has quite clearly signalled a declining propensity to deliver arts related subjects within the core curriculum. In response to this, work will continue to be undertaken with younger children in targeted primary schools. Primary school groups will be offered bespoke campus visits for short taster workshops in creative skills, a campus tour and an opportunity to meet with student ambassadors for question and answer sessions.

3.11 The target schools are located in areas of low participation in HE (POLAR4 quintiles 1 and 2) with a high percentage of free school meals and high percentage of English as an additional language (EAL).The primary schools may also be feeder schools to the WP target secondary schools.

3.12 Participants 'cultural capital' and experience of the arts will be expanded by linking our outreach engagement alongside and in partnership with regional and national museum/gallery exhibitions and celebrations/events.

3.13 Opportunities for further primary school engagement present themselves through partnership working with Leeds City Council and Teachers networks.

3.14 **Engaging with existing schools consortia and networks**
Examples of the activities that will be carried out to support access into higher education are: Subject specific taster days, on and off campus, 'Insights into the Creative Industries' presentations, 'Speed dating' with Industry sessions in schools, mock interviews and auditions on and off campus at pre FE and pre HE interview stage, portfolio presentation skills with current students showcasing their work, tours of our end of degree show to visiting school and college groups to introduce study in the creative sector, 3 day Easter or Summer schools and half term events, diagnostic portfolio focused mock interviews to all our FE courses.

3.15 We will attend and support consortia based careers or progression events, GCSE option fairs and parents/carers information sessions or evenings in 'Light touch information exchange' to raise the knowledge of options for progression into HE. In 2016-17 we attended 26 Careers/HE/Progression Fairs in target schools for Years 7 to 13 and we will continue to develop our work in this area.

3.16 **Raising attainment of pre-university students to study the creative arts**
We address the priority of increasing attainment by targeted interventions with pre-university students. This will be achieved by providing a range of opportunities across the whole of the education lifecycle for students in compulsory education and for life-long learners. Therefore opportunities will be given to develop the underlying technical and process skills that underpin higher attainment from primary pupils to Year 13 and for particular groups such as mature learners and looked after young people. This does not target the achievement of higher grades in examinations but instead is about improving the quality of portfolio/performance at subsequent admissions interview/audition, the key criteria for acceptance on creative courses

3.17 **Supporting progression into higher education for Years 9 to 13**
Through participant consultation it has been identified that maintaining high quality 'taster' workshops for school and college students who are studying art, design or performance enhances participants' prospects to progress into FE and HE. The target of taster days to be offered will be retained at 40 in the new plan.

3.18 **Targeting of outreach activities**

Individual participants with WP criteria will be offered opportunities through communication with partner schools in low participation in HE wards. We plan to offer;

3 x 6 week after school courses in creative activities for years 9 to year 13;

2 x 3 day intensive workshops for years 9 to 13 during school holidays;

20 free places on our Young Creatives art classes for those from low socio-economic groups.

With an overall target of 95 young participants

3.19 **Meeting with young peoples' key influencers**

In order to reach out to the main influencers in a young person's education pathway, an annual programme of contact and information events will be hosted. This will include meeting with parents and carers in on-campus events, teachers networks, stakeholder consultation with parents/carers at schools and networking with the virtual schools and foster carers for which we have a collaborative target (see table 8 of the resource plan).

3.20 **Orientation into Higher Education**

Direct experience of being within an HE environment is a powerful motivator and valued by previous beneficiaries. Activities to support pre-university students' access into HE from vocational feeder courses will include: bespoke HE Open Days and HE presentations, bespoke information, advice and guidance and individual practice mock interviews or auditions, mentoring by, and shadowing of, current undergraduates in order to raise aspiration and progression to HE.

3.21 **Portfolio based interviews and auditions for entry into the University**

In the context of art, design and performance, raising attainment will be achieved by raising the standard of applicants' portfolios or audition skills to enable success at interview or audition. This is the means by which students achieve places rather than by achieving higher tariff points in examinations.

3.22 Teaching staff see potential students with portfolios or observe performances. It is an opportunity to pay particular attention to ensuring that the career aspirations of applicants can be realised effectively through their choice of course. We believe that we provide transitional advice and guidance during this selection process to ensure 'best fit'.

3.23 The portfolio based review system and audition process is an important part of our fair admissions process. As a specialist arts university we take great care and time to undertake an inclusive admissions procedure to identify the 'potential to succeed' of all applicants. The face to face interview/audition process is fair and inclusive in that all applicants who are able to meet the entry requirements are offered an interview or audition, with a focus on their creative work and performance. This enables guidance on whether the course is the right subject for the applicant in the broad spectrum of the creative industries. Where appropriate, consideration of experiential prior learning is also used to predict the candidates' potential for success.

3.24 **A framework of outreach for mature learners**

A range of outreach activities that focus on the specific needs of mature learners, who have no previous experience of HE, will be delivered and enhanced over the

period of this plan. This will consist of offering twilight bespoke information sessions on campus, bespoke campus tours led by current mature students and an 'Introduction to Higher Education' Easter school for mature learners as well as support for students on our Access to Higher Education course, field trips to increase cultural capital and the offer of an artwork portfolio focused mock interview.

3.25 **Mock interviews and auditions**
A rehearsal of the interview/audition experience and receipt of timely feedback and advice will be carried out with pre-university students as rehearsals to raise confidence and to raise the standard of presentation. A target of 200 interviews/auditions will be maintained throughout the period of this plan.

3.26 **Experiential Prior Learning**
Where appropriate, particularly for mature learners who do not have the normal stated entry requirements, they may be able to gain admission to a course on the basis of prior certificated learning and/or prior experiential learning. For admission via prior certificated learning a candidate may be admitted to a course at the University where they can demonstrate that their previous formal learning is broadly equivalent (in terms of content, volume and level) to that achieved at the level(s) normally required for entry to the course. Recognition of experiential prior learning may also be used to predict the candidates' potential for success; where evidence of accredited prior learning shows potential but the learner would benefit from further preparation for HE.

3.27 Mature learners who are not quite ready for progression to HE will be encouraged to enter the education pathway through the Level 2: Diploma in Visual Art and Level 3: Access to Higher Education Diploma. This is a well-respected route with a strong track record of placing students in HE and means we are able to offer this support directly in our University.

STUDENT SUCCESS MEASURES & ACTIVITIES

3.28 **Peer mentoring and 'buddying' schemes**
Mentoring is defined as a minimum of three points of contact in succession. This is achieved through WP participants' regular attendance at after school sessions in the term time or at Easter and summer schools.

3.29 On transition into Higher Education, course specific and cross University community peer mentoring and buddy schemes will operate for pre-entry, at enrolment and during the extended induction period for new students.

3.30 **Student ambassadors as role models and mentors**
Student ambassadors will be recruited from across the undergraduate courses and are offered training in mentoring of both mature and younger student cohorts. On recruitment student ambassadors are DBS checked and they are trained in child safeguarding and action to take in the event of disclosure.

3.31 A student's experience and responsibilities in the role of student ambassador develops their employment skills as they have to undergo an application, interview and recruitment process, training in safeguarding and what to do in the event of disclosure, also DBS checks are submitted for all widening participation ambassadors. Student ambassador engagement across the range of our events are

coordinated by both the Progression and Marketing teams.

3.32 In order to aid expansion of outreach activities, we will ask all of our Student Ambassadors to act as role models and mentors in their job description. To increase the diversity of the Student Ambassador group we will encourage applications from mature learners, BME, males and students who have progressed from target schools and low participation areas.

3.33 **Transition into Higher Education**
As a consequence of a student experience qualitative and quantitative survey of all Level 4 students and as supported by extensive research in the sector the enrolment process and the induction period in the first semester will be adjusted and its delivery time extended for new entrants. This is regularly reviewed by a Transition and Induction working group, the extended period means that there is more opportunity for cross level and cross course support, peer mentoring schemes and socialisation into our community. This is designed to develop a student's 'sense of belonging' within the University community. Work to continue to enhance this process will continue throughout the period of this plan.

3.34 **Support for students with specific learning difficulties**
As a specialist university, students have the benefit of being able to access a great deal of individualised contact time with academic, technical, support and advice staff which is tailored to their needs. This enables timely identification of students who may be in need of support and allows intervention as appropriate.

3.35 There is a strong link between the creative industries and specific learning difficulties such as dyslexia or dyspraxia. Screening for propensity to dyslexia will be offered to all level 4 students at the start of their studies. At risk students will be encouraged to undertake further screening to identify if their difficulties are related to dyslexia, dyspraxia or other difficulties which can affect academic success such as processing speed, concentration or difficulties with time management.

3.36 Those students identified as having strong dyslexic traits will be further tested using the Dyslexia Adults Screening Test (DAST) before being given the opportunity of undertaking a full dyslexia assessment and support to apply for Disabled Students Allowance (DSA). All eligible level 4 and level 5 home students at undergraduate level will be supported financially to undertake the dyslexia assessment test.

3.37 Recognising that specific learning difficulties do not impact just on academic writing and research but also on organisational skills and other areas, support is provided throughout the student lifecycle, to foster and support achievement.

3.38 **Transition into Higher Education support for Autistic Spectrum (ASD) students.**
It is understood that students with ASD may experience difficulties with transition to HE. To benefit orientation, reduce anxiety, and aid familiarisation, a series of individualised contact sessions with the student support team will be arranged. We will offer quiet tours of the campus, introductions to support services and academic teaching staff to facilitate a smooth transition into study. Following the positive feedback from participants in 2016/17 we will be continuing this work next year.

3.39 Students who may have issues with anxiety due to conditions such as ASD or long term mental health conditions will be supported one to one by a specialist mentor.

Learning Support plans, risk assessments and reviews are shared (with consent), with appropriate staff in order to provide support throughout the student's studies. Following the positive signs suggested through exceptionally low non-continuation rates amongst the student cohort this work will be carried forward into the coming year. Our Student Welfare team will also continue its rolling programme of training with Academic and Support staff to equip them with the confidence and skills to effectively engage with students with mental health difficulties

3.40 **Care experienced, estranged/independent students and Carers.**
A dedicated contact within Student Welfare will provide support for care-experienced students, estranged/ independent students and carers. If identified on their UCAS application form, the applicant will be contacted as soon as their application is received, in order to offer support with transition into HE. The applicant's support can start with pre-entry questions regarding our courses and the support we offer pre-application. The dedicated contact will coordinate accommodation, finance and any other support that care leavers are eligible for, as well as being a central contact for support throughout their studies. Accommodation is available for 365 days where required, for care experienced and estranged students.

3.41 **Facilitating students' 'sense of belonging' in the learning community.**
From the point of enrolment collaboration between the staff, student ambassadors, the research clusters and the Students' Union ensures that a student's sense of belonging is engendered through social engagement. This collaborative approach extends through opportunities for cross subject and level such as the Fresher's Fair, student society events, a student peer to peer buddy scheme operates for all new entrants and 'Twilight Café' social opportunities to meet with other students and staff across courses and levels. Following pilots over the last 2 years buddies will be allocated to all new undergraduate students in the coming year.

PROGRESSION MEASURES & ACTIVITIES

3.42 **Preparation for progression into employment or further study.**
Careers, Employability & Enterprise (CEE) takes a positive and proactive approach to removing or minimising the barriers to engagement with the employability agenda for students from different groups. Preparation for progression into employment or further study is planned, managed, monitored and evaluated to ensure that the activities are aligned with the needs of the students.

3.43 External speakers and practising professionals representative of a wide range of WP and underrepresented backgrounds are invited to engage with students to support course activities and to promote employability. Academic staff have professional experience in the sector and can provide bespoke and individualised advice. Monitoring students' progress in gaining professional skills and work experience is achieved by course tutors and personal tutors through an accredited module of Personal Professional Practice (PPP).

3.44 Policies and processes are in place to ensure that students understand the support networks available to them both personally and within the University. Students who know their needs are encouraged to seek appropriate support. Staff and Tutors may identify students with additional needs through existing assessment processes and/or 1-2-1 progress reviews. Students requiring additional support will

be signposted to the appropriate assistance.

3.45 Careers advice
All students can access 1-2-1 support from a qualified careers advisor experienced in supporting students within the creative industries.

3.46 Work Experience
Students who are in financial hardship can apply for financial support through the hardship fund to assist them to participate in work experience opportunities. This can cover travel, subsistence and accommodation to enable the student to attend.

3.47 CEE is committed to delivering a service that provides the necessary resources to support employability development as part of the student experience. Work-experience and projects are open to all eligible students, without discrimination. Resources and support materials emphasise the beneficial effects on employability specifically to those from underrepresented backgrounds.

The University is extending its investment in this area to offer, additional to the creative teaching hours, core employability skills activities to all second year students with follow up activities into the third year intended to lead to planned work experience and further bespoke activities according to student needs. This is intended to ensure that all students are prepared equally for life after university, regardless of background.

3.48 Progression into further study
Postgraduate degrees in Creative Practice and Curatorial Practices are currently available for continuation into further study as an internal opportunity to progress for students who wish to apply. The MA course has a reduced fee for graduates from our undergraduate courses to encourage continuity of their education pathway.

The postgraduate reduced fee currently remains not 'OfS countable'. The postgraduate degree courses are available as a part-time option for study.

3.49 CEE maintain detailed records of all student engagement. This data is used to inform and influence future developments.

SECTION 4. INVESTMENT

4.0 The Access and Participation resource plan and Financial Support framework shows a significant increase in investment to support access and improve student success. This Plan will state the provision of support for under-represented students.

4.1 Expenditure informed by evaluation
We will ensure that expenditure is informed by evidence and supported by appropriate evaluation. This will be achieved by effective monitoring, activity records and collation of evidence of effective targeted activities.

4.2 Evaluation of impact of financial support
We will regularly evaluate the impact of our financial support and current performance by scrutiny of the related metrics; through analysis of application

rates, offers and conversion (UCAS), retention (HESA), student satisfaction (NSS), attainment and progression (DLHE) by the protected characteristics and widening participation groups where possible. This is reported through the EDI Committee to the deliberative structure and is overseen by senior managers.

4.3   **Fees Students numbers and fee outcomes**
As outlined in the OfS regulatory notice 1, Access and participation plan guidance for 2019-20 we have assumed for the purposes of this plan that the current fee cap will be in place.

4.4   Financial support in the form of cash bursaries will be targeted and systematic over the 3 years of study. A range of measures to support creative practice for the cost of materials at each level and a final project contribution in the final year of undergraduate study will be put in place to assist students in receipt of a full maintenance loan to strengthen success and aid retention. It will recognise the costs of study related to creative practices, including materials, set up of exhibitions and performances and travel for research and idea development.

4.5   **Framework of Financial Support**
The expenditure on access and outreach will be increased for 2019-20. This will cover staffing, materials for running taster and experience days and intensive Easter and Summer schools, enable contribution to interview/audition expenses of POLAR4 quintile 1 and 2 applicants, DSA application costs and the costs of contributions to the various partnerships.

4.6 **The OfS countable financial support for full time entrants who commence undergraduate study in 2019-20 will be as follows:**

Name of Financial Support	Form of Support	Year Group	Amount
ACCESS: **1. Internal Progression** from Further Education to Level 4 Study.	(Home & EU students) Cash Scholarship for <u>all</u> internal progression from FE to Level 4 study. *(OfS countable students included as part of 2019-20 Access and Participation plan)*	Level 4	£500.
ACCESS: **2.Contribution to travel to interview/audition**	Cash contribution for applicants who reside in areas of low participation. (UCAS reported POLAR4 q1 & 2) or Care Leavers.	Applicants for 2019 entry	Over 100 miles return £25. Over 200 miles return £50.
SUCCESS: **3.Creative Practice Support Bursary**	Cash Bursary for recipients of full maintenance loan.	Level 4 Level 5 Level 6	£250. £350. £500.
SUCCESS: **4. Cost of Materials contribution**	Cash bursary *(OfS countable students included as part of 2019-20 Access and Participation plan)*	Level 4 Level 5 Level 6	2 payments per academic year of £55
SUCCESS: **5. Final Project Contribution**	Cash bursary *(OfS countable students included as part of 2019-20 Access and Participation plan)*	Level 6	£75.
SUCCESS: **6. Hardship Fund**	On application to Student Welfare.	Level 4 Level 5 Level 6	£235,000
SUCCESS: DISABLED STUDENTS: **7. Support for application to DSA.** Disabled, specific Learning Difficulty or Health Problems.	Students identified through dyslexia screening during induction in Level 4.	Level 4 Level 5 Level 6	Minimum £260 per student
SUCCESS: DISABILITY/SpLD **8. Support of cost of £200 Computer supplement**	Students eligible for Disabled Students Allowance	Level 4 Level 5 Level 6	£200

4.7   **Rationale for financial support framework in Table 4.7**

1)   **Internal Progression from FE to Level 4 Study Cash Scholarship.**
In order to encourage progression into higher education, we will offer a cash scholarship to all students who progress from our FE to our undergraduate provision. The costs of these scholarships given to internally progressing students will be countable under this plan. The offer of internal progression as a scholarship positively impacts on our own students' progression pathways into Level 4 study, particularly for students who wish to stay local and to reduce their living costs by remaining at home.

2)   **Contribution to travel to interview/audition**
We will offer a contribution to interview/audition expenses of applicants from disadvantaged backgrounds in order to ensure that the costs of attending an interview/audition are not a barrier to entry and support fair access. Eligibility will be determined by an applicant's POLAR4 postcode as supplied by UCAS or if a care leaver, regardless of postcode.

3)   **Creative practice support bursary and**
4)   **Cost of Materials contribution and**
5)   **Final project contribution.**
Whilst research suggests that students from under-represented backgrounds are not deterred from entering higher education by the tuition fee itself, we have determined that students value the provision of on-course bursaries that give timely financial support to mitigate the costs of materials for their creative practice. Bursaries will therefore be given to qualifying students to assist them as they progress in their creative practice. In addition, we will sustain a final project contribution for all students. This has proven to be popular with students in helping them to complete their degree when their finances are often at their most strained. Consultation with student groups has indicated that financially assisting at key moments in their studies is particularly effective, especially for widening participation students.

6)   **The Hardship fund**
Monitoring of three years of hardship fund applications has shown increasing numbers of students approaching Student Welfare to apply for support from the hardship fund to cover increasing costs of accommodation, living costs and materials. In this plan it will also support the most disadvantaged students to travel and support them in work placements; in order to enhance their progression into employment or further study. This is in recognition of the major positive impact from hardship funds reported by previous and current student beneficiaries. Its success in keeping 'at risk' students on their course of study will be measured by comparison of retention rates to previous years and against sector averages. Analysis of the retention of the cohort of students who were in receipt of cash bursaries and fee waivers using OFFA's financial toolkit demonstrated that retention was comparable to those who did not receive the financial support.

7)   **Support for application to DSA and**
8)   **Support of cost of £200 computer supplement**
All Level 4 entrants are screened for propensity to dyslexia. Students who have been identified through screening can undergo a Dyslexic Adults Screening Test (DAST) by an Educational Psychologist as evidence towards the Disabled

Students Allowance application. The cost of the report will be supported by the plan's financial support framework. Students who have been assessed and approved to be in receipt of Disabled Students Allowance (DSA) will receive the £200 supplement towards the cost of a computer.

9) The table below shows the total investment in Access, Success and Progression against that countable as part of this plan.

Access, success & progression investment forecasts (£)		Academic year			
		2019-20	2020-21	2021-22	2022-23
Access investment forecasts	Total investment on access	408 691	428 334	440 006	452 313
	amount of total which is APP countable	328 139	347 782	359 454	371 761
Success investment forecasts	Total investment on success	250 056	268 355	274 251	280 091
	amount of total which is APP countable	115 802	134 101	139 997	145 837
Progression investment forecasts	Total investment on progression	116 735	117 038	117 348	119 189
	amount of total which is APP countable	63 034	63 337	63 647	65 488
Total activity investment	**Total access, success & progression investment**	**775 482**	**813 727**	**831 605**	**851 593**
	amount of total which is APP countable	**506 975**	**545 220**	**563 098**	**583 086**

Investment in Access work beyond that countable under this plan provides further support to our work in Further Education to bring in students from under-represented groups and to support and prepare them for progression on successful completion of their FE courses. In 2017 83% of our FE students progressed to the next level of study, 76% directly to Higher Education. This work is subject to annual self-assessment and refined through a Further Education quality improvement plan.

Our investment in Success centres around the additional support work provided for those students not claiming or not fundable through DSA, our student welfare work for WP groups, and the one to one teaching for WP students that supports those more at risk of leaving. We consider these activities key to the 1.9% non-continuation rate achieved in 2017/18. This work will again be reviewed through an annual self-assessment plan and delivery adjusted for the next year.

Our investment in Progression is based around activities designed to address the employability agenda and the expenditure indicated above has been proportioned against those predicted to be from WP groups in the respective years. This work is particularly relevant when around entrepreneurial activity

and involves the use of diverse role models as visiting speakers, case studies, bespoke materials and one to one careers work. New work in 2018 will see increased teaching and learning activity in employability skills in addition to students course hours to develop skills, knowledge and understanding in these areas.

SECTION 5. PROVISION OF INFORMATION TO STUDENTS

5.0 We promote our access measures widely to ensure that prospective applicants and their families understand the different support measures available. In particular, clear guidance will be given, explaining the criteria and eligibility for the available bursaries and scholarships. We also actively promote the cash bursaries and financial support available to students whose family income is below £25,000 per annum.

5.1 The bursaries available for internally progressing students are communicated directly by tutors from our FE feeder courses and through presentations by the Student Welfare team that are systematically timetabled into the feeder courses each year.

5.2 Details of the hardship fund are available on the website and are promoted by the Student Welfare team and the Students' Union.

5.3 Details of the opportunities provided by the progression and widening participation team are published on the website, through printed matter and email communication. This is strategically targeted at specific schools and communities to encourage take up. Our widening participation opportunities are promoted through dedicated areas on the website for mature learners, care leavers and students with disabilities.

5.4 We will provide all of our prospective students with information, advice and guidance throughout the application process. At each point in this journey, we communicate our offer to students and their influencers, reaffirming our values and the benefits of studying in HE and in the creative sector.

5.5 There are benefits in placing a diverse range of role models within the sphere of potential applicants in printed material and online, and the marketing team strive to use diverse role models across all promotional activity. Additionally, we offer information, advice and guidance that incorporates positive representations of all groups studying creative subjects.

5.6 The website showcases our community of creatives and provides fair and accurate information to stakeholders and prospective students. Information is also conveyed through attendance at careers fairs and exhibitions, schools visits, open days, advertising, prospectus and other promotional materials, third party websites and digital communications such as email marketing. Prospectuses are also mailed to schools at key points in the recruitment cycle and other targeted mailings take place throughout the year. For example, we partner with regional FE colleges to mail all Year 11s in the Leeds district regarding our FE provision.

5.7 As well as promotional materials we also produce Key Information Sheets which provide prospective students with 'material information' prior to, and at the offer (contract) stage. The latest versions are available on our website. Terms and conditions are updated and all promotional copy is regularly reviewed for accuracy at key points in the recruitment cycle.

5.8 Information on our financial support arrangements for current and prospective students is available via; the website, open days and visit day presentations, outreach activities, information sessions for influencers (teachers and parents), UCAS fairs, third party websites who signpost our financial support information for instance; 'Student Room', 'What Uni' and the 'Complete University Guide', direct telephone contact with the Student Welfare team and automated email campaigns via our CRM system.

5.9 To gain feedback on information materials and to test the clarity of the information with prospective and current students, focus groups are held periodically with students and stakeholders. The student welfare team's dyslexia specialist reviews prospectus materials for accessibility and readability and our website to ensure it meets accessibility standards.

5.10 The OfS approved version of this plan will be made available on the University's website

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.		
Please enter inflationary statement in the free text box below.		
This fee will be subject to annual inflationary increases using the Office for Budget Responsibility forecast for RPI-X, subject to the Government's student fee regulations		

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

									Yearly milestones (numeric where possible, however you may use text)					

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16a_01	Access	Socio-economic	**Other statistic** - Socio-economic (please give details in the next column)	% of new entrants from low income households (under £25,000)	No	Other (please give details in Description column)	38%	41%	41%				This target and its baseline year was established 2010-11. The College consulted with OFFA over the longer term suitability of this target given that the institution has changed considerably in character and mission over subsequent years at it has grown, achieved degree awarding powers and university title. As a result this target is not being further set beyond its previously committed date of 2020-21
T16a_02	Access	Socio-economic	**Other statistic** - Other (please give details in the next column)	% of new entrants who are first in family into HE as identified by the enrolment data collected internally	No	Other (please give details in Description column)	53%	0	0				Baseline year was established 2010-11. Evidence for this metric is captured through a survey at the time of enrolment. In 2014 enrolment 16.7% of new entrants responded by 'information refused', 'dont know' or 'no response'.Given the volality of this metric this target was removed in 2015.
T16a_03	Student success	Multiple	**HESA T3a** - No longer in HE after 1 year (All, full-time, first degree entrants)	% of FT first degree entrants who are no longer in HE at the end of the year	No	Other (please give details in Description column)	8%	7.5%	7.5%				Baseline year was established in 2009-10. Retention measures will be directed at 'at risk' students on programme, in order to keep the withdrawal percentage below the benchmark of 8%.
T16a_04	Access	Low participation neighbourhoods (LPN)	**HESA T1c** - Low participation neighbourhoods (POLAR3) (Young, full-time, other undergraduate entrants)	% of new entrants from WP postcodes based on HESA table 1b	No	2011-12	10.8%	13%	13%				
T16a_05	Student success	Disabled	**Other statistic** - Disabled (please give details in the next column)	To maintain a margin of difference in achieving a 2:1 or above between those with D/SpLD/HP and those without that is within plus or minus 3%.	No	2014-15	0.2%	+ / - 3%	+ / - 3%				The provision of support to students who would otherwise be in receipt of DSA is a particular challenge following changes to the provision of DSA, especially as a specialist institution with high proportions of dyslexia/dyspraxia. The figure for 14/15 is an anomaly, in 12/13 this differential was 10.5% and in 13/14 it was 8.5%
T16a_06	Progression	State school	**Other statistic** - Progression to employment or further study (please give details in the next column)	To maintain a margin of difference between male and female graduates that is within plus or minus 2%.	No	2014-15	2.8%	+/- 2%	+/- 2%				The progression to employment of males has been below that of females for the last 3 years. Whilst this gap closed slightly in 2014/15 it is still the subject of concern.
T16a_07	Access	Care-leavers	**Other statistic** - Care-leavers (please give details in the next column)	Working in partnership across the region, HEART will provide bespoke support for young people in public care, aged 5-18, through sustained engagement	Yes	2014-15	115	122	124				Number of learners across the partnership.

							Yearly milestones (numeric where possible, however you may use text)					

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	2018-19	2019-20	2020-21	2021-22	2022-23	Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
T16b_01	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Free taster days in creative activities aligned to the curriculum specialisms in FE and HE (depending on age group of participants)	No	Other (please give details in Description column)	34 taster sessions	40	40				Baseline year established in 2009 - 10. Previous targets have been increased from 18/19
T16b_02	Access	Multiple	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Number of schools, colleges and community groups targeted to work with the college on outreach activities	No	2011-12	20	30	30				From 18/19 we will work with a minimum of 30 local schools, colleges and community groups to broker sustained and long term targeted relationships.
T16b_03	Access	Attainment raising	Lifelong learning	Number of learners benefitting from mock interview practice in preparation for progression into HE at Leeds College of Art or elsewhere	No	Other (please give details in Description column)	180	200	200				Baseline year established 2009-10. Targets increased from 18/19
T16b_04	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Number of learners receiving mentoring or work shadowing	No	2012-13	100	150	150				Mentoring consists of of a minimum of three points of contact in a series such as in After School Art Club, summer schools or in programme mentoring schemes. Target increase from 2018/19
T16b_05	Access	Ethnicity	Outreach / WP activity (other - please give details in the next column)	Working with schools or Colleges who have a higher than average intake of students with English as an additional language and with a high proportion of students with a BME background.	No	2012-13	0	15	15				To assist in raising educational aspirations to progress into art and design study among BME groups. Target increased from 18/19
T16b_06	Access	Socio-economic	Outreach / WP activity (other - please give details in the next column)	Offer free places on the College Childrens Art School programme	No	2012-13	0	20	20				A minimum of 20 fee waived places to enable young people from low income households to participate in the Childrens' Art School.
T16b_07	Student success	Multiple	Management targets	% of programmes participating in Peer to peer mentoring actviity	No	2015-16	40%	60%	70%				refers to full-time programmes who will be engaged in mentoring activities to support retention of students through key transition points

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.