



## 2019-20 access and participation plan monitoring

### Provider impact report

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

#### **1. Ambition and strategy**

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

[The following text is paraphrased from the Introduction; Ambitions and Strategy; Access, Student Success and Progression Measures; and Investment sections.]

Against a backdrop of transferring to the higher education sector and being granted taught degree awarding powers and university title, the University has seen unprecedented growth in popularity as a specialist arts university and in volume of applications. The 2019-20 access and participation plan focused on extending the University's widening participation profile and student performance with regard to students from areas of low participation in higher education, with low household income, Black or minority ethnicity students, mature learners and students declaring a disability. The plan also made provisions for care experienced and estranged students, students with caring responsibilities, and male students.

The University's ambition was to widen participation through activity at all pre-university stages, from primary pupils to mature learners, creating opportunities to study the arts and address attitudinal barriers regarding levels of confidence and aspiration. This outreach activity sought to raise cultural capital and creative, performance and presentation skills to boost progression into higher education, with commitment further enhanced by increasing the resource available following planned growth in student numbers. Participation would also be supported by the University's Further Education (FE) into Higher Education (HE) progression routes, which provide opportunities for mature learners to re-enter education.

Widening participation strategies included working with younger age groups to improve participation of students of Black and minority ethnicities; supporting internal progression from FE to HE of mature learners; supporting preparation for portfolios, interviews and auditions; increasing the number of target schools engaged with, taster days delivered, and mentors provided; providing insights into the creative industries through presentations and careers events; hosting tours of campus and end of year shows; and termly technical and process skills support alongside free Easter and summer schools. Specific financial strategies included support toward the cost of attending interview/audition for those from lower participation in HE areas or care leavers and progression cash scholarships of £500 for all students progressing internally from FE into HE.

The University's ambition regarding student success was to assist both access to courses and to overcome financial hardship whilst studying, which in turn would help maintain retention and enhance student success and progression. The University sought to maximise each individual's potential by nurturing their talents and respecting their individuality through specialist creative and collaborative communities, and continued to invest in a high level of resources to enhance the student experience and provide outstanding facilities.

Success strategies sought to screen all new entrants for early identification of students 'at risk' of having specific learning difficulties or difficulties with academic writing, enabling tailored support and help applying for Disabled Students Allowance (DSA). The University also offered one-to-one support for students with Autism Spectrum Disorder; a dedicated care leaver and estranged students contact within the student welfare team; a buddy scheme to aid with transition; and in-year strategies of personalised learning, high student contact hours, small group sizes, and extensive support services. A piece of focussed research was planned amongst Black and minority ethnicity students across undergraduate provision to explore experience and identify potential additional needs and opportunities for growth. Specific financial strategies included in-year bursaries to assist with the cost of producing artefacts and opportunities to perform; financial support for students to undertake testing in support of a DSA application; a £200 computer supplement for students eligible for DSA; and a hardship fund for students encountering unexpected financial circumstances.

The University's ambition regarding progression was to continue to develop students to engage with the creative industries regionally, nationally, and internationally. The University sought to enable students to secure high level work and develop entrepreneurial skills through a commitment to providing students with a high-quality environment and underlying infrastructure, supporting them in their aspirations.

Progression strategies included inviting external speakers and practising professionals from a wide range of backgrounds to engage with students; a personal professional practice module for monitoring progress in gaining professional skills and work experience; 1:1 support sessions with careers advisors; ensuring work experience and projects advertised were open to all students; and offering core employability skills to all second year students with follow up in third year. Financial strategies included reduced fees for students internally progressing to

Masters level courses at the University and enabling students in financial hardship to apply for support with work experience opportunities (travel, subsistence, accommodation).

The University also sought to continue to develop and consolidate purposeful external partnerships to build on and enhance our reputation for creativity and innovation, increase opportunities for work placements and employment, and extend our widening participation reach. Locally and regionally, the University sought to measure progress and ensure complementarity with the National Collaborative Outreach Programme (now Uni Connect) and further develop and enhance our collaborative approach with Go Higher West Yorkshire (a partnership of HE providers in West Yorkshire) through delivery of aspiration activities and information provision towards HE at schools-based events, summer schools, and specific engagement with looked after young people and care leavers. Nationally, the University sought to maintain and contribute to networks for sharing of best practice in widening participation, including National Educational Opportunities Network (NEON), Forum for Continuing Education (FACE), Higher Education Liaison Officers Association (HELOA), Supporting Professionalism in Admissions (SPA), the Student Services Organisation (AMOSSHE), AdvanceHE, UK Art and Design Institution Association (UKADIA), and GuildHE.

Finally, the University set out how it would evaluate the plan using a mixed methods approach to ensure effective allocation of resources to underrepresented groups and communicate findings. Strategies included regular evaluation and formal reporting on progress against APP measures; the impact of financial and welfare support; application rates, offers and conversion (UCAS); retention, attainment and progression (HESA); and student satisfaction (NSS) by protected characteristics and widening participation groups through the cross-institution Equality, Diversity and Inclusion committee, with oversight from the Board of Governors. A review of inclusive teaching and assessment was planned through the Annual Course Evaluation process and peer reviews, with recommendations from evaluation considered by programme boards, the Higher Education Quality and Standards committee, and the Academic Board. The University also sought to build on the student endorsement of the APP by regularly capturing student voice through the Students' Union, elected course student representative system, student representation on committees and the Board of Governors as part of the deliberative structure.

## 2. Self-assessment of targets

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

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

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

### Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	% of new entrants from low income households ( under £25,000)	Other (please give details in Description column)	38%	41%	41%	Percentage	2019-20	28	No progress
T16a_02 (Access)	% of new entrants who are first in family into HE as identified by the enrolment data collected internally	Other (please give details in Description column)	53%	0	0	Percentage	2019-20	0	Expected progress
T16a_03 (Student success)	% of FT first degree entrants who are no longer in HE at the end of the year	Other (please give details in Description column)	8%	7.5%	7.5%	Percentage	2018-19	3.6	Expected progress
T16a_04 (Access)	% of new entrants from WP postcodes based on HESA table 1b	2011-12	10.8%	13%	13%	Percentage	2019-20	12.9	Limited progress
T16a_05 (Student success)	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%.	2014-15	0.2%	+ / - 3%	+ / - 3%	Percentage	2019-20	5.1	Limited progress
T16a_06 (Progression)	To maintain a margin of difference between male and female graduates that is within plus or minus 2%.	2014-15	2.8%	+/- 2%	+/- 2%	Percentage	2016-17	1	Expected progress

T16a_07 (Access)	Working in partnership across the region, HEART will provide bespoke support for young people in public care, aged 5-18, through sustained engagement	2014-15	115	122	124	Headcount	2019-20	146	Expected progress
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Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Free taster days in creative activities aligned to the curriculum specialisms in FE and HE ( depending on age group of participants)	Other (please give details in Description column)	34 taster sessions	40	40	Other	2019-20	40	Expected progress
T16b_02 (Access)	Number of schools, colleges and community groups targeted to work with the college on outreach activities	2011-12	20	30	30	Other	2019-20	36	Expected progress
T16b_03 (Access)	Number of learners benefitting from mock interview practice in preparation for progression into HE at Leeds College of Art or elsewhere	Other (please give details in Description column)	180	200	200	Other	2019-20	283	Expected progress
T16b_04 (Access)	Number of learners receiving mentoring or work shadowing	2012-13	100	150	150	Other	2019-20	85	Limited progress
T16b_05 (Access)	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.	2012-13	0	15	15	Other	2019-20	15	Expected progress
T16b_06 (Access)	Offer free places on the College Childrens Art School programme	2012-13	0	20	20	Headcount	2019-20	19	Limited progress
T16b_07 (Student success)	% of programmes participating in Peer to peer mentoring actiivty	2015-16	40%	60%	70%	Percentage	2019-20	100	Expected progress

### 3. Investment commitments

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

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

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£328,139.00	£247,000.00	-25%
Financial Support	£579,111.00	£594,000.00	3%

### 4. Action plan

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

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_01	This target has not been carried forward into the 2020-21 onward APP. However, the University will focus on POLAR4 and IMD2019 measures in order to consider underrepresentation in wider socio-economic terms. These measures include free taster days, mock interview practice, multiple points of contact via After School Art Club, Preparing for Arts University and summer schools, attending careers and GCSE option fairs, recognition of prior experiential learning and offering FE routes into HE, but also free extra-curricular sustained provision through new targeted partnerships with schools in low income areas to support pupils from underrepresented groups to access HE in the creative arts. Eligible students from these schools will be able to apply for a bursary to support the costs of studying a Level 3 Foundation Diploma at the University in order that they may progress to HE study within one further year.

T16a_04	<p>This target has been carried forward into the 2020-21 onward APP, rephrased as reducing the gap in participation in HE between Q1 and Q5 students to 8% over the life of the plan. The measures include free taster days, mock interview practice, multiple points of contact via After School Art Club, Preparing for Arts University and summer schools, attending careers and GCSE option fairs, recognition of prior experiential learning, and offering FE routes into HE, but also free extra-curricular sustained provision through new targeted partnerships with schools in low income areas to support pupils from underrepresented groups to access HE in the creative arts. Eligible students from these schools will be able to apply for a bursary to support the costs of studying a Level 3 Foundation Diploma at the University in order that they may progress to HE study within one further year.</p>
T16a_05	<p>The University has set an attainment objective of a +/- 2% gap in awarding of 2:1 degrees and above between students declaring a disability and students with no known disability, to be achieved in the first year of the 2020-21 onward APP and which it will seek to sustain. The University will continue to screen all new undergraduate entrants, and provide one-to-one support, support with materials costs, with applying for DSA (including financial support), access to workshops to build resilience, and peer support around mental health.</p>
T16b_04	<p>This target has not been carried forward into the 2020-21 onward APP, although learners will be able to participate in multiple outreach activities. The University will continue to monitor multiple engagements through its outreach evaluation.</p>
T16b_06	<p>This target has not been carried forward into the 2020-21 onward APP. Due to the additional demands of the production of online widening participation activity and restrictions on space to meet social distancing requirements across campus, the University has prioritised the provision of high-quality free widening participation activity over the fee-based Young Creatives programme during the Covid-19 pandemic. The University will continue to monitor the ongoing government guidance regarding recommencing provision of this programme.</p>

## 5. Confirmation

Leeds Arts University confirms that:

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

## Annex A: Commentary on progress against targets

Leeds Arts University's commentary where progress against targets was less than expected.

<b>Target reference number: T16a_01</b>
How have you met the commitments in your plan related to this target?
The University has met commitments to improve access for example through free taster days; strategic partnerships with target schools; mock interview practice; multiple points of contact via After School Art Club, Preparing for Arts University, and summer schools; offering fee-waived places on the Childrens' Art School; attending careers and GCSE option fairs; recognition of prior experiential learning; and offering FE routes into HE. We have also provided financial support with travel for interview/audition and scholarships for students progressing internally from FE into HE.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No.

<b>Target reference number: T16a_04</b>
How have you met the commitments in your plan related to this target?
The University has met commitments to improve access for example through free taster days; strategic partnerships with target schools; mock interview practice; multiple points of contact via After School Art Club, Preparing for Arts University, and summer schools; offering fee-waived places on the Childrens' Art School; attending careers and GCSE option fairs; recognition of prior experiential learning; and offering FE routes into HE. We have also provided financial support with travel for interview/audition and scholarships for students progressing internally from FE into HE.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No.

<b>Target reference number: T16a_05</b>
How have you met the commitments in your plan related to this target?
For the second year in a row the percentage of students declaring a disability awarded a 2:1 or above is higher than that of students with no known disability. The University has met commitments to support student success, including screening all new entrants for early identification of students 'at risk' of having specific learning difficulties or difficulties with academic writing, enabling tailored support and help applying for Disabled Students' Allowance (DSA); we have also provided one-to-one support and orientation for students who may require additional familiarisation. We have provided access to the hardship fund and in-year bursaries toward the cost of producing artefacts and opportunities to perform for all

students, and have provided financial support for students to undertake testing in support of a DSA application and a £200 computer supplement for students eligible for DSA.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No.

**Target reference number: T16b\_04**

How have you met the commitments in your plan related to this target?

The output for mentoring/shadowing was below the target of 150 by a margin of 65 learners. This target was particularly challenging in that it required an external recipient to have achieved 3 forms of contact with the University (e.g., summer school, workshop and taster day), a definition that national research has suggested is a threshold for influencing ambition to undertake higher education. However, with the lockdown from March 23rd, scheduled face-to-face Easter schools and activities for term 3 had to be cancelled while the University progression team developed digital skills, worked to re-engage with schools, and prepared a high-quality online offer for over the summer.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No.

**Target reference number: T16b\_06**

How have you met the commitments in your plan related to this target?

The number of free places offered on the Childrens' Art School (renamed Young Creatives) was one fewer than the target due to the timing of the lockdown, as scheduled face-to-face Easter schools and activities for term 3 had to be cancelled while the University progression team developed digital skills, worked to re-engage with schools, and prepared a high-quality free WP offer for over the summer.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

No.

## Annex B: Optional commentary on targets

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

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	
T16a_05	
T16a_06	
T16a_07	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	
T16b_06	
T16b_07	