

# UNIVERSITY FOR THE CREATIVE ARTS

## Access and Participation Plan

2019-2020

### 1. Introduction

This plan sets out the objectives of the University for the Creative Arts (UCA) that relate to widening access and equality of opportunity. These objectives will be delivered by:

- Attracting and increasing the proportion of students from under-represented groups;
- Supporting successful participation in higher education across all groups of students and those with disadvantage or with protected characteristics;
- Providing information about the financial assistance available to students;
- Providing information for prospective students about the fees that UCA will charge for the completion of a course, before they commit to undertaking a higher education course at UCA;
- Monitoring and evaluating the access and participation plan to ensure it is compliant with the provisions set in the plan; and regularly measuring progress against identified goals.

The Access and Participation Plan 2019-2020 is presented under the following section headings:

- Scope
- Assessment of Current Performance
- Ambition and Strategy
- Access, Student Success and Progression Plans
- Investment and Resource Plan
- Provision of Information to Students
- Monitoring and Evaluation

### 2. Scope

The scope of the Access and Participation Plan is provision at UCA campuses (Farnham, Canterbury, Epsom and Rochester) and students studying at the Royal School of Needlework (RSN) under franchise arrangements for BA (Hons) Hand Embroidery. When “UCA” is used within the plan it refers to students at UCA campuses and the RSN. The plan also refers to provision at the Open College of the Arts (OCA) who are part of the UCA Group. “University” is used in the plan to refer to all provision of the University, including the OCA and RSN.

### 3. Assessment of current performance

#### Entrants

The University’s performance in attracting more diverse entrants has remained stable over the five years (figure 1) with some positive shifts in the diversity of the student population. In 16/17 this shows BAME community at 26% of FT community. The BAME population nationally for Creative Arts and Design is 13% and the sector average is 20.7%. The population of learners at UCA with a declared disability is 21%. The disabled population nationally for Creative Arts and Design is 19.9% and the sector average is 13%.

UCA’s proportion of young full-time first-degree entrants from state schools continues to remain above the HESA location-adjusted benchmark. In 2016/17, 96.3% of entrants came from state schools (3.2 percentage points above our location-adjusted benchmark of 93.1%).

The percentage of young full-time first-degree entrants from Low Participation Neighbourhoods (LPNs) in 2016/17 was 13.0% (against the location adjusted benchmark of 10.7% and an institutional benchmark of 13.2%, HESA data).

UCA only attracts 31% male students. Although this is not an unusual picture in creative arts and design (the national figure for male students in Creative Arts and Design is 35.4%) UCA is seeking to develop portfolio in ways that are attractive to men and women (for instance through the introduction of new technology and business courses) alongside our work developing careers materials for Schools that seek to address this in-balance.

The University's population of PT and Mature learners has significantly increased following the acquisition of the OCA in November 2016. HESA's own summary statistics<sup>1</sup> for 2016/17 demonstrate the University's relationship with OCA led to a 39% increase in part-time undergraduate student numbers in creative arts and design as a discipline. The community of mature entrants almost doubled in size to 31.5% in 2016/17. Through this new relationship, the University has an increasingly attractive offer for mature and PT learners. The OCA and UCA will explore the potential to provide more flexible and adaptable forms of learning to increase the participation of learners that may benefit from this approach.

The continued diversity of the UCA population has been achieved through outreach activities to ensure UCA continues to recruit students from backgrounds traditionally under-represented in higher education and generally to perform well against location-adjusted benchmarks. Consequently, the primary focus of this plan is upon student success, progression and outcomes.

**Fig 1 University contextual data**

| Level of study                              |                  | UCA & OCA |        |         |        | UCA & OCA |        |         |         | UCA & OCA |        |         |         | UCA & OCA |        |         |         | UCA & OCA |        |      |         |
|---|------------------|-----------|--------|---------|--------|-----------|--------|---------|---------|-----------|--------|---------|---------|-----------|--------|---------|---------|-----------|--------|------|---------|
|   |                  | 2012/13   |        | 2013/14 |        | 2013/14   |        | 2014/15 |         | 2014/15   |        | 2015/16 |         | 2015/16   |        | 2016/17 |         | 2016/17   |        |      |         |
|   |                  | No.       | %      | No.     | %      | No.       | %      | No.     | %       | No.       | %      | No.     | %       | No.       | %      | No.     | %       | No.       | %      |      |         |
| First degree                                | Other UG         | 4842      | 97.64% | 88      | 98.88% | 4691      | 98.41% | 59      | 100.00% | 4390      | 98.65% | 31      | 100.00% | 4439      | 99.00% | 17      | 100.00% | 4541      | 98.91% | 1249 | 100.00% |
|   | Other UG         | 117       | 2.36%  | 1       | 1.12%  | 76        | 1.59%  |         |         | 60        | 1.35%  |         |         | 45        | 1.00%  |         |         | 50        | 1.09%  |      |         |
| Age   | Young (Under 21) | 4182      | 84.33% | 1       | 1.12%  | 4017      | 84.27% | 1       | 1.69%   | 3756      | 84.40% |         |         | 3749      | 83.61% | 1       | 5.88%   | 3825      | 83.32% | 90   | 7.21%   |
|   | Mature (21+)     | 777       | 15.67% | 88      | 98.88% | 750       | 15.73% | 58      | 98.31%  | 694       | 15.60% | 31      | 100.00% | 735       | 16.39% | 16      | 94.12%  | 766       | 16.68% | 1159 | 92.79%  |
| Ethnicity (UK domiciled)                    | White            | 3464      | 77.69% | 81      | 92.05% | 3207      | 75.16% | 58      | 98.31%  | 2868      | 73.01% | 31      | 100.00% | 2829      | 72.19% | 16      | 100.00% | 2887      | 73.07% | 989  | 79.25%  |
|   | BME              | 957       | 21.46% | 5       | 5.68%  | 1039      | 24.35% |         |         | 1030      | 26.22% |         |         | 1054      | 26.89% |         |         | 1032      | 26.12% | 253  | 20.27%  |
|   | Unknown          | 38        | 0.85%  | 2       | 2.27%  | 21        | 0.49%  | 1       | 1.69%   | 30        | 0.76%  |         |         | 36        | 0.92%  |         |         | 32        | 0.81%  | 6    | 0.48%   |
| Sex   | Male             | 1566      | 31.58% | 12      | 13.48% | 1436      | 30.12% | 5       | 8.47%   | 1348      | 30.29% | 4       | 12.90%  | 1339      | 29.86% | 1       | 5.88%   | 1426      | 31.06% | 383  | 30.66%  |
|   | Female           | 3393      | 68.42% | 77      | 86.52% | 3331      | 69.88% | 54      | 91.53%  | 3102      | 69.71% | 27      | 87.10%  | 3143      | 70.09% | 16      | 94.12%  | 3158      | 68.79% | 866  | 69.34%  |
|   | Other            |           |        |         |        |           |        |         |         |           |        |         |         | 2         | 0.04%  |         |         | 7         | 0.15%  |      |         |
| Disability                                  | Yes              | 1115      | 22.48% | 32      | 35.96% | 1134      | 23.79% | 22      | 37.29%  | 952       | 21.39% | 7       | 22.58%  | 940       | 20.96% | 7       | 41.18%  | 977       | 21.28% | 291  | 23.30%  |
|   | No               | 3844      | 77.52% | 57      | 64.04% | 3633      | 76.21% | 37      | 62.71%  | 3498      | 78.61% | 24      | 77.42%  | 3544      | 79.04% | 10      | 58.82%  | 3614      | 78.72% | 958  | 76.70%  |
| Disadvantaged (POLAR3, UK domiciled, Young) | 1                | 386       | 10.35% |         |        | 386       | 10.72% |         |         | 378       | 11.39% |         |         | 405       | 12.38% |         |         | 402       | 12.27% |      |         |
|   | 2                | 632       | 16.95% |         |        | 633       | 17.58% |         |         | 607       | 18.28% |         |         | 579       | 17.70% |         |         | 592       | 18.07% |      |         |
|   | 3                | 797       | 21.37% |         |        | 782       | 21.72% |         |         | 745       | 22.44% |         |         | 747       | 22.83% |         |         | 731       | 22.31% |      |         |
|   | 4                | 908       | 24.35% |         |        | 850       | 23.60% |         |         | 790       | 23.80% |         |         | 784       | 23.96% |         |         | 766       | 23.38% |      |         |
|   | 5                | 1006      | 26.98% |         |        | 950       | 26.38% |         |         | 800       | 24.10% |         |         | 757       | 23.14% |         |         | 785       | 23.96% |      |         |

UCA internal data 2016/17

## Continuation and Success

### Learners from low-participation neighbourhoods

Analysis of TEF three-year average data shows that FT students from LPNs (quintiles 1&2) are retained slightly less well than their peers (92.2% continue compared with 93.3% in quintiles 3-5). Regarding 'good degrees' students from LPNs achieve 79.1% while the whole population achieves 74.8%. These students slightly exceed their peers in terms of employment and further

<sup>1</sup> <https://www.hesa.ac.uk/news/11-01-2018/sfr247-higher-education-student-statistics/subjects>

study (93.9%, their peers 93.5%). Concerning highly skilled employment, all UCA graduates fall beneath the TEF benchmark (although this is a much improving picture in recent years), with 54.8% in highly skilled work (against a benchmark of 58.6%) although graduates from LPNs perform less well, at 50.8%. This analysis demonstrates that social and cultural disadvantage impacts on student success in particular ways that we address later in the plan.

The University has performed further cross-sectional analysis of LPN student attainment focussing on quintile 1 data.

**Fig 2 Performance Indicator: LPN Quintile 1 (UCA UG, FT, First Degree, Young)**

| Group                     | Sex | Ethnicity | Retention (Q1) | UCA Retention | Good degrees (Q1) | LPN Good degrees | UCA Good degrees | Employment/ Further study (Q1/2) | Benchmark: Employment/ Further Study (Q1/2) | Highly-skilled Employment (Q1/2) | Benchmark: Highly-skilled Employment (Q1/2) |
|---------------------------|-----|-----------|----------------|---------------|-------------------|------------------|------------------|----------------------------------|---|----------------------------------|---|
| LPN                       | M   | White     | 97.2%          | 92.6%         | 9 of 13<br>69.2%  | 79.10%           | 74.8%            | 92.4%                            | 92.5%                                       | 50.8%                            | 55.5%                                       |
| LPN                       | F   | White     | 97.7%          |               | 41 of 50<br>82%   |                  |                  |                                  |   |                                  |   |
| LPN                       | M   | BME       | 92.3%          |               | 7 of 8<br>87.5%   |                  |                  |                                  |   |                                  |   |
| LPN                       | F   | BME       | 95.7%          |               | 14 of 19<br>73.7% |                  |                  |                                  |   |                                  |   |
| UCA internal data 2016/17 |     |           |                |               |                   |                  |                  | TEF data 2017/18                 |   |                                  |   |

Whilst the numbers in these groups are small, the outcomes of white male students from low-participation neighbourhoods are significantly behind the University average. This gap in performance is addressed later in the plan.

### Mature Learners

The University has traditionally recruited relatively small numbers of students classified as 'mature' on entry. This is largely because of the unit structure for learning that limits opportunities for sustainable part-time provision alongside FT study at UCA. Within 3-year average TEF metrics, mature learners within the FT provision perform in ways that are generally consistent with the whole population. For example the continuation rate for both young and mature students is 1.1% above its respective benchmark (albeit that the absolute rate for mature is lower than that for young students, as is the benchmark). In terms of degree classification (shown below and excludes OCA), the proportion gaining a first over the last 3 years has improved substantially (and is ahead of young students) whereas conversely the proportion gaining good honours has reduced. The numbers of mature students are not large, and these proportions will be monitored further when the 17-18 data is finalised.

## First Degree Classification Data by Year and Age Category

By number of students

| Classification     | 2016/17    |            |             | 2015/16     |            |             | 2014/15     |            |             |
|--------------------|------------|------------|-------------|-------------|------------|-------------|-------------|------------|-------------|
|                    | Young      | Mature     | Variance    | Young       | Mature     | Variance    | Young       | Mature     | Variance    |
| First Class        | 286        | 60         | -226        | 335         | 57         | -278        | 216         | 26         | -190        |
| Upper Second Class | 455        | 78         | -377        | 451         | 67         | -384        | 437         | 73         | -364        |
| Lower Second Class | 201        | 52         | -149        | 239         | 40         | -199        | 307         | 43         | -264        |
| Third Class        | 37         | 6          | -31         | 48          | 14         | -34         | 65          | 15         | -50         |
| <b>Total</b>       | <b>979</b> | <b>196</b> | <b>-783</b> | <b>1073</b> | <b>178</b> | <b>-895</b> | <b>1025</b> | <b>157</b> | <b>-868</b> |

By percentage

| Classification | 2016/17 |        |          | 2015/16 |        |          | 2014/15 |        |          |
|----------------|---------|--------|----------|---------|--------|----------|---------|--------|----------|
|                | Young   | Mature | Variance | Young   | Mature | Variance | Young   | Mature | Variance |
| First Class    | 29.20%  | 30.60% | 1.40%    | 31.20%  | 32.00% | 0.80%    | 21.10%  | 16.60% | -4.50%   |
| Good Honours   | 75.70%  | 70.40% | -5.30%   | 73.30%  | 69.70% | -3.60%   | 63.70%  | 63.10% | -0.60%   |

With the acquisition of the OCA in November 2016 the University now supports a significant population of mature /PT learners (fig 1). The volume of mature/PT Learners studying at the OCA makes analysis of this community and their success meaningful and will enable the OCA to pursue a number of activities aimed at supporting access and success for these learners, recognising the sometimes different motivations and study goals of mature PT learners. OCA has developed an 'Access and Participation Statement' that identifies equality gaps and sets out the activities that seek to widen access to PT HE study and ensure mature learners are supported so that they retain and succeed in their study goals (appendix A).

### Care Leavers

The care-leaver community at UCA is small. In total 17 students entered in 2016/17 under the UCAS care-leaver definition with a further 18 joining us as self-declared 16+ care-leavers. Together these groups represent less than 2% of UCA's 2016/17 entrants (against 6% care leavers studying in the HE sector). Targeted activity to support access to HE for care leavers is identified later in this plan.

### Students with Disabilities

As noted above, UCA has a large population of students with a declared disability (21% in 16/17). This compares with 19.9% in Creative Arts and Design nationally (HESA 2016/17). There has been a marked increase in the proportion of students at the University with declared mental health issues over the last five years, from 1.1% in 2010/11 to 2.9% in 2015/16. UCA believes that there is also a large number of students with undeclared disabilities and mental health difficulties within its populations and as such, offers a range of support mechanisms, as described in section 4 below.

Fig 3 Students with disabilities (UCA UG, FT, First Degree/Other Degree)

| Group                                 |             | Retention | UCA Retention | Good degrees | UCA Good degrees | Employment/Further Study | Sector Benchmark: Employment/Further Study | Highly-skilled Employment | Sector Benchmark: Highly-skilled Employment |
|---------------------------------------|-------------|-----------|---------------|--------------|------------------|--------------------------|--|---------------------------|---|
| Disabled                              | 1010 (22%)* | 92.3%     | 92.6%         | 70.9%        | 74.8%            | 93.3%                    | 91.0%                                      | 53.6%                     | 57.9%                                       |
| UCA internal data 2016/17 (*TEF data) |             |           |               |              |                  | TEF 2017/18 data         |  |                           |   |

Given the significance of this community, it is important that analysis takes place across all key metrics. In 2016/17 students with a declared disability generally retained broadly in line with the wider population of students at UCA, although outcomes as measured by ‘good degrees’ is 3.9% lower than the whole population of learners at 70.9% (and better than the sector average for this group in 2016/17 which was 67.8%). Employment outcomes for disabled students are broadly in line with UCA and sector averages (although as noted above, highly skilled outcomes for all UCA graduates are below TEF benchmarks). The key focus for this plan is continued intervention and monitoring, particularly in light of changes to Disabled Students’ Allowances, the impacts of which may not be fully understood against ‘good degree’ outcomes until the end of the 2018/19 academic cycle.

### Students from BAME Groups

Over the past 5 years the percentage of BAME students has increased steadily from 21% to 26%, together with generally improved performance. UCA’s recent data for FT BAME shows:

Fig 4 BAME students (UCA, UG, FT, First Degree/Other Degree)

| Group                     |             | Retention                   | UCA Retention | Good degrees | UCA Good degrees | Employment/Further Study | Sector Benchmark: Employment/Further Study | Highly-skilled Employment | Sector Benchmark: Highly-skilled Employment |
|---------------------------|-------------|-----------------------------|---------------|--------------|------------------|--------------------------|--|---------------------------|---|
| BAME                      | 1,032 (26%) | 91.8% (TEF benchmark 90.1%) | 92.6%         | 62.5%        | 74.8%            | 90.8%                    | 89.6%                                      | 49.8%                     | 55.2%                                       |
| UCA internal data 2016/17 |             |                             |               |              |                  | TEF data 2017/18         |  |                           |   |

For BAME groups retention is slightly above the TEF benchmark although a little below UCA average (91.8% against a UCA average of 92.6%). For ‘good degrees’ there have been three consecutive years of substantial improvement in the percentage of First and Upper Second degrees (7.1% increase from 14/15 to 15/16 and 8.3% increase from 15/16 to 16/17) with the differential between BAME groups and the overall UCA population reducing from 16.3% to 12.3% (the sector gap is greater with BAME students achieving just 58.3% good degrees in 2015/16). However, this still represents a significant equality gap that is addressed later in this

plan. For employment and further study BAME students perform below the UCA average (90.8% against 93.5% for the whole population) although this is better than the sector benchmark. For highly skilled employment BAME students are significantly less successful than their peers, with 49.8% in highly skilled categories against an average of 54.8% for UCA and 55.2% for the sector. There is a clear link (and equality gap) between attainment and graduate success that is the focus of the actions identified later in this plan.

### **The Royal School of Needlework (RSN)**

Students of the RSN are included within the data, analysis and plans of this document. However, the RSN undertakes close monitoring of their students and identifies specific activities to support entry, progression and success of students who enrol as UCA students at RSN.

The RSN degree course has been running since 2009. The RSN recruits a maximum of 20 new students per year, a maximum of 60 enrolled students. As noted in the 2014 QAA report, RSN has a much higher than average participation from mature students and those with disabilities such as dyslexia. The RSN attracts students from a broad geographic area both within the UK and internationally. As the RSN is limited in the numbers of places that can be offered the RSN will work with UCA to change the balance of entrants with a focus on increasing the number of entrants from Black and Minority Ethnic communities.

## **4. Ambition and Strategy**

UCA is a centre of excellence supporting the UK's world-leading reputation across the full breadth of creative professions at its four campuses and through partnerships. UCA prepares students for employment in the creative industries through the provision of intensive, studio-based education supported by staff that are eminent in research and professional practice in their disciplines. UCA's approach to education is enshrined in its creative education strategy offering a distinctive balance of conceptual and critical thinking skills and highly accomplished professional, production and making skills. Creative practice is at the core of learning, teaching and assessment practice and the curriculum is designed to be holistic and inclusive, challenging and developmental. Courses recognise the diversity of students and their needs so are designed to be inclusive in their support for learning.

UCA believes that a diverse community is an essential foundation of creativity. The University is committed to providing a range of long-term outreach activities targeted at groups that are under-represented in higher education, working collaboratively to raise student attainment in creative areas, including art, design, technology, music and performing arts.

UCA attends to this commitment in the following ways:

### **Outreach activity**

UCA invests in a wide range of outreach activity that is based on targeted interactions with students from BAME backgrounds, students in care or care leavers, and white working class boys as well as maintaining work with other identified groups, such as students from low participation neighborhoods.

As with all outreach activity, participation is tracked through the Higher Education Access Tracker (HEAT), allowing further analysis of impact both on an institutional, sector and national level. As an example, for the 2016/17 academic year, data shows that our activity reached 9575 interactions with 2567 unique learners. From this data we can assess the impact of our interactions with students with identified barriers to higher education, for example, 69% of

students had no family experience of HE, 52% declared a disability and 56% come from a low HE participation neighborhood. Areas for further targeted outreach activity identified from this analysis include BAME students (for 2016/17 15% of students came from non-white backgrounds) and working class males (35% of students identified as male).

Activity includes:

- Portfolio development workshops and resources: submission of a portfolio is a recognised requirement for university applications in the creative arts. This emphasis is highly valued by teachers and students, who often require development in this area, and partner schools have reported improvement in portfolio outcomes. We provide opportunities for students to further their portfolio development through on-campus activities, such as Easter Schools, Summer Schools, and the National Art & Design Saturday Clubs at each campus. We now have a cohort of 120 learners age 13-16 accessing free creative arts education. As with all outreach activity, participation is tracked through the Higher Education Access Tracker (HEAT). These workshops supplement their existing curriculum, allowing students to access skills and processes they wouldn't usually have access to, thus helping to raise attainment within schools. Feedback from one partner school includes: 'The impact on KS4 and 5 [of these workshops] was evident as they had work in their portfolios that demonstrated their experimentation and understanding of specialised techniques'.
- On-campus visits include creative workshops, opportunities to network with current students, tours to explore different techniques in our studios, information on campus facilities and portfolio advice sessions. These are designed to collapse cultural barriers, add confidence and raise students' awareness of university-level study and the opportunities it affords, by demonstrating the importance of a creative education and the career opportunities that exist within the creative sector.
- The UCA Ambassadors scheme continues to go from strength to strength, with increased opportunities for students to be involved in outreach work across the South East and beyond. Ambassadors assist in the planning and delivery of a variety of outreach activities. Employing and developing students from under-represented groups through this scheme supports enhancement in their career prospects, provides enabling opportunities to build confidence, enhanced knowledge and transferable skills whilst also allowing them to share their experiences with like-minded students from similar backgrounds.
- The UCA Creative Careers campaign, '**Thrive**', is aimed at teachers and careers advisers, providing them with the tools necessary to advise on the creative arts, creative careers and the creative industries, whilst also supporting their own measures such as attainment and achievement.
- The dedicated [outreach section of UCA's website](#) continues to develop, allowing schools, colleges and community groups to discover and book activities. A CPD page advertises development activities aimed specifically [at](#) teachers and careers advisers. This allows the Outreach team to track and monitor outreach activity effectively and efficiently alongside HEAT, to measure impact and effectiveness.

## **Collaborative Outreach**

As a member institution of the collaborative networks such as [Kent & Medway Progression Federation \(KMPF\)](#) and [AccessHE](#) and [AccessHE Creative](#), UCA is able to deliver sustained and coordinated outreach activity in conjunction with other higher education institutions (HEIs) to a network of wide reaching and impartial partner schools. Partner schools have been carefully selected, based on their high proportions of students from under-represented groups, for example those in rural and coastal communities across Kent. These networks allow the Outreach team to participate in forums to share best practice, gather different perspectives from across the sector and amend the outreach programme appropriately. Delivery of creative workshops through these networks also have a focus on portfolio development (as described above) to respond to the demands of teachers and careers advisers who seek to widen their knowledge in this area, and thus contributing to raising attainment within schools. UCA is also a member of the [Care Leavers Progression Partnership](#) in Kent which is committed to improving post-16 experience for children in care and care leavers.

### **Portfolio**

In the last year UCA has extended its portfolio of undergraduate courses through the creation of the Business School for the Creative Industries and by introducing technology-led creative courses (ie Creative Computing; Music Composition and Technology) to attract more diverse entrants (addressing particularly male entrants) with different strengths and interests. These have also afforded the opportunity to widen the offer of creative workshops in schools and communities as well as on campus. Paying attention to the course mix within UCA's portfolio is fundamental to enhancing the diversity of entrants and this is significantly the case with the development of the OCA portfolio, that has in place a programme for the development of access courses and further degree courses in garden design and interior design to support mature learners and learners that are in work.

UCA has a significant commitment to Further Education (FE), with a population of just over 1,000 students (17% of UCA's student population), providing 16-18 Extended and Foundation Diplomas in Art and Design. These provide an alternative route for students who find it difficult to access the more traditional A Level route or who may not have sufficient confidence or knowledge of the creative arts to determine their choice of HE study at 18 years old. Our cohort of 16-18 learners are mainly local to the campuses, providing an opportunity for those who want to stay at home throughout their studies to do so. These courses provide a vital and strong internal progression route to UCA's Higher Education provision.

### **Quality Monitoring**

The University uses the Annual Academic Monitoring (AAM) of courses and the production of the University Quality Report to examine the student life-cycle and track the performance of students across groups with protected characteristics. In the last cycle, this analysis stimulated revisions to the terms of reference for our quality committees and identified actions for 2019-20 to support retention, achievement and employability of students with protected characteristics. This led to the creation of the Student Access, Inclusivity and Well-Being Advisory Group (SAIWAG) to bring additional strategic focus to the access and inclusion agenda across the whole student life-cycle. This new group will provide the 'home' for the Access and Participation Plan, commission new cross-sectional analysis, monitor achievement of the goals of the plan and bring forward further development in subsequent plans. The Quality Report also stimulated a strategic review of employability in 2017, recognising the need to review employability approaches in the curriculum and within professional services to support stronger outcomes for students and address quality gaps in this data. Further initiatives emanating from the Quality Report include a review of the University Credit Scheme to ensure assessment practice does not over penalize very small elements of failure when the learning outcomes for an early stage



of learning have been met. The University uses Quality Monitoring as a proactive means of changing practice across the University to support progression and success for all as well as identified groups of learners (as described in section 5.)

### **On-Course Support**

On-course support for learners is at the heart of our retention strategy in two essential ways: through academic course teams and Gateway Services (the physical and on-line services that support students).

The academic teams have responsibility for academic and pastoral support of students. In creative arts education these often combine to provide the underpinning of highly individualised creative practice. Recently the approach to providing tutorial provision was reviewed giving particular emphasis to 'Induction Tutoring' to ensure there is a higher level of tutorial support in the early phases of level 4. Providing sufficient on-course support, particularly pastoral support for learners with complex needs is one of the greatest challenges facing our academic communities. Extensive analysis of non-continuation of students (17.1% attrition at level 4) indicates UCA should address the needs of all learners in best practice in preparation for study, induction and early stage level 4 support as all groups are implicated in non-continuation of study. Activities to address retention are identified in the next section.

Gateway Services act as the first point of contact for UCA students and staff seeking to access the integrated services and support delivered by Library & Student Services, covering Advice & Student Finance, Counselling Services, Careers & Employability, Disability & SpLD and Learning Services. The Gateway campus teams specialise in answering enquiries and providing support both in person and online. They respond to a wide range of questions and will triage queries and signpost enquirers to other UCA staff and services and/or to external organisations who can provide appropriate support.

### **Future Strategic Developments**

The University welcomed a new Vice-Chancellor in June 2017 who is leading an institution-wide strategic review to develop a ten-year strategy for the University. The strategic plan will be supported by a number of enabling strategies, including plans for Education and Student Success. The plan for Education will have a particular focus on inclusivity that will be integral to curriculum, assessment design, teaching and learning and student support services.

It is intended that this plan will be a 'living document' and as such will be regularly updated, reviewed and evaluated. It will be a standing item for discussion at the University's new Student Access, Inclusion and Wellbeing Advisory Group (SAIWAG) which reports to the Student Success Committee.

Our overarching ambition is to ensure an institution-wide commitment to eliminating equality gaps, being systematic in the ways that we do this to ensure the opportunities for students when they leave UCA are also equal. We acknowledge that our analysis and our plans for inclusivity are not yet fully formed and that tackling equality gaps requires long-term commitment and cultural change across the institution. This commitment is aligned to the work of UCA's Equality and Diversity (E&D) Committee and UCA will support the goals of other strategic stakeholders, such as the Arts Council England, to align with the 'Creative Case for Diversity' to ensure that creative industries employers are also supporting the agenda for equality and that collectively we develop a more diverse sector. We are seeking to ensure integration between the activities undertaken within this plan and those monitored through the E&D Committee wherever possible

and to adopt common analysis and reporting methodologies in this area where appropriate across the institution.

Enabling goals of the University over the next ten years will include continuous improvement of our data collection and analysis, along with ongoing internal and external benchmarking activities. We will retain our high focus on on-course support and over time will transition more fully towards strategic priorities related to retention, achievement and success to support this on-course emphasis. By 2019/20 it is intended that:

- Attention will be given to a greater understanding of the target groups, including a more detailed examination of those populations and any intersections of characteristics;

and we will:

- Commission cross-sectional data analysis to provide a more complex understanding of student access and participation more generally
- Examine and analyse OCA data to better understand our mature PT learners and their needs.

This approach will inform the University in the setting of revised targets for the subsequent plans.

## 5. Access, student success and progression plans

The focus of UCA's development plans will be to improve student success for all students through embedded, anticipatory inclusive approaches in all that we do. Analysis of performance has identified the following areas of focus for the 2019/20 plan:

1. Continuous improvement to the diversity of entrants (including particular focus on groups that are under-represented, such as male entrants, care leavers, children of military families)
2. Improving student retention across all groups at level 4 from 17.1% to 15%
3. BAME student attainment (equalise % of good degrees to UCA average)
4. Disabled student attainment (equalise % of good degrees to UCA average)
5. Researching and monitoring the issues impacting on white male LPN students (POLAR Quintile 1) attainment
6. Improving employment metrics for all learners, with particular strategies in place for BAME and LPN student communities
7. Specific Royal School of Needlework activities (see below - page 17)

A whole institutional approach will be taken to enable change. This will include alignment of the plan with institutional strategy, student consultation and involvement in its continuing development, staff development and collaboration with national and sectoral institutions and robust processes for the ongoing evaluation and improvement of plan measures.

### Outreach Plan (focus 1)

Our objectives for 2019/20 are to:

- Further progress through targeted research, analysis and work with identified under-represented groups, particularly male students from low-participation neighbourhoods to explore where barriers exist and identify effective measures to mitigate or remove structural or practical disadvantage;
- Become an accredited CPD centre and offer a wider range of CPD opportunities to teachers and careers advisers based, on feedback from school colleagues. CPD accreditation increases the validity of UCA's offer for teachers and advisors and through this work UCA are able to support a wider demographic of students with identified barriers;
- Develop the Outreach section of the website further to be more intuitive for teachers –to allow the user to filter by fields such as subject area, ability or Key Stage;
- Continue with Saturday Clubs across the campuses, introducing a Fashion & Business Club at UCA Epsom drawing on the expertise and facilities of the new Business School for the Creative Industries;
- The Care Leavers Progression Partnership has identified Unaccompanied Asylum Seeking Children (UASCs) as a group to engage with who face barriers to further and higher education; there are large numbers of UASCs in Kent given the locality to the English Channel. UCA aims to work with partners across Kent & Medway to provide outreach for this particular group.

- Introduce a transitional summer programme for mature learners, bridging the gap between further education (namely the Access to HE in Art & Design Diploma) and Higher Education, highlighting opportunities either on-campus or through distance learning.
- Children of military families: local to our Farnham campus there is a significant military cohort – this is an area that we have not explored fully in the past but we are aiming to work with this identified group, given that national data shows there may be barriers to higher education for this group.

Additionally, the Students' Union has identified sector practice at other students' unions regarding children of asylum seekers and supporting their access to HE and have stated that this is something that they wish to support through their work in Medway. They have also recognised opportunities for a buddy scheme to be promoted and supported by the SU.

Through a new Academic Engagement Programme, UCA is working to build new creative partnerships with schools and colleges to provide access to creative careers tools, resources, events and activities.

UCA has recently joined the [UKADIA](#) Widening Participation Group, a partnership of specialist institutions whose attention is supporting specialist arts teachers to raise attainment in under-represented groups and deliver specialist CPD workshops and opportunities.

### **Hardship Funds and Additional Course Costs (focus 1-5)**

The Financial Assistance Fund (FAF) is funded by UCA to support home undergraduate and postgraduate students who may be at risk of not completing their course due to financial hardship. Awards are generally given as grants but short-term loans are also available. Eligible students must have taken their full entitlement to any statutory funding and demonstrate a financial need.

In contrast to the preceding two years, the data demonstrates an increase in both FAF awards and applications in 2016/17. This was due to a late Easter break and later summer student loan instalment (3 weeks later than the previous year). For third year students this comes at a time when many are in the process of completing costly final major projects.

In partnership with the Students' Union and following consultation with the student body, UCA will commit to producing clearer information to students about associated costs of study and will interrogate these to ensure they are reasonable, and that affordability of materials is not perceived as an underpinning requirement of assessment (or grading). In creative disciplines the cost of materials to produce high quality outcomes can be significant and many students make considerable investment in them. By 2019/20 we will review the actual range of cost/investment students are making, ensuring these are reasonable, manageable and supported and that assessment practice is understood to be fair to all students regardless of their financial circumstances.

### **Retention Projects (focus 2)**

The following three retention projects are created as two-year projects, delivering impact by 2019/20.

#### **A. Induction**

Identify both threshold / baseline requirements for all courses and aspirational induction experiences that courses adopt. Goals:

- Clearly define the minimum standards that all courses are expected to meet with respect to the student induction process.
- Identify and signpost examples of best practice within UCA for induction. (Selecting courses with good practice and agreeing how to signpost these to all courses.)
- Agree a pilot for implementation from September 2018.

A subgroup of the Student Success Committee has been established to identify and develop a range of measures to support effective induction and assist student transition, including the introduction of a micro site of welcome information for students to help them to settle into accommodation and the campus/local area pre-arrival.

## **B. Tutoring**

- To identify a “gold standard” for all courses with respect to student tutorials and identify and signpost existing good practice within courses to share across UCA.

## **C. Non-Continuation**

To commission research into the factors affecting student decisions to interrupt and withdraw from study and the reasons for students not returning to study following interruption. This research will result in new practice to support learners to return to study:

- Personal tutors
- Tutorial Training for academic teams
- Level 1 welfare conversation
- Demystify interruption and referral processes and cut down on technical jargon so that students can make more informed choices.

## **Student Inclusion (focus 2 to 6)**

UCA is undertaking a range of activities and implementing initiatives to foster an embedded and anticipatory approach to inclusion which will benefit all our students. Some of these measures are particularly focussed on support for students with protected characteristics to improve their retention, progression and attainment, for example disabled students. Following changes to DSA funding, UCA has recently focused on provision for students with disabilities and for those with declared and undeclared mental health difficulties. A two-year Inclusivity Project was commissioned and has sought to address inclusive approaches to enabling student wellbeing, student inclusion and student success more holistically and through cross-institutional approaches. This work is impacting across UCA communities and will be continuing in 2019/20.

Like many universities, UCA has seen a significant rise in the requirement to support students with either declared or emerging mental health and wellbeing issues. There has been an increase in the proportion of applicants with a mental health issue over the last 5 years, from 1.1% to 2.9% of the student population. UCA provides on-course support for students across a number of Gateway Services including disability & SpLD and counselling, working with students with declared mental health conditions and those who are experiencing emerging mental health issues, prior to formal diagnosis. Interventions can involve specialist staff, enhanced information, advice and guidance, increased use of Support to Study options including use of wellbeing plans, staff development activity and links to enhancements and adjustments within Learning & Teachings practice.

To respond to the demand for on-course support, UCA is:

- Developing further, less “medicalised” opportunities for students to support their wellbeing - such as the ‘Listening Post’ informal listening service.
- Evaluating and considering the potential of the ‘Wellbeing Apps’ available to help students manage their own wellbeing.
- Increasing the delivery and roll out of Mental Health First Aid for staff across UCA and developing training for students who are supporting other students.
- Developing toolkits and resources to support student resilience and enable group delivery for example by extending the Mood Boost Programme.

We will then further embed the outcomes of the two-year Inclusivity Project through the following activities:

#### *Starting@UCA toolkit*

A web-based toolkit offering advice and guidance for students starting at UCA has been developed and is being rolled-out for 2018/19 enrolment and induction. This activity will be evaluated and fully embedded across UCA by 2019/20. It is written and created in conjunction with Leeds Beckett University and is aimed at students with Autistic Spectrum conditions, but has wider applicability for any student who may have anxieties about starting university. This resource supports transition to UCA and will be used alongside a suite of other resources aimed at connecting students to the University and each other pre-enrolment (including collaborative work with the SU to provide content /forums via the liberation groups). Evaluation and impact studies will be undertaken in conjunction with Leeds Beckett University.

This resource will complement ‘*Learning to Learn*’ which provides access to apps to support learning and which have been identified by students as particularly helpful. ‘*Learning to Learn*’ was a learning and teaching project completed in the first year of the Inclusion Project (2015/16) and sits within the University virtual learning environment (MyUCA).

### *Campus buddy scheme*

This scheme is currently running at Canterbury, Farnham and Rochester and will roll out to Epsom and RSN by 2019/20. Student volunteers buddy with a new student during their first term and help with some of the general concerns they may have around settling in and making connections with appropriate University services.

### *Course embedded peer support schemes*

Campus based support staff offer course team support and information if they are considering developing a course-embedded pastorally-focused peer support scheme. This includes advice on setting up a scheme, arranging the delivery of workshops for students around wellbeing and putting course staff in touch with colleagues to discuss disability awareness. Outcomes include a comprehensive guide to setting up course embedded peer support schemes, plus a portfolio of training for participating students. The guide will include illustrations of how different courses have utilised the scheme and adapted it for their own context. Sustainability is a key concern for this initiative.

### *Informal Listening services for students*

A pilot project offering more immediate and less formal listening services for students who are experiencing some wellbeing difficulties but who do not necessarily need to pursue counselling was trialled in 2018 and is proving popular with students, as noted above. This pilot will be further evaluated and rolled out across UCA by 2019/20.

### *Inclusive wellbeing practice on course- workshops for Course Teams*

A workshop is currently in development for academics to enable dialogue around teaching and learning practices that enable a supportive learning environment for students who are, or may be struggling with their mental wellbeing. The workshop was delivered in response to the feedback received from course leaders many of whom considered that responding to students in difficulty was becoming a significant and increasing element of their role. The workshop will be fully developed and embedded across UCA by 2019/20.

### *Staff conferences and web resources*

Following well-attended Inclusion Conferences in 2016/17 and 2017/18 in partnership with UCU, Students' Union, academic and professional support staff, UCA will develop outcomes as web resources via UCA's VLE and the Creative Education Network (CEN). UCA will continue this approach and develop other approaches to inclusivity awareness to share practice from the sector and across the University as a whole to bring about wide cultural change.

## **Attainment of Good Degrees (focus 3, 4 and 5)**

UCA acknowledges that further research, monitoring and analysis will be required to enable the closure of attainment gaps. In light of this, it is anticipated that we will develop and further focus our plans for 2019/20 in response to ongoing internal research and the outcome of existing and new projects. Strategies will be further informed by external research and identified examples of external good practice. This work will build on the two-year Inclusivity Project which will conclude in July 2018. As part of the UCA Inclusion Project, research and guidance has been produced to support new and amended approaches to inclusive teaching and learning. Evaluation of project outcomes forms part of ongoing work and information for all University staff on inclusive approaches will be shared through the Creative Education Network and staff development activities.

### *Research and good practice guidance*

Research and guidance relevant to inclusive practice will be further developed through the UCA Creative Education Network (CEN) (web-resource) and includes additional webinars and case studies that support staff across the activities in this plan:

- supporting transitions,
- inclusive inductions,
- inclusivity and internationalisation,
- supportive strategies for students with autistic spectrum conditions,
- supportive strategies for deaf and hearing-impaired students,
- frameworks and approaches to designing and developing inclusive teaching, learning and assessment.
- building on research outcomes of internal projects e.g. to better understand the BME student experience at UCA

### **BAME Student Success (focus 3)**

The differential between the achievement of BAME students and the achievement of the total University population has reduced over a 3-year period, but there is still a significant gap.

To address this differential, UCA commissioned an institution-wide qualitative study into BAME student experiences to respond to differences in outcomes for BAME students. In response to the study's finding that students place significant emphasis on the importance of day-to-day studio interactions, we have supported an ethnographic doctoral study into studio interactions across ethnic and socio-economic groupings. The research is informed by HEFCE's finding that 'the interaction of the ethnic background sub-category and socio-economic status has been highlighted as a key consideration affecting results for different ethnic groups (HEFCE et al, 2015:91). The pedagogical importance of the research will be disseminated through our learning and teaching networks and strategies.

Concurrent with this longitudinal research, at school level, small-scale action research projects are to take place. These will be collaborative projects with BAME students aimed at improving student success. The evaluation and dissemination of the interventions will inform wider initiatives<sup>2</sup>.

### **Male Student (LPN) Success (focus 5)**

It has been acknowledged across the sector that white working-class males are less likely to go to University than any other socio-economic group. The Multiple Equality Measure (MEM) also identifies that the group least likely to enter Higher Education are predominantly male, white, educated at schools in the state sector, from low-income families and living in neighbourhoods with lower HE entry rates. Given the high percentage of UCA entrants from schools in the state sector, the number of white working class males forming part of the UCA community remains small. It has also been noted above that the outcomes of white male students from low-participation neighbourhoods at UCA are significantly behind UCA average.

This group therefore requires particular focus by UCA to research, further monitor and assess the level and type of support needed to encourage applications and enable success on course. We will be examining our data, exploring sector research findings and undertaking our own internal research amongst the UCA student community to direct further activities.

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<sup>2</sup> HEFCE, King's College London, the University of Manchester and the ARC Network (2015) *Causes of differences in student outcomes*. HEFCE.



## **Employability (focus 6)**

The University conducted a strategic review of employability, taking account of sector guidance and best practice. The findings of the review were comprehensive and included recommendations related to employability in the curriculum and student and graduate services to support employment. Academic teams are incorporating the findings of the review into course development, review and validation. An employability strategy was developed for the Business School for the Creative Industries during its validation. The new University 10 Year Strategy will include a sub-strategy for Education which will enable systematic approaches to employability in the curriculum to be finalised.

Following the review, strategic leadership for careers & employability has been re-defined enabling the focus of services to be clarified, to assist, underpin and add value to the employability curriculum of courses. The resources of the Careers, Employability and Enterprise Development teams are being aggregated via a single web-platform platform to ensure a 'one-stop' resource environment for course teams, students, employers and other stakeholders. Partnership with the Students Union and collaboration between the SU and the Careers & Employability Team has been identified as essential for ensuring that services are linked and coherent and meet the needs of our diverse communities.

In-course entrepreneur workshops are embedded into units delivered by specialist staff. Business-based competitions are communicated to students, particularly those that may be of particular benefit to under-represented groups e.g. '*MSDUK: Innovation Challenge – Unlocking Innovation Through Diversity*'. Recent graduates are supported for up to three years after graduation and are encouraged to develop creative networks including membership of the UCA Alumni groups.

In order to improve employment metrics for all learners, the Careers & Employability offer to students will emphasise the development of student confidence, enabling students to connect to and access professional networks and increase their practical and 'soft' skills. This offer will be further targeted and tailored for BAME and LPN student communities and work will continue to ensure the provision of positive role models for our students through industry mentoring.

## **Specific Royal School of Needlework activities (focus 7)**

### **Entrants**

The RSN has just launched a pilot programme for schools called Embroider a Selfie, funded by the Worshipful Company of Girdlers. The RSN will specifically reserve a number of these kits for secondary schools in deprived areas and offer a day's teaching for relevant teachers to take this back into the classroom as a starting point to make pupils aware that there is a course in hand embroidery and the opportunities it can lead to.

### **Retention**

The RSN works hard to support its students through 1-to-1s, bursary funding and peer support. For 2018-19 additional mental health/well-being support will be funded as we recognize we have a higher than average level of dyslexia and potential mental illness that requires specialist support.

### **Bursary funding**

The RSN has attracted a number of supporters to offer bursary funding to students. In the current year we gave our 29 bursaries from £250 to £2500 with an average award of £1000. All students are eligible to apply and the money can be used for basic living costs and transport or for materials and equipment. Students are asked to specify their needs (maintenance or

development) and the size of award will be made according to availability and need, but with an emphasis on the third year as this is when students often have to invest most in the work with expensive materials but also in terms of time, so they may have less time for part time paid work.

### **Career development**

Many RSN graduates aim towards a portfolio career including working for haute couture, teaching, as designer-makers and working in film costume. A number have also gone on to take a higher degree. The RSN teaches its students to be agile graduates, prepared to work in different environments and to make the most of all opportunities. Next year the RSN will launch an alumni association aimed at providing graduates with additional career support and encouragement.

## **6. Investment and Resource Plan**

### **Investment in Widening Participation Expenditure**

There is a reduction in Higher Fee Income forecast in this plan of £1.4m for 2019/20, £1.2m in 2020/21 and £0.7m in 2021/22 compared to that shown in the 2018/19 plan due to lower projected APP countable student numbers. Despite this UCA will continue to spend a high proportion of the higher fee income on access activities, in 2019/20 this proportion is expected to be 26.4% (£3.19m) which is broadly similar to the percentage identified for 2019/20 in the 2018/19 plan. It is anticipated that this will be broken down into access (£892k), success (£1781k), progression (£371k) and financial support (£146k) in 2019/20. As noted above, following the strategic review of employability, the University is seeking to enhance our educational offer including through a practice-based approach with embedded employability skills. Therefore some of the activity has been classified as success within this plan rather than standalone progression spend.

We are very gratified to have been able to increase the assumption for HEFCE Student Opportunity Grant compared to the previous plan, and have now assumed this grant to be in the region of £1.2m for 2019/20. This allows the gross spend by UCA on access, success and progression activities to be 5% higher than that identified in the 2018/19 plan.

UCA took the decision to phase out individual student financial support with effect from 2016/17 entry, paying bursaries only to those students who started in 2015/16 or earlier a bursary for the remainder of their programme. Students in particular crisis are able to apply for hardship fund support. We survey successful applicants to the Financial Assistance Fund annually to help us to understand both how useful the support was found to be by recipients in addition to how accessible they found the application process. Survey findings inform process redesign from aspects such as how the scheme is advertised to the usability of the application form to how we make the decision-making process as transparent as possible to respond to perceptions of inequity of award. A report on funds disbursed is produced annually and going forward this will be considered by the new SAIWAG Group. The spend against the Financial Assistance Fund is monitored as the academic year progresses to ensure that funds are appropriately distributed or whether an adjustment to budget is required.

## **7. Provision of Information to Students**

Information is provided for students through a range of communication channels and is made available to prospective students, applicants, current students and alumni. This work is supported by a number of teams of staff across UCA. Communications mechanisms include:

- Online (website, social media, blogs) e.g. fees and finance dedicated sites including 'Money Doctors' for existing students, applicant portal;
- Printed materials, e.g. prospectus, booklets, posters, SFE printed publications, parents' guide; and,
- Face to face discussions, e.g. Presentations and 1:1 discussions at Open Days, appointments with specialist advisers; together with phone, email and live chat.

This plan will be added to the University's website once approved.

The Students' Union Chief Executive has been involved as a member of the group which formulated this plan, and the SU embarked upon consultation with their members to inform their input. This resulted in certain changes being made as a result of that feedback, including the reference in the earlier sections to additional course costs, children of asylum seekers and buddy schemes. They have stated that they are supportive of this Access and Participation Plan: that it includes some key information that they feel is really important to our students and that they are very grateful for the in-depth consultation that they have been involved in this year. They fully endorse the focus on BAME attainment and the focus on inclusivity within the education part of the strategic planning cycle. They have also indicated that they are pleased to see the link between retention and a strong induction programme. Students will be involved in monitoring progress against this plan through their participation in the SAIWAG and, additionally, partnership working (including with students) and co-creation are key themes within the University's new Strategic Plan.

## **8. Monitoring and Evaluation**

### **Responsibilities**

The Board of Governors is responsible for approving the plan and monitoring progress with the goals it sets out. The Board approves the Access and Participation Plan and will monitor progress with achieving the objectives set out in the plan via annual monitoring of key performance indicators (KPIs).

The Academic Board will review and recommend the Access and Participation Plan and the KPIs to the Board of Governors. In the current cycle, owing to the timeframes for registration, the Access and Participation Plan has been reviewed by the Leadership Team and approved by a sub-group of the Board of Governors.

The Academic Quality Committee (AQC), which is a sub-committee of the Academic Board is responsible for the production of the Access and Participation Plan, using its sub-groups, the Student Success Committee (SSC) and the Student Access, Inclusivity and Well-being Advisory Group (SAIWAG), to shape the plan, build knowledge and understanding of its intention and goals and provide on-going and regular monitoring of the activities that implement the plan. The AQC will also be responsible for the production of an annual monitoring report using KPIs that it will develop for approval by Academic Board and the Board of Governors, using its sub-groups to support the evidence base that will inform monitoring.

The Chair of AQC is the Deputy Vice-Chancellor Academic and this post will have executive responsibility for the production, evaluation and monitoring of the Access and Participation Plan.

### **Monitoring and evaluation**

At an operational level, the SAIWAG will take ownership of the plan as this new group has a membership that includes colleagues with responsibility for outreach, student support, registry, quality assurance and enhancement, student welfare, Students' Union, academic and education teams. The SAIWAG meets at least three times a year. The membership of this group is designed to be inclusive of the student life-cycle and has a strong focus on both outreach and on-course support including the important and complementary activities of the Students' Union.

The SAIWAG will take the commitments of the plan to create a comprehensive action plan with assigned responsibilities and timescales. The AQC will require the SAIWAG to provide it with regular updates on the action plan so that progress can be monitored and evaluated at an executive level.

The University will ensure that evaluation is integral to each project within the plan so that annual monitoring can draw on a rich evidence base of qualitative and quantitative data. The use of metrics is common-place in the University's approach to enhancement activity and monitoring. The metrics used in this plan to identify equality gaps, as well as the development of more refined cross-sectional analysis will form the basis of on-going assessment of performance that will be made available to the Academic Board and Board of Governors via the annual report, including reporting of KPIs. KPIs will focus on measuring the goals for the diversity of entrants and the retention, attainment and employability of groups with protected characteristics relative to the UCA average and sector benchmarks or averages. As described in this plan, UCA will further develop its approach to cross-sectional data analysis and support the OCA with developing their approach to the analysis of the student life-cycle to ensure future plans draw on the evidence of the impact of the plan and are tailored to need.



\* 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.

Where permitted to do so, UCA will apply an annual inflationary increase to fee rates for 2019-20 entrants in subsequent years in line with RPI-X in order to maintain real-time value.

| Full-time course type:           | Additional information:                         | Course fee: |
|----------------------------------|---|-------------|
| First degree                     |   | £9,250      |
| Foundation degree                |   | *           |
| Foundation year / Year 0         |   | £9,250      |
| HNC / HND                        |   | *           |
| CertHE / DipHE                   |   | *           |
| Postgraduate ITT                 |   | *           |
| Accelerated degree               |   | *           |
| Sandwich year                    |   | *           |
| Erasmus and overseas study years |   | £1,385      |
| Other                            |   | *           |
| Franchise full-time course type: | Additional information:                         | Course fee: |
| First degree                     | The Royal School of Needlework<br>UKPRN10020436 | £9,250      |
| 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                     |   | £6,935      |
| Foundation degree                |   | *           |
| Foundation year / Year 0         |   | £6,935      |
| HNC / HND                        |   | *           |
| CertHE / DipHE                   |   | *           |
| Postgraduate ITT                 |   | *           |
| Accelerated degree               |   | *           |
| Sandwich year                    |   | *           |
| Erasmus and overseas study years |   | *           |
| Other                            |   | *           |

**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 | Yearly milestones (numeric where possible, however you may use text) |         |         |         |         | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum) |
|------------------|---|---|--|---|--|--------------------------------|---------------|--|---------|---------|---------|---------|--|
|                  |   |   |  |   |  |                                |               | 2018-19  | 2019-20 | 2020-21 | 2021-22 | 2022-23 |  |
| T16a_01          | Access                                  | State school                                      | <b>HESA T1a</b> - State School (Young, full-time, first degree entrants)                                     | State School (Young, full-time, first degree entrants)                              | No   | 2013-14                        | 97.6%         | 97%  | 97%     | 97%     | 97%     | 97%     | Proportion of Tracked Outreach Participant entrants from State Schools   |
| T16a_02          | Access                                  | Low participation neighbourhoods (LPN)            | <b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)        | Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants) | No   | 2013-14                        | 11.7%         | 13.4%  | 13.5%   | 13.5%   | 13.5%   | 13.5%   | Proportion of Tracked Outreach Participant entrants from LPNs  |
| T16a_03          | Access                                  | Mature  | <b>HESA T2a</b> - (Mature, full-time, first degree entrants)   | Mature, full-time, first degree entrants  | No   | 2013-14                        | 8.3%          | 9.1%   | 9.3%    | 9.3%    | 9.3%    | 9.3%    | Proportion of mature Tracked Outreach Participant entrants   |
| T16a_04          | Student success                         | Other (please give details in Description column) | <b>HESA T3a</b> - No longer in HE after 1 year (All, full-time, first degree entrants)                       | No longer in HE after 1 year (All, full-time, first degree entrants)                | No   | 2013-14                        | 7.3%          | 7%   | 7%      | 7%      | 7%      | 7%      | Target retained.   |
| T16a_05          | Student success                         | Other (please give details in Description column) | <b>HESA T5</b> - Projected degree (full-time, first degree entrants)   | Projected degree (full-time, first degree entrants)                                 | No   | 2013-14                        | 80.9%         | 82.5%  | 83%     | 83%     | 83%     | 83%     | This target relates to the general UG student body   |
| T16a_06          | Progression                             | Other (please give details in Description column) | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | Overall within 6 Months (full-time first degree)                                    | No   | 2016-17                        | 94.8%         | 95%  | 96%     | 96%     | 96%     | 96%     | This target relates to the general UG student body. It has been updated to reflect more recent data sets. Tracked through DLHE       |

|         |                 |   |  |  |    |         |       |       |       |       |     |     |     |  |
|---------|-----------------|---|--|--|----|---------|-------|-------|-------|-------|-----|-----|-----|--|
| T16a_07 | Progression     | Socio-economic                                    | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | LPN Quintiles 1/2 within 6 months (full-time first degree)                                       | No | 2016-17 | 92.4% | 92.5% | 93%   | 93%   | 93% | 93% | 93% | Tracked through TEF data. This has been amended to reflect measurement of LPN data and more recent base-line information |
| T16a_08 | Progression     | Other (please give details in Description column) | <b>Other statistic</b> - Progression to employment or further study (please give details in the next column) | Unemployed/further study after 6 months (across multiple characteristics) full-time first degree | No | 2016-17 | 9%    | 4%    | 3%    | 3%    | 3%  | 3%  | 3%  | Tracked through DLHE data. Updated to reflect more recent data sets.   |
| T16a_09 | Student success | Ethnicity   | <b>Other statistic</b> - Ethnicity (please give details in the next column)                                  | BAME students achieving a 'good degree' (first/upper second, full-time first degree)             | No | 2016-17 | 62.5% | 65%   | 68%   | 70%   | 72% | 74% | 74% | Tracked through internal quality monitoring. Added to reflect the goals of the APP.                                      |
| T16a_10 | Student success | Disabled  | <b>Other statistic</b> - Disabled (please give details in the next column)                                   | Disabled students achieving a 'good degree' (first/upper second, full-time first degree)         | No | 2016-17 | 70.7% | 72%   | 72%   | 73%   | 73% | 74% | 74% | Tracked through internal quality monitoring. Added to reflect the goals of the APP.                                      |
| T16a_11 | Access          | Care-leavers                                      | <b>Other statistic</b> - Care-leavers (please give details in the next column)                               | Increase the number of entrants that are care leavers  | No | 2016-17 | 17    | 20    | 23    | 23    | 23  | 23  | 23  | Tracked through UCAS care-leaver definition. Added to reflect the goals of the APP.                                      |
| T16a_12 | Success         | Ethnicity   | <b>Other statistic</b> - Ethnicity (please give details in the next column)                                  | Improve highly skilled employment outcomes for BAME learners (full-time, first degree)           | No | 2016-17 | 49.8% | 53%   | 55%   | 56%   | 57% | 57% | 57% | Tracked through TEF data sets. Added to reflect the goals of the APP.  |
| T16a_13 | Success         | Low participation neighbourhoods (LPN)            | <b>Other statistic</b> - Low-income backgrounds (please give details in the next column)                     | Improve highly skilled employment outcomes for LPN quintiles 1/2 (full-time, first degree)       | No | 2016-17 | 50.8% | 53%   | 55.5% | 56.5% | 57% | 57% | 57% | Tracked through TEF data sets. Added to reflect the goals of the APP.  |



**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  | Yearly milestones (numeric where possible, however you may use text)                       |  |  |  |  | Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)   |  |
|------------------|-------------------------------|---|---|--|---------------------------------|---------------|--|--|--|--|--|--|--|--|
|                  |                               |   |   |  |                                 |               |  | 2018-19  | 2019-20  | 2020-21  | 2021-22  | 2022-23  |  |  |
| T16b_01          | Access                        | Other (please give details in Description column) | Outreach / WP activity (collaborative - please give details in the next column) | KMPF: Maintain engagement in member schools with schools actively participating in KMPF activity, recording student engagement   | Yes                             | 2014-15       | 40 schools   | 40   | 40   | 40   | 40   | 40   | 40   | Maintain and aim to increase level of participation in each school |
| T16b_02          | Access                        | Other (please give details in Description column) | Outreach / WP activity (collaborative - please give details in the next column) | KMPF: Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools  | Yes                             | 2014-15       | Yr 7-8 , 1222<br>Yr 9, 1831<br>Yr 10, 2160<br>Yr 11, 2542<br>Yr 12-13, 8063<br>Total 20709 | Yr 7-8 , 1222<br>Yr 9, 1831<br>Yr 10, 2160<br>Yr 11, 2542<br>Yr 12-13, 8063<br>Total 20712 | Yr 7-8 , 1222<br>Yr 9, 1831<br>Yr 10, 2160<br>Yr 11, 2542<br>Yr 12-13, 8063<br>Total 20713 | Yr 7-8 , 1222<br>Yr 9, 1831<br>Yr 10, 2160<br>Yr 11, 2542<br>Yr 12-13, 8063<br>Total 20714 | Yr 7-8 , 1222<br>Yr 9, 1831<br>Yr 10, 2160<br>Yr 11, 2542<br>Yr 12-13, 8063<br>Total 20715 | Yr 7-8 , 1222<br>Yr 9, 1831<br>Yr 10, 2160<br>Yr 11, 2542<br>Yr 12-13, 8063<br>Total 20716 | Maintain same rate of engagement achieved in baseline year across a range of year groups - target to be reviewed to select any new work established through HEFCE bid                                |  |
| T16b_03          | Access                        | Other (please give details in Description column) | Outreach / WP activity (collaborative - please give details in the next column) | KMPF: - KS4 Destination - increase proportion who stay on in education after Key Stage 5 reduce the gap between KMPF schools and LA average % of KS5 entrants who stay on to any education destination in the year following KS4 exam entry. | Yes                             | 2014-15       | KMPF 85%   | 86%  | Calculate when data available for 2016-17 cohort   | Calculate when data available for 2016-17 cohort   | Calculate when data available for 2016-17 cohort   | Calculate when data available for 2016-17 cohort   | DfE Destination Measures (note census year for this metric is usually 2-3 years behind, 2012/13 data for example was published in Spring 2015) 2017 cohort data is likely to be published in 2019-20 |  |

|         |             |   |  |  |     |         |                                    |   |   |   |   |   |   |  |
|---------|-------------|---|--|--|-----|---------|------------------------------------|---|---|---|---|---|---|--|
| T16b_04 | Access      | Attainment raising                                | Outreach / WP activity (collaborative - please give details in the next column)  | KMPF: - improve % of disadvantaged students achieving 5 A* - C, including English and Maths.   | Yes | 2013-14 | 30% average across KMPF schools    | Milestones to be reviewed and recalculated in light of new curriculum changes | Milestones to be reviewed and recalculated in light of new curriculum changes | Milestones to be reviewed and recalculated in light of new curriculum changes | Milestones to be reviewed and recalculated in light of new curriculum changes | Milestones to be reviewed and recalculated in light of new curriculum changes | Milestones to be reviewed and recalculated in light of new curriculum changes   | To take into account changing examination practice and elimination of modular exams and early entry, these targets may need to be reviewed |
| T16b_05 | Access      | Attainment raising                                | Outreach / WP activity (collaborative - please give details in the next column)  | KMPF: - increase UCAS applicants as % of students entering for KS5 exams. Maintain stable conversion rate as applicant volumes increase. | Yes | 2013-14 | KMPF at 52% against KM Average 65% | Increase by 1%  | Increase by 1%  | Increase by 1%  | Discontinue   | Discontinue   | Discontinue: DfE are no longer publishing a KS5 population to calculate UCAS applicant and accepted applicant rates in our partner schools and colleges. Absolute numbers are not a valid measure of performance due to fluctuating sixth form populations. It is our intention to examine UCAS applicant and accepted applicant rates through the HEAT/ADRN UCAS track study but until we have actual access to this data and can assess the output from this analysis we are not able to introduce an alternative target. |  |
| T16b_06 | Progression | Other (please give details in Description column) | Outreach / WP activity (other - please give details in the next column)          | Intake to pre-degree courses as proportion of total student population   | No  | 2015-16 | 20.0%                              | 20.0%   | 20.0%   | 20.0%   | 20.0%   | 20.0%   | 20.0%   | Stable intake to FE Courses  |
| T16b_07 | Progression | Other (please give details in Description column) | Outreach / WP activity (other - please give details in the next column)          | Progression to undergraduate as proportion of pre-degree intake  | No  | 2015-16 | 30.0%                              | 32.0%   | 33.0%   | 33.0%   | 33.0%   | 33.0%   | 33.0%   | Stable progression to U/G Courses  |
| T16b_08 | Access      | Attainment raising                                | Strategic partnerships (eg formal relationships with schools/colleges/employers) | KMPF: improve KS4 results, achieving 4+ in English and Maths   | Yes | 2016-17 | 45%                                | 47%   | 48%   | 49%   | 50%   | 50%   |   |  |