OFFICE FOR FAIR ACCESS (OFFA)
ACCESS AGREEMENT
2018-19

CONTENTS
1. Context
2. Fees, student numbers and fee income
3. Access, student success and progression measures
4. Financial support
5. Targets and milestones
6. Partnerships and collaborative working
7. Monitoring and evaluation arrangements
8. Equality and diversity
9. Provision of information to prospective students
10. Consulting with students

SECTION 1. CONTEXT

1.1 As a specialist arts institution for over 170 years with an international reputation we continue to develop students to engage with the creative industries regionally, nationally and internationally. A wide range of learners benefit from studying arts courses at FE and HE levels.

1.2 We provide several entry points to pathways of undergraduate study in the creative subjects through FE including the Foundation Diploma in Art and Design, the Extended Diploma or directly from A’ level. Mature students can use the Access to HE course to progress into undergraduate or postgraduate study (if they already possess a Level 6 qualification in another field).

1.3 Our HE provision at undergraduate level is 3 years of full time study. This is consistent with demand and expectations of both students and the creative industries it serves. Postgraduate provision, however, is provided in full time and part time modes.

1.4 We invest in a high level of dedicated resources to enhance the student experience. In order to ensure that exceptional resources and outstanding facilities can continue to be provided to all students, the fee for 2018-19 new entrants to full time undergraduate study are based on a figure of £9,250 but will be subject to the impact of the outcome of the Teaching Excellence Framework (TEF) and may increase in line with inflation.
1.5 Historically a significant proportion of the additional fee income has been used to support students with the cost of their studies. An extensive programme of outreach activities to widen participation has also been provided. Given performance in WP over successive agreements, over the period of this agreement the proportion of spending will be brought more into line with OFFA’s guidance through progressively reducing the proportion of spend. (See Section 2, paragraphs 2.1 - 2.3) These reductions follow from the removal of the fee waiver previously offered to WP students. However, the commitment to outreach work will be sustained and further enhanced including an expansion of resource over the period of this agreement following from planned growth in student numbers.

1.6 In drawing up this agreement we are also mindful of the anticipated reductions in Student Opportunity Funding as well as the transfer of funds to the NCOP initiative and therefore will be diverting funds from phasing out fee waivers in order to protect the other activities described in this agreement that were previously resourced through student opportunity funding and therefore protecting the levels of funding. We therefore remain committed to sustaining and enhancing the successful widening participation activities that have been established and that consider the whole student lifecycle.

1.8 Addressing OFFA’s strategic priorities for 2018/19 (with reference to paragraphs in this Agreement)

1. Raising Attainment
Raising attainment in an art, design and performance context is achieved by raising the standard of applicants’ portfolios or performance skills to enable success at interview or audition as this is the means by which students achieve places and not by achieving higher tariff points in examinations. We are addressing the priority of increasing our work to raise attainment in schools and colleges through targeting disadvantaged and under-represented groups and by raising many of our access agreement targets for progression engagement and increased investment in outreach. (Paragraphs 5.1 to 5.7) Attainment will be raised by providing a raft of opportunities across the education lifecycle, and through the provision of opportunities to develop the underlying technical and process skills that underpin higher attainment from primary pupils to Year 13 and for particular groups such as mature learners and looked after young people. (See paragraphs 3.1 to 3.20)

2. Strategic targeting of underrepresented groups
The diminishing of the opportunities in the curriculum to study the arts in compulsory education is deterring many away from considering progression into the creative industries as a career. This is, particularly, in the context of the push for ‘STEM’ subjects (science, technology, engineering and maths) without the inclusion of art to create ‘STEAM’. Outreach planning will strategically target activities that will engage white males from disadvantaged backgrounds, black and minority ethnic groups, looked after young people and mature learners through the WP programme of taster sessions, campus visits, Easter and summer schools. (See paragraphs 3.1 to
3. Addressing the whole student lifecycle: Access, Student Success and Progression

This access agreement clearly shows an increase in investment in activity to support access, improve student success over the life of the agreement through support for disadvantaged students and additional support for progression and employability. (For Access, see paragraphs 3.21 to 3.25, Student success; 3.26 to 3.49, Progression into employment or further study 3.50 to 3.62).

4. Ensuring complementarity with the National Collaborative Outreach Programme (NCOP)

The NCOP commenced in January 2017 and is funded initially for 2 years with potential to continue for a further 2 years, subject to evidence of impact. As a collaborative approach it specifically targets cohorts in years 9 to 13, parents, carers and community groups in particular wards with ‘lower than expected’ participation in HE (POLAR3 quintile 1 participation gaps). In order to measure both programmes and ensure complementarity, we will, through clear communication, careful planning, monitoring and analysis, measure respective progress between our access agreement and that of the NCOP (see paragraphs 6.5 to 6.14).

5. Expenditure informed by evaluation

We will ensure that expenditure is informed by evidence and supported by appropriate evaluation. This will be achieved by effective monitoring, activity records and collation of evidence of effective targeted activities. Evaluation of expenditure for widening participation is regularly reported through the Equality, Diversity and Inclusion Committee (EDI) (see 1.15 to 1.26).

The activities range from ‘light touch’ events such as attending HE / careers /progression fairs in schools, where quantitative data is possible. It is also possible to gather qualitative feedback on participants’ ‘journey travelled’ and impact from sustained mentoring and support interventions such as the After School Club, Easter and Summer Schools.

Reports on evaluation and impact are made to the EDI Committee for widening participation, student support, equality and diversity student data and to the Office for Fair Access in the annual monitoring return.

6. Evaluation of impact of financial support

We will regularly evaluate the impact of our financial support and current performance by scrutiny of the related metrics; through analysis of application rates, offers and conversion (UCAS), retention (HESA), student satisfaction (NSS), attainment and progression (DLHE) by the protected characteristics and widening participation groups. (see 7.1 to 7.7) This is reported through the EDI Committee to the deliberative structure and is overseen by the Board of Governors. In 2017/18 the evaluation tools developed at Sheffield Hallam University and endorsed by OFFA will be trialled.
7. Keeping abreast of current developments and challenges

We will address the challenges to our widening participation work through contributions to research practice, by our academic and business staff and their participation in the cross-institution research clusters of Pedagogy, Curatorial Practices, Crossing Borders and Digital Technologies. Our understanding of the challenges faced by different groups of students will be improved by our contribution to research and dissemination of good practice will continue through national professional networks, conferences and publications. (see paragraph 1.21)

8. Sponsoring schools and academies

As a provider of further education as well as higher education it would be inappropriate at this time for us to formally act as a school or academy sponsor, as we are already in effect a sponsoring institution due to our FE work. This is further compounded in being a specialist institution with therefore a limited range of applicable subject knowledge in the broader school curriculum. Instead, as is demonstrated through the targets stated in this agreement, we will continue to develop our partnerships with a significant number of schools and colleges in the region and to develop our progression activities with our own FE students (see paragraph 5.3)

Our strategic approach

1.9 Key challenges we face as a specialist arts institution continue to include issues around;
- the visibility of the subject earlier in the education system in school,
- the apparent complexity of the creative industries for those at the start of their study path,
- a lack of knowledge within some demographic groups of the importance of the creative industries to the UK economy,
- the costs associated with study.

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

1.10 The complexity of choice of subjects in the arts is a challenge faced by both the institution and our potential students. Examples of the challenges include the cost of providing diagnostic interviews and auditions (on the part of the institution) and both the costs of travel to attend interviews for WP applicants and a lack of preparation and experience in how to make the most of the interviews. This is significant since our evaluation of the process has identified that the interview itself is a key way for applicants to choose the right course of study.

1.11 The costs of study become a challenge once a student is on course due to the expenses incurred in the production of artefacts and the costs of performing, which is a fundamental part of the learning process. Whilst this is identified as a key area of concern amongst all students, it is particularly pronounced amongst those from lower socio-economic groups.
1.12 Specialist arts subjects also traditionally have a lower black and minority ethnic student participation and there is a gender imbalance amongst their student cohorts overall.

1.13 An evaluation of these challenges and our approach to addressing them is carried out each year by the Senior Management Team (SMT) as part of a cross institution consultation with all courses and levels. Student representation on committees and working groups has also enabled the student’s voice to be heard in these contexts.

1.14 Our access agreement for 2018-19 seeks to carry forward those elements that specifically address these points, through a balance of measures from outreach work at any early age to address attitudinal barriers, to providing support that addresses both access to courses and overcoming financial hardship whilst on course to maintain retention and support student success.

A whole institutional approach

1.15 Approaches to WP, inclusion and access are embedded throughout the institution. This begins in part through undergraduate boards which consider equality, diversity and inclusion as a regular item of business in their meetings. In the annual monitoring and evaluation of courses, the enrolment profile of cohorts are considered in terms of gender, age, disability and ethnicity as well as student retention, success and attainment by these groups. These in turn are considered through our deliberative structure, including the Higher Education Quality and Standards Committee and the Academic Board.

1.16 The EDI Committee, (as outlined in Section 8), is the primary evaluative body that scrutinises the effectiveness of the access agreement itself and reports directly to the SMT.

1.17 The members of the committee are from across the institution representing students, registry, quality assurance, admissions, marketing, the library, student support, academic staff, instructors and human resources.

1.18 Data collation, evaluation and analysis regarding protected characteristic groups and widening participation students are key parts of the work of the Committee.

1.19 Before submission to the Office for Fair Access, the principles and key features of the access agreement are subject to consideration by the Board of Governors, which in turn has representation from the creative industries, HE, FE, and the financial and legal sectors.

1.20 To ensure dissemination across the whole of our staff, there are 2 ‘Principal's Briefing days’, held throughout the year. These routinely disseminate outcomes from the operation of the access agreement, our progress against WP targets, the celebration of the successes of outreach activities as well as student and staff achievements.

Our research community.

1.21 Members of our research community, whose areas of research interest are focused in
the fields of widening participation, education and inclusion contribute to informing and shaping the approach to the access agreement. Throughout the year there are regular opportunities to exchange current knowledge of the researchers work in the four Research Clusters (Pedagogy, Technology, Crossing Borders and Curatorial Practices). Staff are active contributors to significant regional and national WP networks.

**Evaluation and adjustment**

1.22 This 2018-19 access agreement will continue the financial support for internally progressing FE students, in order to maintain the level of internal progression. This is to convey reassurance to students who wish to save costs by studying locally.

1.23 A hardship fund will continue to be administered by the Student Welfare team in order to provide flexible, on demand support to respond to individual students’ needs. This is to recognise that students from households whose income is above £25,000 can be the most in need and are being disadvantaged by applying a limit on financial support based on household income. (See table 4.2 for the Hardship Fund allocation for 2018-19). Alongside the Hardship fund, money management advice and support will be given to students who are struggling financially by the Student Welfare team.

**The access agreement working group**

1.24 This access agreement has been drawn up by meetings and correspondence between the access agreement working group participants with updates and consultation with the SMT.

1.25 The access agreement working group is made up of the Director of Studies Progression and Student Support, Director of Finance, Head of Student Support and Welfare, Progression Manager, Academic Registrar, Strategic Planning and Reporting Analyst, Student Welfare Manager, Head of Marketing, Head of Careers, Employability and Enterprise (CEE), Student Liaison Officer and the Students’ Union President.

1.26 The Director of Studies, Progression and Student Support, is responsible for widening participation and as chair of the EDI Committee oversees the embedding of widening participation principles in the institutional fabric of the institution.

1.27 **Performance against access agreement milestones and targets 2015-16**

**Access: HESA T1c - Low participation neighbourhoods** (POLAR 3) (Young full time undergraduate entrants). % of new entrants from WP postcodes based on HESA Table 1b. The overall target had been exceeded in earlier years, however the performance in 2015-16 decreased to 3.7% short of target Low participation neighbourhoods (POLAR 3 Quintile 1) and low income group proportions fell despite a growth in provision and follows from an increase in the number of applications per place to a rate of 6:1.

This was against a backdrop of increased outreach work and intensified internal progression activities which saw internal progression rise. Our strategy continues to be to use outreach work to improve the number and quality of applications from
those less likely to apply through lack of advantage. We do not consider it appropriate to apply positive discrimination at interview or to intervene through tariff point adjustment for different groups since our aim is to be inclusive to all and the outreach work we carry out ensures we work with all groups. It is also worth noting that our tariff points are lower than many institutions since the portfolio/audition play such a part in the decision. It is for this reason that our outreach work is so heavily based on development for disadvantaged groups. There had been an expectation that as the number of young people in the system dips, growth in student numbers will inevitably be from groups with lower participation rates, however, in 2015/16 we experienced higher application rates from groups with higher incomes which was reflected in the enrolled cohort.

1. **Access: Low income household**, Socio-economic, % of new entrants from low income households (under £25000). Acceding to OFFA request, this target was further raised in the 2016-17 access agreement to 41%. In 2015-16 the percentage achieved was 30.4%. The target was introduced in 2010/11 at the time of the National Scholarship Programme which has now ended. Along with much of the sector at that time it was felt that this, along with fee waivers, might raise participation from this group from what was already an exceptionally high rate of 38%. However, research around the NSP along with other waiver initiatives have over time shown that such interventions do not in themselves increase this participation. Our monitoring data shows that whilst it ‘pulsed’ in 11/12 it has subsequently become very volatile and is falling, though due to growth the number of students in this category grew by 11. This target has not been extended beyond 20-21 (as agreed with OFFA)

2. **Student Success: Multiple** (HESA T3a) percentage of FT first degree entrants who are no longer in HE after 1 year was 6.4%. (All, full time, first degree entrants) Young entrants from low participation neighbourhoods (POLAR3) was 5.6% (benchmark 7.4%).

Factors for maintenance of low non-continuation figures follow from the advantages of being a small and specialist institution. We have a good staff to student ratio. The face to face interview over a portfolio of work or audition for performance enables ‘best fit’ for course of study within the spectrum of creative fields. Screening of all students on enrolment for propensity for dyslexia or dyspraxia enables student support to be put in place from an early start.

Actions first identified following a 2 year research project completed in 2015 that also considered literature in the sector are being augmented, enhanced and embedded. With an emphasis on transition into and during key phases of the student lifecycle these include a phased approach to induction, the development and expansion of a peer ‘buddying’ scheme and staged events and activities engineered to inculcate a sense of belonging. Specific activities that were identified as causing student anxiety, such as academic writing for creative subjects are also introduced. These elements received positive feedback during their pilot phase and are therefore being further developed and more widely implemented.

3. **Student Success: Attainment**: With the high level of student support, provision of
the Disabled Students Allowance (DSA) and screening for propensity of all new entrants for SpLD on enrolment, the attainment of a 1st or 2.1 degree by disabled students has shown an increase over three years. A target had been introduced in 2017-18 for students with disabilities, specific learning difficulty or health problems (D, SpLD, HP) to maintain a margin of difference in attainment of a 1st or 2.1 degree classification between disabled students and students with no declared disability to be no greater than + or - 3%.

4. Progression: Into employment or further study: In 2017-18 a new target was set, we will target the outcomes of males and ensure delivery of courses that support employability skills. The target set for the progression into employment or further study for male students 6 months after graduation compared to female students will be to maintain a margin of difference at or below 3%.

The Student population

1.28 Largely influenced by the portfolio of undergraduate degrees such as printed textiles and surface pattern, fashion and fine art, the ethnicity, age and gender mix of the student group is predominantly white, young and female. Changes to the portfolio of degrees offered over the next 3 years may create change in the student population in terms of protected characteristics. For example the introduction of both Popular Music Performance and Filmmaking may impact upon this balance. The undergraduate population who are from POLAR3, quintiles 1 and 2 make up 20% of the cohort with quintile 3 making an additional 20% of the student population.

1.29 Over the past four years the number of male undergraduate students in the student population has decreased from 30% to 25.5%. The ethnicity of the student cohort has increased from 8.3% to 12.4% in that period. In 2015-16 12.3% of students were over 21 years on entry and 22.4% students had declared a disability on entry to study at undergraduate level.

1.30 Demand for undergraduate places continues to be exceptionally high which creates a competitive pool for places on degree courses that have small cohorts. The average application rate for student places in 2016-17 was approximately 6:1.

1.31 The interview/audition process is fair and inclusive in that all applicants who meet the entry requirements are offered interview or audition, with a focus on their creative work and performance. This enables guidance on whether the course is the right subject for the applicant in the broad spectrum of the creative industries.

Retention

1.32 Our overall non-continuation rate in 2015-16 for full time first degree young entrants from low participation neighbourhoods (POLAR3) was 5.6% (HESA 2014-15) the creative sector figure was 7.3%. This is considered an indication of the continuing success of in-year strategies to support students.

The National Student Survey (NSS)

1.33 In the 2016 National Student Survey, overall student satisfaction was 88%, this was 2%
above the HE sector and 7% above the creative arts and design subject area. This is a 7% overall increase since 2015. Male students overall satisfaction was 4% higher than their female counterparts and 6% above sector. Students with a declared disability, mature students and non-white students indicated higher overall satisfaction than their peers.

**Degree Attainment**

1.34 In 2014-15 it was noted that the female to male 1st and 2.1 degree attainment had converged over three years to an attainment gap of below 1% between genders. However in 2015-16 males degree attainment was 8.2% higher than female. Male attainment had increased by 10.1% overall from 2014-15 to 15-16.

1.35 Disabled students attainment of 2.1 or above degree classification was 75% in 2015-16 (those who have made a declaration but are not in receipt of DSA support) in comparison to those with no declared disability which was 1.6% higher.

1.36 Students in receipt of DSA continue to outperform other disability groups by 1%. As the changes to DSA funding take effect the challenge will be both to sustain this level of performance as well as bring up those students who currently do not avail of the DSA support structure. The attainment gap between the three split disability groups was 2.8%.

**Progression into Employment or Further Study**

1.37 Destinations metrics do not clearly reflect the occupation profile of emerging practitioners in the creative industries. These often set out as self-employed, in creative residencies or managing live projects or commissions. Therefore graduates often balance a portfolio of occupations in order to establish their name within creative networks and to build up their professional practice over a number of years.

**Destinations of Leavers of Higher Education (DLHE) 2015**

1.38 The DLHE data presents the work or study activity destinations of Level 6 graduates who completed their course of study in June 2015. It indicates full or part-time employment or further study, time out to travel or unemployment six months after graduation. This survey was undertaken in January 2016. Our DLHE score overall in work or study was 94.9% in comparison to 88% for the Creative Sector.

1.39 There was a difference in progression into employment or further study between genders of 1.6%. The rate for POLAR2 quintile 1 graduates was 90.3% and quintile 2 was 97.6% whereas quintile 5 in further study or employment was 88.4%.

**SECTION 2: FEES, STUDENT NUMBERS AND FEE INCOME**

2.1 The student finance package has yet to be announced and as the University is rated as Silver under TEF 2, the final fee will be dependent on this. The fee will also be subject to annual inflationary increases.

2.2 Given our performance in WP terms over successive access agreements we will
continue to bring the proportion of our spending more into line with OFFA’s guidance and over the period of this agreement progressively reduce the proportion of spend from the 20.5% in 2017/18 to 18.1% in 2021/2022. These reductions follow from the removal of fee waivers from each new intake.

2.3 Financial support in the form of cash bursaries will be targeted and systematic over the 3 years of study. A range of measures to support creative practice for the cost of materials at each level and a final project contribution in the final year of undergraduate study will continue to be put in place to support students in receipt of a full maintenance loan to support success and aid retention. It will recognise the rising financial burden of materials for creative practices, exhibition, performances and travel for student development and success. (See Section 4 for financial support)

SECTION 3 ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

An outreach framework for young people

3.1 Developing and nurturing a positive creative experience at an early age of development is important as, increasingly, the national curriculum in schools is ‘squeezing’ the arts curriculum away from mainstream delivery.

3.2 Outreach activities will focus on under-represented groups such as those from families that do not have a background of participation in HE, males, BME groups, care-experienced, looked-after young people, students with disabilities and learners attending targeted schools, colleges, community groups and mature learners.

3.3 The widening participation and outreach team will record participation in outreach activities through collating contextual information of the participants and groups where possible and the participant’s experience of learning in the engagement, in order to refine outreach design and delivery.

Target groups and priorities

3.4 Participation in targeted outreach will be prioritised and free of cost to those who have at least one of the following characteristics:

- looked after young person
- in receipt of free school meals
- BAME
- live in lower than expected participation in HE locations (POLAR 3 quintiles 1 and 2)
- a disability
- attend a school with lower than national average 5 GCSE
- from a single parent family
- a young carer.

Target Schools

3.5 Outreach resources will be focused on non-selective state secondary schools and FE providers informed by the following criteria:

- area location (prioritising schools and students who reside in POLAR 3 quintiles 1
and 2 low participation in HE)

- percentage of pupils receiving Free School Meals (FSM) above 25%.
- percentage of English as an additional language (EAL) above 20%.
- BAME student population
- low percentage attainment of 5 GCSEs Grade 4/C, or lower than the national average for attainment.

**Engagement with Primary Schools and Year 6 to 9.**

3.6 The feedback from the schools sector has quite clearly signalled a declining propensity to deliver arts related subjects within the core curriculum. In response to this, work will continue to be undertaken with younger children in targeted primary schools.

3.7 Primary school groups are offered bespoke campus visits for short taster workshops in creative skills, a campus tour and an opportunity to meet with student ambassadors in question and answer sessions.

3.8 The target schools are located in areas of low participation in HE (POLAR 3 quintiles 1 and 2) with a high percentage of free school meals and high percentage English as an additional language (EAL). The primary schools may also be feeder schools to the WP target secondary schools.

3.9 The annual end of year student shows are used as an opportunity for schools and colleges for a campus visit led by student ambassadors.

3.10 Opportunities for further primary school engagement present themselves through partnership working with other aspiration raising organisations, for example we are validated as a Leeds ‘Children’s University’ learning destination for primary age children to enable engagement with extra-curricular activities such as ‘Super Saturdays’, ‘Young Creatives’ and after school clubs.

3.11 Also young persons ‘cultural capital’ will be expanded by linking engagement into significant opportunities such as the annual major museum/gallery exhibitions and celebrations/events in the region.

**Engaging with existing schools consortia and networks**

3.12 Where targeted schools are collaborating together or come together in consortia, we will attend and support consortia based careers or progression events, GCSE option fairs and parents/carers information sessions or evenings.

**Targeting of outreach activities**

3.13 Targeting individual participants will be achieved by offering after school taster sessions, Easter/Summer Schools and the offer of free places on children’s art classes for families on Working Tax Credit, free school meals or a looked after young person.

**Meeting with key influencers**

3.14 In order to reach out to the main influencers in a young person’s education pathway, an annual programme of contact and information events will be delivered. This will
include meeting with teachers, stakeholder consultation with parents/carers at
schools and networking with the virtual schools and foster carers.

**Supporting progression into higher education for Years 9 to 13**

3.15 It has been identified that maintaining high quality ‘taster’ workshops for school and
college students who are studying art, design or performance, held in our specialist
resources, enhances participants’ prospects to progress into FE and HE.

3.16 We will provide the following to support access into HE:
- Subject specific taster days, on and off campus
- ‘Insights into the Creative Industries’ presentations
- ‘Speed dating’ with Industry sessions in school
- Mock interviews and auditions, on and off campus at pre FE and pre HE interview
  stage
- Portfolio presentation skills with current students showcasing their work
- Use of tours of our end of degree show to visiting school and college groups to
  introduce study in the creative sector
- 3 day Easter or Summer school and half term events.
- Diagnostic portfolio interviews to all our FE courses.

**The After School Club (Years 9-13)**

3.17 Individual participants from disadvantaged backgrounds can attend 6 to 8 week
termly programmes of creative engagement throughout the year. Participants will
utilise our specialist workshops and processes. This boosts participant’s confidence,
raises their attainment and assists in progression from school into FE or on to HE by
enriching the young person’s creativity, their making skills, and enhancing their
portfolio presentation. The process also increases their cultural capital by engaging
with collections, galleries, and creative festivals in the region.

**A framework of outreach for mature learners**

3.18 A range of outreach activities that focus on the specific needs of mature learners,
who have no previous experience of HE, will continued to be delivered and enhanced
over the period of this agreement.

3.19 This will consist of offering twilight information sessions on campus, bespoke campus
tours led by current mature students and an ‘Introduction to Higher Education’ Easter
school for mature learners as well as support for students on our Access to Higher
Education course.

3.20 Each year, mock interviews will be carried out with Access to Higher Education
students to raise confidence and to raise the standard of presentation of portfolios of
work. The widening participation team will record participation in outreach activities
through collating contextual information of the participants and groups where
possible.

**Access: Orientation into Higher Education**

3.21 Activities to support FE students’ progression into HE from vocational feeder courses
will include:
• bespoke HE Open Days and HE presentations
• bespoke information, advice and guidance and individual practice mock interviews/auditions.
• mentoring by, and shadowing of, current undergraduates in order to raise aspiration and progression to HE. Direct experience of being within an HE environment is a powerful motivator in this respect and valued by previous beneficiaries.
• Support and delivery of a fair admissions policy which includes review of a portfolio of work/performance as part of the interview/audition process. Criteria for selection, and the interview/audition process itself are both designed to be inclusive for all candidates and takes full account of students who apply without traditional qualifications. Where appropriate, consideration of experiential prior learning is also used to predict the candidates’ potential for success where evidence of accredited prior learning shows some deficiency.
• Higher Education Orientation Summer School for Access to HE Diploma and Extended Diploma students to orientate and familiarise themselves with the HE context and study skills prior to enrolment.

Access: Portfolio based interviews and auditions

3.22 The portfolio based review system and audition process are part of our fair admissions process for application and assessment. As a specialist arts institution we take great care and time to undertake an inclusive admissions procedure to identify the ‘potential to succeed’ of all applicants.

3.23 We receive applications from students with traditional academic and vocational backgrounds and from underrepresented groups. Teaching staff interview potential students with work portfolios or carry out auditions and pay particular attention to ensuring that the career aspirations of applicants can be realised effectively through their choice of course. We believe that we provide transitional advice and guidance during this selection process to ensure ‘best fit’. The success of this strategy is partly evidenced through retention rates that are historically higher than the sector averages.

Experiential Prior Learning

3.24 Where appropriate, particularly for mature learners, consideration of experiential prior learning is also used to predict the candidates’ potential for success where evidence of accredited prior learning shows potential but who would benefit from further preparation for HE.

3.25 Mature learners who are not quite ready for progression to HE are encouraged to enter the education pathway through our Access to Higher Education Diploma course. Our Access to HE Diploma in Art and Design is a well-respected course with a strong track record of placing students in HE. Typically all those students who elect to apply to HE each year are offered places at receiving institutions, many choose to progress internally if we offer their choice of discipline.

Student Success: Peer mentoring and ‘buddying’ schemes

3.26 Mentoring is defined here as a minimum of three points of contact in succession.
This is achieved through WP participants’ regular attendance at after school sessions in the term time or at Easter and summer schools.

3.27 Student ambassadors are regularly recruited from across the undergraduate courses and are offered training in mentoring of both mature and younger student cohorts. On recruitment student ambassadors are DBS checked and they are trained in child safeguarding and action to take in the event of disclosure.

3.28 In-course peer mentoring schemes for new entrants to support widening participation students will be expanded to include other protected characteristics and widening participation groups across courses, including mature learners. Our HE degree courses will continue to adopt strategies to encourage retention. This will include mentoring/buddy arrangements between third and second year undergraduates for new entrants.

**Student Success: Student ambassadors as role models and mentors**

3.29 We will increase the number of student ambassadors to aid expansion of outreach activities, to act as role models and mentors. A student’s experience and responsibilities in the role of student ambassador develops their employment skills as they have to undergo an application, interview and recruitment process, training in safeguarding and what to do in the event of disclosure, also DBS checks are submitted for all widening participation ambassadors. Student ambassador engagement across the range of our events are coordinated by both the Progression and Marketing teams.

**Student Success: Transition into Higher Education**

3.30 From 2015, the enrolment process and the induction period in the first semester was modified and its delivery time extended for new entrants. This was a consequence of a qualitative and quantitative survey of all Level 4 students in 2014, that focused on the student’s experience of transition points and the induction period across the first semester. A less intensive start to teaching in the welcome period and induction period means that there is more opportunity for cross level and cross course support, peer mentoring and socialisation into our community hence to develop a student’s sense of belonging. Work to extend and enhance this process will continue through the period of this agreement.

**Student Success: Students with mental health problems**

3.31 The number of students with declared mental health problems is increasing and the number of students identified and referred to our support services has increased both in terms of additional learning support (specialist mentor support) and counselling sessions.

3.32 Learning support that is contextualised to the student’s course and tailored to individual student needs will continue to be provided; with renewed focus on robust mechanisms which measure impact of effectiveness.

3.33 The student welfare team offer counselling sessions for students with mental health difficulties, who do not currently receive external therapeutic support. An annual
anonymised monitoring report to senior managers enables consideration of the effectiveness of this support. The student welfare team provides a link person to each of the courses to identify emerging need for students who do not already access support.

3.34 Student feedback from focus groups and course meetings help to identify student perception and awareness of services offered and support available. ‘At risk’ students are identified through initial disclosure checklists, pastoral tutorials and attendance monitoring.

3.35 DSA students who experience long term difficulties with mental health as well as those who may have issues with anxiety due to conditions such as Autism Spectrum disorder (ASD), are supported 1:1 by a specialist mentor. Learning support plans, risk assessments and reviews are shared with relevant staff in order to provide support which enables success throughout the student lifecycle.

**Student Success: Support for students with specific learning difficulties (SpLD)**

3.36 As a specialist institution, students have the benefit of being able to access a great deal of meaningful contact time with academic, technical, support and advice staff which is tailored to their individual needs. This enables timely identification of students who may be in need of support and allows intervention as appropriate.

3.37 There is a strong link between creative industries and specific learning difficulties, as such courses usually attract a high percentage of students with dyslexia or dyspraxia.

3.38 Screening for propensity to dyslexia is offered to all level 4 students at the start of their studies. During 2015/16, this initial screening identified that 28% of students were ‘at risk’ of having a specific learning difficulty or difficulties with academic writing. Screening leads to a process of early identification, which means that this cohort of students can be offered tailored support from the outset of their course of study.

3.39 At risk students are encouraged to undertake further screening to identify if their difficulties are related to dyslexia, dyspraxia or other difficulties which can affect academic skills such as processing speed, concentration or difficulties with time management.

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

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

3.42 Within our community students who access DSA support consistently achieve at a
better rate than those who do not. In 2015/16, 14.5% of students were in receipt of DSA. General academic support drop in sessions are designed to support students who are struggling academically but have not applied for DSA support. Those with SpLD who choose not to avail of DSA but take up support in general study skills including academic writing and time management skills achieve at a comparable rate to those without a learning difficulty.

**Student Success: Support for transition into Higher Education for Autistic Spectrum (ASD) students.**

3.43 It is understood that students with ASD may experience difficulties with transition to HE. To benefit orientation, reduce anxiety, and aid familiarization, a series of individualised contact sessions with the student support team are arranged. We offer quiet tours of the campus, introductions to support services and academic teaching staff to facilitate a smooth transition into study.

3.44 Students who may have issues with anxiety due to conditions such as ASD or long term mental health conditions are supported 1:1 by a specialist mentor. Learning Support plans and risk assessments and reviews are shared with consent with appropriate staff in order to provide support throughout the student lifecycle.

**Student Success: Support for care experienced, estranged/ independent students and students who are defined as Carers.**

3.45 There is a dedicated contact within Student Welfare who provides support for care experienced students, estranged/ independent and carers. If identified on their UCAS application form the applicant is contacted as soon as their application is processed, in order to provide support with transition. The applicant’s support starts with pre-entry questions regarding our courses and the support we offer. The dedicated contact coordinates accommodation, finance and any other support that care leavers are eligible for as well as being a central contact for support throughout their studies.

3.46 Accommodation is available for 365 days where required for care experienced and estranged students.

**Embedding Inclusive practice**

3.47 The broad and accessible curriculum has been developed to embrace inclusive practice. This is the ethos of a thriving arts institution and embedded in delivery, content and creative practice. Inclusive modules of teaching and assessment are reviewed through the Annual Course Evaluation and within peer reviews to ensure that the curriculum remains varied, accessible, anticipatory, and adaptable. Learning outcomes and mapping of assessment tasks are planned with consistency, parity and equity. Assessment methods are broad and varied. Alternative assessments are considered holistically on a case by case basis. Anticipatory adjustments are embedded into the module framework and reviewed through the re-validation process.

**Student Success: Facilitating a student’s ‘sense of belonging’ in the learning community.**
3.48 From the point of enrolment collaboration between the staff, student ambassadors, the research clusters and the Students’ Union ensures that a student’s sense of belonging is engendered through social engagement. This collaborative approach extends through opportunities for cross subject and level such as the Fresher’s Fair, student society events and ‘Twilight Café’ opportunities to meet with other students and staff.

Progression: Preparation for progression into employment or further study.

3.49 Perceptions about the viability and security of careers in the creative industries can be a key influencer in determining whether HE in the arts is a worthwhile choice. This is particularly acute amongst low participation groups. It is exceptionally important that work in this area addresses the needs of these groups throughout their learning journey so that these long term goals are firmly held in mind and their resolve to complete their studies successfully is maintained.

3.50 Our Careers, Employability and Enterprise (CEE) team offer enterprise and employability programmes, creating connections with employers and with the creative industries. These opportunities are accessible to all students and adapted and refined each year in response to student feedback and the team has been expanded to offer further support. Enhanced partnerships are maintained across the region with HEIs, networks and business partnerships to create momentum for progression of graduates into the creative industries.

Progression: Life after University

3.51 Within each course, all students have the opportunity to develop an awareness and understanding of the core employability issues appropriate to their level of study and related to their chosen discipline of study. Additionally, invited contemporary industry practitioners engage with each of the courses and provide invaluable specialist knowledge through lectures, seminars or workshops.

3.52 ‘Life after University’ is the flagship CEE programme. This is an extra-curricular activity in which all students can choose to engage and learn directly from practicing professionals to further develop their understanding of themes such as creative entrepreneurship, self-employment, identification of skills and long term career planning. Theses themed events take place through daytime and evening sessions. ‘Career Track Tuesdays’ and ‘Start-up Wednesdays’ are examples of opportunities to enhance employability and plan career portfolios. The weekly events are supplemented by intensive summer and Easter programmes which are offered to both students and alumni.

3.53 As part of the careers support and planning, every student has the opportunity of access to a careers advisor and consultant. The careers advisor delivers short themed employability workshops weekly which are open to all students at all levels to attend. Additionally, all students have the opportunity to book 1-2-1 guidance sessions.

3.54 These enhancements and investment in the team will better place CEE to consistently capture usage data, measure impact and collect metrics which inform and facilitate
future development.

3.55 Our professional events programme ‘Creative Networks’, attended by students, staff, alumni and industry professionals, consists of inspirational talks from a diverse group of high profile speakers from across the creative industries. Other external activities offer a range of live projects including competitions, paid commissions, work experience, networking, access to a careers coach and one to one business mentoring.

Progression: Incubation

3.56 We also offer recent graduates the chance to develop their careers through access to a small number of external work spaces in which to take their first tentative steps as creative enterprises. Whilst using these ‘incubation’ spaces graduates are also able to benefit from mentoring and networking with the wider creative community. These include business development opportunities for designers and studio spaces for emerging artists at locations in the city. This emphasis on employability throughout their course of study helps students keep their end-goals in sight and as such acts to boost both retention and progression.

Progression: Creative residencies.

3.57 To aid employment opportunities, a number of studio and course based opportunities titled ‘Creatives in Residence’ are offered to recent graduates, providing resources and professional mentoring to develop their practice and gain experience in the professional field.

3.58 Over the period of this agreement the progression activities above will be further enhanced in order to boost employability prospects for all groups and address the target for achieving comparability of outcome for male and females.

Alumni

3.59 The Alumni Relations and Development Officer provides links between alumni in the creative industries who act as aspirational role models and engage with undergraduates offering potential work experience, professional mentoring and employment opportunities. All our graduates automatically become alumni (with an opt-out basis) and will receive communications of opportunities for professional networks to aid employability.

Progression into Postgraduate Study

3.60 An MA Creative Practice is available to learners who have been out of formal education as well as progression for degree students. A further MA in Curatorial Practices will be on offer from September 2017.

3.61 The Access to HE course within our FE provision also acts as a progression pathway for graduates of other subject areas to prepare a portfolio to apply to postgraduate study enabling a change of career for mature learners.

3.62 The MA course has a reduced fee for graduates from our undergraduate courses. However the postgraduate reduced fee remains not ‘OFFA countable’. The Masters
degree courses are available also as a part-time option for study.

SECTION 4: FINANCIAL SUPPORT

4.1 The expenditure on access and outreach for 2018-19 is to rise to £200,618. This represents staffing costs, materials costs for running taster sessions and Easter and Summer schools, contribution to interview/audition expenses and the costs of contribution to the various partnerships.

4.2 The OFFA countable financial support for full time undergraduate entrants in 2018-19 is as follows:

<table>
<thead>
<tr>
<th>Name of Financial Support</th>
<th>Form of Support</th>
<th>Year Group</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCESS: Internal Progression FE to Higher Education</td>
<td>Cash Scholarship</td>
<td>Level 4</td>
<td>£500.</td>
</tr>
<tr>
<td>ACCESS: Travel to Interview/audition Contribution</td>
<td>Cash contribution for applicants who reside in areas of low participation (POLAR3 q1 &amp; 2) and care leavers.</td>
<td>Applicants for 2018-19 entry</td>
<td>Over 100 miles return £25. Over 200 miles return £50.</td>
</tr>
<tr>
<td>STUDENT SUCCESS: Creative Practice Support</td>
<td>Cash Bursary</td>
<td>Level 4</td>
<td>£250.</td>
</tr>
<tr>
<td>Student Success Fund</td>
<td></td>
<td>Level 5</td>
<td>£350.</td>
</tr>
<tr>
<td>STUDENT SUCCESS: Final Project Contribution</td>
<td>For all students. OFFA countable students included as part of access agreement.</td>
<td>Level 6</td>
<td>£75.</td>
</tr>
<tr>
<td>STUDENT SUCCESS: Hardship Fund</td>
<td>On application (criteria apply and evidence required)</td>
<td>Level 4</td>
<td>£145,875. (Total fund)</td>
</tr>
<tr>
<td>STUDENT SUCCESS: Disabled, specific Learning Difficulty or Health Problems. Support for application to DSA following Dyslexia testing.</td>
<td>Students identified through screening during induction in Level 4.</td>
<td>Level 4</td>
<td>Minimum £260 per student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 6</td>
<td></td>
</tr>
<tr>
<td>Name of Financial Support</td>
<td>Form of Support</td>
<td>Year Group</td>
<td>Amount</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>STUDENT SUCCESS:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support of cost of £200</td>
<td>Students eligible for DSA</td>
<td>Level 4</td>
<td>£200</td>
</tr>
<tr>
<td>Computer supplement (DSA)</td>
<td></td>
<td>Level 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 6</td>
<td></td>
</tr>
</tbody>
</table>

**FINANCIAL SUPPORT FOR ACCESS:**

Internal Progression from FE to HE Cash Scholarship

4.3 In order to encourage progression into HE, we will continue to offer a cash scholarship to all students who progress from our own FE provision to our HE provision. This will be £500 in 2018/19. The costs of these scholarships given to internally progressing students will be countable under this access agreement.

4.4 The offer of internal progression as a scholarship positively impacts on our own students’ progression pathways into HE, particularly for students who wish to stay local and to reduce their living costs by remaining at their home residence.

Travel to Interview/audition contribution

4.5 We will continue to offer a contribution to interview/audition expenses of applicants from disadvantaged backgrounds in order to ensure that the costs of attending an interview/audition are not a barrier to entry and support fair access. Eligibility will be determined by applicant’s POLAR3 postcode as supplied by UCAS or if a care leaver, regardless of postcode.

The contributions to applicants who have the above eligibility will be as follows:
- Return travel over 100 miles to interview/audition - £25
- Return travelling over 200 miles to interview/audition - £50

**FINANCIAL SUPPORT FOR STUDENT SUCCESS:**

The Hardship fund

4.6 As a result of student consultations a hardship fund was first established in 2012/13 and has been progressively increased. Monitoring of three years of Hardship fund applications has shown increasing numbers of students approaching Student Welfare to apply for support from the Hardship fund to cover increasing costs of accommodation, living costs and materials.

4.7 For 2018-19, the Hardship Fund will be maintained at £145,875. This is in recognition of the major positive impact from hardship funds reported by previous and current student beneficiaries. Its success in keeping ‘at risk’ students on their course of study will be measured by comparison of retention rates to previous years and against sector averages.

Bursary to support the cost of creative practice

4.8 Whilst research suggests that students from under-represented backgrounds are not deterred from entering HE by the tuition fee itself, we have determined that students value the provision of on-course bursaries that give timely financial support
to mitigate the costs of materials for their creative practice.

4.9 Bursaries will therefore continue to be given to qualifying students to assist them as they progress in their creative practice and to assist with the costs of preparation for life after graduation. The Creative Practice Support bursary will be £250 in the first year, £350 in the second year and £500 in the final year.

Final project contribution

4.10 In addition, we will sustain a £75 Final Project contribution for all students. This has proven to be popular with students in helping them to complete their degree when their finances are often at their most strained. This additional £75 bursary paid to OFFA countable students will be countable under the access agreement. Consultation with student groups has indicated that financially assisting at key moments in their final stages of completion of work is particularly effective, particularly for widening participation students.

SECTION 5: TARGETS AND MILESTONES 2018-2021

Table of targets across the Student Lifecycle
(Access, Student Success, Progression)

<table>
<thead>
<tr>
<th>ACCESS</th>
<th>Baseline data</th>
<th>Baseline year</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
<th>21-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_01</td>
<td>Socio economic: the percentage of new entrants from low income households (under £25,000).</td>
<td>38%</td>
<td>2010-11</td>
<td>41%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>T16a_04</td>
<td>HESA T1c Low participation neighbourhoods (POLAR3) % of new entrants from WP postcodes based on HESA table 1b</td>
<td>10.8%</td>
<td>2011-12</td>
<td>13%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>STUDENT SUCCESS</td>
<td>Retention: % of FT first degree entrants who are no longer in HE at the end of the year</td>
<td>8%</td>
<td>2009-10</td>
<td>7.5%</td>
<td>7.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Attainment: D/spLD/HP students attaining a 1st or 2.1 degree classification. To maintain a margin of difference between those with D/SpLD/HP and those without that is within plus or minus 2%.</td>
<td>0%</td>
<td>2014-15</td>
<td>+/- 2%</td>
<td>+/- 2%</td>
<td>+/- 2%</td>
</tr>
<tr>
<td>PROGRESSION</td>
<td>Destinations into employment or further study.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To maintain a margin of difference between male and female graduates that is within plus or minus 3%.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th>2019 -20</th>
<th>2020 -21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.8%</td>
<td>2013-14</td>
<td>+/- 3%</td>
<td>+/- 3%</td>
<td>+/- 3%</td>
<td>+/- 3%</td>
</tr>
</tbody>
</table>

**ACCESS - OUTREACH TARGETS for 2018-19**

5.1 From 2018-19 there will be further growth in outreach activities. The outreach activities outcomes raise participants’ attainment in the creative subjects and provide timely support for progression into specialist creative FE and HE education.

5.2 **Outreach/WP activity:** Up to 2017-18 the target was to deliver 34 free taster days in creative activities aligned to the curriculum specialisms in school, FE and HE (depending on age group of participants). Having consistently met that target, year on year this target will be raised to **40** taster days for 2018/19.

5.3 **Strategic Partnerships** (formal relationships with schools/colleges/employers): Previously 20 schools, colleges and community groups have been targeted for outreach activities according to WP criteria. Having consistently met this target, year on year, this will be raised to **30** for 2018/19, alongside working with **15** schools with a high percentage of BME students.

5.4 **Lifelong learning:** 180 learners benefitted from mock interview/audition practice in preparation for progression to HE in 2016/17. Portfolio-focused mock interview/auditions with verbal and written feedback will be carried out with at least 200 students from schools and colleges in 2018/19.

5.5 **Outreach/WP:** The previous target of 120 learners receiving mentoring/work shadowing/buddy support is being raised to **150** for 2018-19.

5.6 **Outreach/WP:** The previous target of working with 10 primary schools and schools in the region that have a higher than average intake of students with English as a second language and with a high proportion of BME student is being raised to **15**.

5.7 **Outreach/WP:** We will offer at least 20 free places on our Children’s Art School programme for looked after young people and low income families.

5.8 **Outreach; Collaborative target:** In 2017 a new collaborative target with the regional HE Providers and colleges via the Go Higher West Yorkshire partnership was introduced. Creating effective engagement with the network of virtual schools and foster carer families to increase contact with looked after young people across the region. The target for 2018-19 is **119**.
SECTION 6: PARTNERSHIPS AND COLLABORATION

Partnership working
6.1 We will continue to develop and consolidate purposeful external partnerships locally, nationally and internationally with institutions, networks, employers, agencies, practitioners and researchers. This will build on and enhance our reputation for creativity and innovation and increase opportunities for work placements and employment.

National networks
6.2 Participation with national level networks will be maintained to enable us to keep abreast of current developments in widening participation.

6.3 We will maintain our membership of UK Art and Design Institution Association (UKADIA) and continue to be an active member of the National Arts Learning Network (NALN), now incorporated as part of UKADIA. This includes contributing to the sharing of good practice across the networks and taking part in the professional development opportunities. Regular events for progression managers include an annual conference and collaborative student projects between specialist institutions.

6.4 Individual Staff and teams across the institution hold membership of National Educational Opportunities Network (NEON), Forum for Continuing Education (FACE), Higher Education Liaison Officers Association (HELOA), Supporting Professionalism in Admissions (SPA) and The Students Services Organisation (AMOSSHE). We are a member of the Equality Challenge Unit.

Go Higher West Yorkshire Partnership (GHWY)
National Collaborative Outreach Programme (NCOP)
National Network of Collaborative Organisations (NNCO)
6.5 We are a member of the Go Higher West Yorkshire partnership established by twelve HE providers in West Yorkshire (FE colleges with HE provision, and universities and a contributor to the NCOP, secured by GHWY).

6.6 GHWY’s mission is to work in partnership, to act as a single point of contact for information on HE provider partners, improving access to, and achievement in, HE to enhance individual and economic development. This is achieved through GHWY’s internal structures: each of the twelve partners has representation on the Governing Board and in the two operational groups (the Business Engagement Planning Group, and the Widening Participation Planning Group).

6.7 The Board comprises senior members of staff from each institution, to help drive the strategic direction of the partnership, as well as co-opted members from the Leeds City Region LEP, HEFCE, West Yorkshire Consortium of Colleges and Yorkshire Universities, to ensure a joined-up approach and to maximise opportunities for partnership working.
6.8 The Widening Participation Planning Group of GHWY has a focus on working with specific target groups, which include: looked after young people and care leavers, NNCO schools which do not form part of NCOP and Y7 and Y8 pupils in NCOP schools, mature and part time learners, young carers, and current HE students from non-traditional backgrounds. Through this group, the GHWY has shared access agreement targets.

6.9 The legacy of the NNCO is that GHWY remains committed to working with the schools where new relationships were formed under this initiative, by continuing for a further two years the contract of employment of both posts previously funded under NNCO; these have a focus on collaborative outreach and the higher level skills agenda, and will help ensure GHWY’s NCOP acts as counterpart to this continuing activity.

6.10 To ensure complementarity with the opportunity area identified in our region - Bradford - the NCOP Wards Lead Officer for Bradford and Calderdale will be working closely with those involved in the opportunity areas.

6.11 The proposed aim is to continue a collaborative approach to deliver generic aspiration activities and information provision towards HE at schools-based ‘Parents Conversation Cafes’, co-deliver a collaborative Year 10 summer school and continue partnership working with the Virtual Schools to engage with looked after young people across the region.

Collaborative Outreach with Looked After Young People (LAYP) and Care Leavers

6.12 The GHWY Partnership will collaboratively engage with LAYP/care leavers working through the intermediaries (local authorities, social workers, foster carers and independent fostering agencies). It will continue to manage these relationships leading to a sustained range of activities targeting intermediaries and the young people in care/leaving care. For the 2018-19 access agreement a collaborative target between the partners has been agreed.

Monitoring effectiveness of partnership working

6.13 The GHWY Partnership collaborative activity will be carefully monitored for its effectiveness and impact by the Partnership Board. Operational activities are overseen and guided by members of GHWY planning groups. (See paragraph 6.6)

Engagement with third sector, multi-agency organisations and networks

6.14 Working with third sector organisations and networks across the region extends our WP reach. An example is by engagement with multi agency careers progression events such as ‘Speed dating with Industry’ sessions and careers fairs with employers with ‘Ahead Partnerships’ and support of the activities of ‘Into University’ by offering a venue, a workshop or a presentation to groups of young people on and off campus.
SECTION 7: MONITORING AND EVALUATION

7.1 An evaluation plan ensures that all financial support is appropriately allocated to help alleviate financial pressures on underrepresented groups, that retention and achievement data of WP students is monitored, and a targeted programme of outreach work continues to be delivered in order to mentor disadvantaged learners about educational opportunities relevant to the creative industries. Improving, refining and adjusting the outreach plans have been outcomes of the annual evaluation and monitoring process.

7.2 The evaluation, analysis and reporting of widening participation and progression activities to senior managers is based on the whole student lifecycle from outreach with younger year groups in primary schools through to the progression of undergraduates to employment/postgraduate study.

7.3 It is essential to the planning of the widening participation process that whatever data can be collected is routinely embedded in the formal evaluation process of planning and reporting. Outreach activities (listed in Section 3, paragraphs 3.17 to 3.20) will be evaluated using a range of tools to measure and assess impact. Various levels of both quantitative and qualitative data will be gathered from students and from outreach activities such as the After School Club, Easter Schools and Summer Schools.

7.4 Data to underpin stated targets will be systematically collected at application and enrolment and through information gathered by the management information system. The monitoring against these targets is carried out by the EDI Committee which reports to the SMT. An annual Equality, Diversity and Inclusion report is considered by the Board of Governors.

7.5 Equality data is collected relating to students with the protected characteristics of gender, age, ethnicity and disability. This data is collected at enrolment on a course, with attention to retention, degree attainment classification and destination.

7.6 Evaluation will also take place against historical measures, comparison of actual performance against targets established, and against comparable institutions (using the HESA Performance Indicators published for those institutions).

7.7 A challenge however in evaluating widening participation is that the size of student group numbers in the context of multiple widening participation or equality criteria (for example young, white males from low participation backgrounds) or different disability types or separated ethnicities is problematic as the size of the count becomes too small to reveal trends. The evidence therefore is often necessarily qualitative or incorporates a case history approach.
SECTION 8: EQUALITY AND DIVERSITY

8.1 We are committed to maintaining an inclusive and supportive learning environment based on the values of dignity and respect. Our Equality, Diversity and Inclusion Policy defines our approach to promoting equality across all protected characteristics and demonstrates a clear focus on encouraging participation from disadvantaged or underrepresented groups. As an arts institution, we acknowledge our responsibility to promote equal opportunity and social inclusion and to encourage widening participation in arts education and the creative industries.

8.2 The EDI Committee reports to the SMT and its minutes are received by the Academic Board. Minutes of meetings are available on the Portal.

8.3 The Committee meets three times a year and consists of a cross institution representation of the Director of Studies - Progression and Support, Academic Registrar, Head of Student Support, Head of Human Resources, Progression Manager, Marketing Manager, Head of Research, three academic staff, two support staff and a student representative.

8.4 The EDI Committee annually monitors the Widening Participation and Progression annual report, the evaluation plan, the Equality, Diversity and Inclusion report and the attainment of students with specific protected characteristics, in terms of gender, ethnicity, age and disability.

Subscription member of the Equality Challenge Unit (ECU)

8.5 We are an active member of the ECU and staff regularly attend meetings of the regional North East Universities Equality Diversity Group (NEUEDG) and the Small and Specialist Equality Network (SSIEN) of institutions to exchange good practice and consider the challenges of the specialist institutions. This enables us to keep up to date on equality and diversity matters and enables professional conversations with comparable institutions.

Mandatory staff training

8.7 All staff undertake mandatory regular and updated training in equality and diversity and the ‘Prevent’ Agenda which is subsequently reported to the EDI Committee.

SECTION 9: PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

9.1 We effectively target prospective students throughout their application journey through our provision of information, advice and guidance. At each point in this journey, we communicate our offer to students and their influencers, reaffirming our values and the benefits of studying in HE and in the creative sector.

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

9.3 Our digital activity and use of social media continues to grow and develop, along with collecting student data through integrating the website with our Customer Relations Management (CRM) system. This enables us to track students throughout their application journey and deliver appropriate information at each recruitment and application stage. Automated email campaigns deliver personalised information to each prospective student at the relevant point in their student journey towards enrolment.

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

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

9.6 As well as promotional materials we also produce Key Information Sheets which provide prospective students with ‘material information’ prior to, and at, the offer (contract) stage. The latest versions are also always available on our website. Terms and conditions are updated and all promotional copy is regularly reviewed at key points in the recruitment cycle. Key Information Sheets are highlighted to students in their enrolment letter so they have the latest ‘material information’ and are made aware of key changes to courses, content or structure prior to enrolment.

Clear and accessible information on fees for existing and prospective students

9.7 We promote our access measures widely to ensure that prospective applicants and their families understand the different support measures available. In particular, clear guidance will be given explaining the criteria and eligibility for the available bursaries and scholarships.

9.8 We also actively promote the cash bursaries and financial support available to students whose family income is below £25,000 per annum and therefore are in receipt of a larger student maintenance loan.

9.9 Information on our financial support arrangements for current and prospective
students is available via:
- The website
- Open days and visit day presentations
- Outreach activities
- Information sessions for influencers (teachers and parents)
- UCAS fairs
- Third party websites also signpost to our financial support information e.g. ‘Student Room’, ‘WhatUni’ and the ‘Complete University Guide’
- Direct telephone contact with the Student Welfare team
- Automated email campaigns via our CRM system.

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

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

9.12 We provide timely information to UCAS and the Student Loan Company.

Gaining feedback on information materials
9.13 To test the clarity of the information with prospective and current students, focus groups are held periodically to gain feedback from students and stakeholders.

9.14 The Student Welfare Team’s dyslexia specialist reviews prospectus materials for accessibility and readability and our website to ensure it meets accessibility standards.

9.15 At appropriate times we also collaborate with current graduates and alumni on producing marketing promotional materials e.g. end of year shows marketing campaigns, open day promotion, outreach opportunities and student support available.

SECTION 10: CONSULTING WITH STUDENTS

10.1 The student voice is highly valued and student representation is embedded at all levels through a well-established student representative system. This is achieved through Students’ Union input, representation on the deliberative committee structure, participation in focus groups, surveys and student ambassador training.

10.2 Our approach to our access agreement has been informed over successive years by feedback from students from our HE and FE courses.

The Students’ Union
10.3 The Students’ Union has a key role in student engagement including the student representatives system, fresher’s events and a calendar of activities, campaigns and societies.
10.4 The Students’ Union is ambitious in its reach to students and is strengthened by the provision of a paid sabbatical Students Union President post.

10.5 The Students Union has a dedicated Student Liaison Officer and Student Liaison Assistant who both work alongside the full time sabbatical Students Union President. The Students Union President is the main student representative and leads the elected Students Union Executive, a voluntary team who are voted in by FE and HE students each spring. Elected Students’ Union team members hold places on deliberative committees and two students are members of the Board of Governors.

**Student Representation**

10.6 The Students Union co-ordinates and develops student representation within the institution. The Students Union allows all its members’ voices to be heard and their feelings to be known through its forums and activities. These include the elected student representatives attending regular meetings with their course team, the Students Union’s own Union Council meetings and meetings with the Principal and Directors.

10.7 The Student Union President has been involved in the process of constructing the 2018-19 access agreement and endorses its contents.
<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>Is this a collaborative target? (drop-down menu)</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric; where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_01</td>
<td>Access</td>
<td>Other statistic - Socio-economic (please give details in the next column)</td>
<td>% of new entrants from low income households (under £25,000)</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2017-18</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Student success</td>
<td>HESA T10 - No longer in HE after 1 year (All, full-time, first degree entrants)</td>
<td>% of FT first degree entrants who are no longer in HE at the end of the year</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2017-18</td>
<td>7.5%</td>
<td>7.5%</td>
</tr>
<tr>
<td>T16a_04</td>
<td>Access</td>
<td>HESA T16 - Low participation neighbourhoods (POLAR0) (Young, full-time, other undergraduate entrants)</td>
<td>% of new entrants from W P postcodes based on HESA table 1b</td>
<td>No</td>
<td>2011-12</td>
<td>10.8%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>T16a_05</td>
<td>Student success</td>
<td>Other statistic - Disabled (please give details in the next column)</td>
<td>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%.</td>
<td>No</td>
<td>2014-15</td>
<td>0.2%</td>
<td>+/- 3%</td>
<td>+/- 3%</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Progression</td>
<td>Other statistic - Provision to employment or further study (please give details in the next column)</td>
<td>To maintain a margin of difference between male and female graduates that is within plus or minus 2%.</td>
<td>No</td>
<td>2014-15</td>
<td>2.8%</td>
<td>+/- 2%</td>
<td>+/- 2%</td>
</tr>
</tbody>
</table>
| T16a_07 | Access | Other statistic - Care-leavers (please give details in the next column) | Working in partnership across the region, HEART will provide bespoke support for young people in public care, aged 16-18, through sustained engagement | Yes | 2014-15 | 115 | 117 | 119 | 122 | 124 | 126 | Number of learners across the partnership.
<table>
<thead>
<tr>
<th>Reference Number</th>
<th>Select stage of the lifecycle</th>
<th>Please select target type from the drop down menu</th>
<th>Description (100 characters maximum)</th>
<th>Is this a collaborative target?</th>
<th>Baseline year</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use led)</th>
<th>Commentary on your milestones/targets or textual description where numerical(description is not appropriate (100 characters maximum))</th>
</tr>
</thead>
<tbody>
<tr>
<td>T18b_01</td>
<td>Access</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Free larter days in creative activities aligned to the curriculum specialises in Fi and HE (depending on age group of participants)</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>34 larter sessions</td>
<td>34</td>
<td>40</td>
</tr>
<tr>
<td>T18b_02</td>
<td>Access</td>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>Number of schools, colleges and community groups targeted to work with on outreach activities</td>
<td>No</td>
<td>2011-12</td>
<td>20</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>T18b_03</td>
<td>Access</td>
<td>Lifelong learning</td>
<td>Number of learners benefiting from mock interview/audition practice in preparation for progression into HE</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>180</td>
<td>180</td>
<td>200</td>
</tr>
<tr>
<td>T18b_04</td>
<td>Access</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Number of learners receiving mentoring or work shadowing</td>
<td>No</td>
<td>2012-13</td>
<td>100</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>T18b_05</td>
<td>Access</td>
<td>Other (please give details in the next column)</td>
<td>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.</td>
<td>No</td>
<td>2012-13</td>
<td>0</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>T18b_06</td>
<td>Access</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Other free places on the Children’s Art School programme</td>
<td>No</td>
<td>2012-13</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>T18b_07</td>
<td>Student success</td>
<td>Management targets</td>
<td>% of courses participating in peer to peer mentoring activity</td>
<td>No</td>
<td>2015-16</td>
<td>40%</td>
<td>50%</td>
<td>60%</td>
</tr>
</tbody>
</table>
### Table 7 - Targets and milestones

**Institution name:** Leeds College of Art  
**Institution UKPRN:** 10003854

<table>
<thead>
<tr>
<th>Reference number</th>
<th>Stage of the lifecycle (drop-down menu)</th>
<th>Main target type (drop-down menu)</th>
<th>Target type (drop-down menu)</th>
<th>Description (500 characters maximum)</th>
<th>To this a collaborative target (drop-down menu)</th>
<th>Baseline year (drop-down menu)</th>
<th>Baseline data</th>
<th>Yearly milestones (numeric where possible, however you may use text)</th>
<th>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</th>
</tr>
</thead>
<tbody>
<tr>
<td>T16a_01</td>
<td>Access</td>
<td>Socio-economic</td>
<td>Other statistics: Socio-economic (please give details in the next column)</td>
<td>% of new entrants from low income households (under £25,000)</td>
<td>No</td>
<td>Other (please provide details in Description column)</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Socio-economic</td>
<td>Other statistics: Other (please give details in the next column)</td>
<td>% of new entrants who are first in family into HE as identified by the enrolment data collected internally</td>
<td>No</td>
<td>Other (please provide details in Description column)</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
</tr>
<tr>
<td>T16a_03</td>
<td>Student success</td>
<td>Multiple</td>
<td>HESA T3a: No longer in HE after 1 year (full-time, first degree entrants)</td>
<td>% of FT first degree entrants who are no longer in HE at the end of the year</td>
<td>No</td>
<td>Other (please provide details in Description column)</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2013-14</td>
</tr>
<tr>
<td>T16a_04</td>
<td>Access</td>
<td>Low participation neighbourhoods (LPN)</td>
<td>HESA T1c: Low participation neighbourhoods (POLAR3) (young, full-time, other undergraduate enrolments)</td>
<td>% of new entrants from WP postcodes based on HESA table 1b</td>
<td>No</td>
<td>Other (please provide details in Description column)</td>
<td>2011-12</td>
<td>2012-13</td>
<td>2013-14</td>
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<tr>
<td>T16a_05</td>
<td>Student success</td>
<td>Disabled</td>
<td>Other statistics: Disabled (please give details in the next column)</td>
<td>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%</td>
<td>No</td>
<td>Other (please provide details in Description column)</td>
<td>2014-15</td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Progression</td>
<td>State school</td>
<td>Other statistics: Progression to employment or further study (please give details in the next column)</td>
<td>To maintain a margin of difference between male and female graduates from within plus or minus 2%</td>
<td>No</td>
<td>Other (please provide details in Description column)</td>
<td>2014-15</td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>T16a_07</td>
<td>Access</td>
<td>Care leavers</td>
<td>Other statistics: Care leavers (please give details in the next column)</td>
<td>Working in partnership across the region, HEART will provide bespoke support for young people in public care, aged 16-18, through sustained engagement</td>
<td>Yes</td>
<td>Other (please provide details in Description column)</td>
<td>2014-15</td>
<td>2015-16</td>
<td>2016-17</td>
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<tr>
<td>Reference Number</td>
<td>Select stage of the lifecycle</td>
<td>Main target type (drop-down menu)</td>
<td>Target type (drop-down menu)</td>
<td>Description (500 characters maximum)</td>
<td>Is this a collaborative target?</td>
<td>Baseline year</td>
<td>Baseline data</td>
<td>Yearly milestones (numeric where possible, however you may use text)</td>
<td>Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>T16b_01</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Free taster days in creative activities aligned to the curriculum specialisms of FE and HE (depending on age group of participants)</td>
<td>No</td>
<td>Other (please see details in Description column)</td>
<td>34</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>T16b_02</td>
<td>Access</td>
<td>Multiple</td>
<td>Strategic partnerships (eg formal relationships with schools/colleges/employers)</td>
<td>Number of schools, colleges and community groups targeted to work with the college on outreach activities</td>
<td>No</td>
<td>Other (please see details in Description column)</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>T16b_03</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Lifelong learning</td>
<td>Number of learners benefitting from mock interview practice in preparation for progression into HE at Leeds College of Art or elsewhere</td>
<td>No</td>
<td>Other (please see details in Description column)</td>
<td>160</td>
<td>160</td>
<td>160</td>
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<tr>
<td>T16b_04</td>
<td>Access</td>
<td>Attainment raising</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Number of learners receiving mentoring or work shadowing</td>
<td>No</td>
<td>Other (please see details in Description column)</td>
<td>300</td>
<td>300</td>
<td>300</td>
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<tr>
<td>T16b_05</td>
<td>Access</td>
<td>Ethnicity</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>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</td>
<td>No</td>
<td>Other (please see details in Description column)</td>
<td>30</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>T16b_06</td>
<td>Access</td>
<td>Socio-economic</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Offer free places on the College Childrens Art School programme</td>
<td>No</td>
<td>Other (please see details in Description column)</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>T16b_07</td>
<td>Student success</td>
<td>Multiple</td>
<td>Management targets</td>
<td>% of programmes participating in Peer to peer mentoring activity</td>
<td>No</td>
<td>Other (please see details in Description column)</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
</tr>
</tbody>
</table>