OFFICE FOR FAIR ACCESS (OFFA)
ACCESS AGREEMENT
2017-2018
Access Agreement 2017-18

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Section 1 Context

1.1 As a specialist art and design institution for over 170 years Leeds College of Art continues to develop students to engage with the creative industries regionally, nationally and internationally. A wide range of learners benefit from studying art, design and media courses at further and higher education levels. This blend of FE and HE provides a ladder of opportunity from Year 12 entry into further education through to undergraduate degree and postgraduate level study.

1.2 The College is well known and has a strong reputation for attracting learners from a large number of schools and colleges in the region as well as from further afield. The Higher Education 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.

1.3 The College invests in a high level of dedicated resources to enhance the student experience. In order to ensure that the College can continue to provide exceptional resources and outstanding facilities to all students, the fee for 2017 - 18 new entrants to full time undergraduate study are based on a figure of £9,250 but will be subject to the impact of the outcomes of the Teaching Excellence Framework (TEF).

1.4 Historically the College has used a significant proportion of the additional fee income to support students with the cost of their studies. The College has also provided an extensive programme of outreach activities to widen participation. Given its performance in WP terms over successive agreements the College will, over the period of this agreement bring the proportion of its spending more into line with OFFA’s guidance progressively reducing its proportion of spend from the 22% of 16/17 to 18% in 2020/2021. These reductions will 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.

1.5 In drawing up this agreement the College is also mindful of the anticipated reductions in Student Opportunity Funding and therefore will be diverting savings from phasing out fee waivers in order to protect the other activities described in this agreement that were previously resourced through student opportunity funding. The College therefore remains committed to sustaining and enhancing the successful widening participation programmes that have been established and that consider the whole student lifecycle.

1.6 This Access Agreement sets out access measures, targets and milestones that the College commits to for 2017-18.
A strategic approach

1.7 Key challenges faced by the College, as a specialist art and design institution, 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 of the importance of the creative industries to the economy of some groups and the costs associated with their study. In all these cases the position of widening participation (WP) groups can be exacerbated through social, cultural and economic factors.

1.8 The diminishing of art and design as a curriculum subject within compulsory education from primary through to secondary and particularly at GCSE options stage for WP students is exacerbated, given that the arts are associated with higher cultural capital. Previous College outreach work has identified that WP groups are less likely to encounter the arts or engage with the idea of creative subjects as viable careers.

1.9 The complexity of choice of subjects in the arts is a challenge faced by both the College and potential students through the cost of providing interviews (on the part of the College) and both the costs of travel to attend interviews for WP applicants and a lack of preparation regarding how to make the most of them. This is significant when the College’s evaluation of the process has identified the interview itself is as a key means of choosing the right course of study.

1.10 The costs of study becomes a challenge once a student is on course due to the expenses incurred in the production of artefacts, 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.

1.11 Specialist arts subjects also traditionally have a lower black and minority ethnic student participation and a gender imbalance amongst their student cohorts.

1.12 An evaluation of these challenges and the College’s approach to addressing them is carried out each year by the Senior Management Team as part of a college-wide consultation with all programmes and levels. Student representation on committees and working groups has enabled the student’s voice to be heard in these contexts.

1.13 The College’s Access Agreement for 2017-18 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 over-riding incidences of hardship on programmes to maintain retention and lead to student success.
A whole institutional approach

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

1.15 The Equality, Diversity and Inclusion Committee (EDI), (as outlined in paragraphs 8.2 to 8.5), is the primary evaluative body that scrutinises the effectiveness of the access agreement itself and reports directly to the College’s senior management team.

1.16 The members of the committee are from across the institution representing students, registry, quality assurance, admissions, marketing, the library, student support, the academic staff, human resources and workshops staff. There is further student representation throughout the deliberative structure ensuring the ‘student voice’.

1.17 Data collation, evaluation and analysis, regarding protected characteristic groups and widening participation students has been enhanced by the appointment of a College Strategic Planning Analyst within Academic Registry to support the metrics requirements for the Teaching Excellence Framework.

1.18 Before submission to the Office for Fair Access, the Access Agreement is subject to the approval of the Board of Governors, who in turn has representation from the creative industries, HE, FE, and the financial and legal sectors.

1.19 The annual programme of 3 Principal’s Briefing days, held throughout the year to all staff, routinely disseminates outcomes from the operation of the access agreement, progress against WP targets, the celebration of the successes of outreach activities as well as student and staff achievements.

The Leeds College of Art Research Community.

1.20 Members of the College research community whose areas of research interest are focused in the fields of widening participation, education and inclusion contribute to shaping the approach to the access agreement. Throughout the year there are regular opportunities to exchange current knowledge of the researchers work in the three Research Cluster meetings (Pedagogy, Technology and Curatorial Practices) and through the College wide ‘Communities of Practice’ and Research dissemination days held each year.
Evaluation and adjustment

1.21 This agreement will continue the financial support for internally progressing students, in order to continue the level of internal progression (paragraph 4.2). This is to convey reassurance to students who wish to save costs by studying locally. But also to encourage progression through FE to HE provision at the College of well prepared students for undergraduate study.

1.22 The College’s overall non-continuation rate for full time first degree continues to be better than its benchmark of 8% (5.9% in 2014-15) This is considered an indication of the continuing success of in-year strategies to support students. However a small difference of young entrants would result in a non-continuation rate below the benchmark due to numbers of students involved.

1.23 The removal of waivers along with reductions to in-year bursaries will be off-set by increases in the hardship fund, 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 those whose household 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. An initial increase in 2017-18 to £145,875 will; rise to nearly £230,000 in 2020/2021 as student numbers increase. Alongside the hardship fund enhanced money management advice and support will be given to students who are struggling financially by the Student Welfare team.

Governance

1.24 Widening participation is embedded in the strategic approach of the Institution, its ethos and values. Equality, diversity and inclusivity are integral within the strategic planning of the College. In the 2012-17 Strategic Plan, it states as its aim:

‘To further develop an inclusive community which welcomes staff and students from a wide range of cultures and backgrounds’.

1.25 The 2012-17 strategy also states, we will:

- Encourage participation from disadvantaged or under-represented groups who would benefit from studying or working at the College. Building on the success of our widening participation work we will work in partnership with schools, provide taster days and strive to meet the targets set in our OFFA agreement
- Remove physical and non-physical barriers which might prevent prospective students, staff and visitors from fully engaging with us, ensuring that staff involved in admissions and recruitment are committed to our procedures and make fair and equitable decisions.
- Ensure that an international and multicultural ethos is inculcated within the curriculum and generally in College life.

1.26 This ethos will be carried forward and embedded into the College’s next strategic plan which will be developed during the period covered by this agreement.
Organisational structure

1.27 The Director of Studies, Progression and Student Support is responsible for widening participation and as chair of the Equality, Diversity and Inclusion Committee oversees the embedding of widening participation principles in the institutional fabric of the College.

1.28 This Access Agreement has been drawn up by regular meetings and correspondence between working group participants with updates and consultation with the Senior Managers. 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 Analyst, Student Welfare Manager, Head of Marketing, Library, Partnerships and Professional Engagement (PPE) team, Students’ Union Liaison Officer, Students’ Union President, Welfare Officer and a further student representative.

1.29 The Agreement pays careful attention to the student voice and it is submitted for consideration by the Board of Governors prior to submission for approval by the Office for Fair Access.

Current Performance (Access, Student Success and Progression)

1.30 The ethnicity, age and gender mix of the student group is predominantly white, young and female. This is largely influenced by the portfolio of predominantly female populated programmes such as printed textiles design, surface pattern design and fashion design.

1.31 Over the past three years the number of male undergraduate students has decreased from 30% to 26%. The ethnicity of the student cohort has increased from 8.3% to 9.6% in that period.

1.32 Once students are on programme, retention has been better than the target set over three years.

1.33 The interview process is fair and inclusive in that all applicants who have the required entry requirements are interviewed with a focus on a portfolio of their creative work. This enables guidance on whether the programme is the right subject for the applicant in the broad spectrum of the creative industries.

1.34 The College provides several entry points to pathways of undergraduate study in the creative subjects through Further Education including the Foundation Diploma of Art and Design the Extended Diploma or directly from A level. Mature students can use the Access to HE programme to progress into undergraduate study or postgraduate if they already possess a Level 6 qualification in another field.

1.35 Demand for HE programmes in the College are exceptionally high which creates a competitive pool for places on programmes that have relatively small cohorts, that average application rate for programmes in 2015/16 was approximately 6 to 1.
In the National Student Survey, overall Student satisfaction (2015) was at 81% with a 1% higher rating by male over female students. Students with disability, mature students and non-white students indicated higher overall satisfaction than their peers.

Attainment of a 1st or 2.1 degree averages at 73.2% (2014-15). With a range of 19.6% difference in attainment (2014-15) between the highest and lowest performing groups, this range of difference has decreased from 26.5% over three years.

The female to male 1st and 2.1 attainment has converged over three years to below 1%, as has disabled students attainment (those who have made a declaration but are not in receipt of DSA support) in comparison to those with no declared disability.

Students in receipt of DSA currently outperform all other groups. 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.

In terms of a graduate establishing a career in the creative industries the destinations metrics do not clearly reflect the occupation profile of emerging creative practitioners. These often set out as self-employed, in residencies or managing projects and therefore juggling a portfolio of occupations in order to establish their name in creative networks and to build their creative practice.

A difficulty in evaluation in widening participation at this institution is that the size of student group numbers by ethnicity, multiple WP or equality criteria (for example young, white males from low participation backgrounds) or different disability types is problematic as the size of the count becomes too small to reveal trends. Groups have to be merged in order to give meaningful data.

SECTION 2: FEES, STUDENT NUMBERS & FEE INCOME

From 2017-18 the fee for all full-time undergraduate courses at Leeds College of Art will be £9,250. This fee will be subject to annual inflationary increases using the Office for Budget Responsibility forecast for RPI-X, subject to the Government’s student fee regulations.

Whilst the fee is £9,250 a range of measures including cash bursaries for creative practice support 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 maintenance grant to support success and aid retention.

Given its performance in WP terms over successive access agreements the College will bring the proportion of its spending more into line with OFFA’s guidance and over the period of this agreement progressively reduce its proportion of spend from
the 22.3% of 16/17 to 17.7% in 2020/2021. These reductions will follow from the removal of fee waivers from each new intake.

2.4 Financial support in the form of cash bursaries will be targeted and systematic over the 3 years of study. It will also recognise the rising financial burden of materials for creative practices, exhibition and travel for student development and success.

SECTION 3 ACCESS, STUDENT SUCCESS AND PROGRESSION MEASURES

Current Performance against targets (taken from 2014-15 WP Monitoring)

ACCESS: NEW ENTRANTS: Socio economic: the percentage of new entrants from low income households (under £25,000). There was a 0.4% increase in 2014-15 to 37.8%, though this remains below a target for the year of 40%.
HESA T1b - Low participation neighbourhoods (POLAR 3) (Young full time undergraduate entrants). The overall target has been exceeded and has shown steady progression over four years with a 0.1% increase. The performance in 2014-15 was 3.1% above the target.

Nevertheless it may yet be that the removal of fee waivers has an unforeseen impact on the enrolment of students from this group in the future and the relevance as these targets in future agreements may therefore be reconsidered and discussed with OFFA.

STUDENT SUCCESS: RETENTION: (HESA T3a) percentage no longer in HE after 1 year (All, full time, first degree entrants). In 2014-15 College performance was better than the target of 8% and improved by 0.1%. From 2015-16 the target was adjusted to 7.5% of FT first degree entrants who are no longer in HE at the end of the year. A challenge to this target is that due to the size of the institution as little as one student can lead to a fall either side of this target.

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 has been introduced in this agreement 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%.

PROGRESSION: INTO EMPLOYMENT OR FURTHER STUDY: Up until 2014/15 there has been a decrease in the numbers of students progressing into employment or further study amongst all student groups according to the Destinations of Leavers from Higher Education (DLHE) survey. However, males are dropping below the performance of females and the margin between the two groups has increased. By setting a new target for this agreement, the College will target the outcomes of males and ensure delivery of programmes that support employability skills after graduation.

The new target set will be around destinations into employment or further study for male students 6 months after graduation benchmarked against female students and will be to maintain a margin of difference at or below 3%.
TARGET GROUPS and PRIORITIES

3.1 Participation in targeted outreach will be prioritised and free of cost to those who are:
- looked after young person
- black or minority ethnicity
- live in low participation in Higher Education locations (POLAR 3 quintiles 1 and 2)
- disabled
- attend a school with lower than national average 5 GCSE
- from a single parent family
- a young carer

3.2 Target Schools
Outreach resources will be focused on non-selective state secondary schools informed by the following criteria:
- school and residential area location (prioritising schools and students who reside in POLAR 3 quintiles 1 & 2)
- percentage of pupils receiving Free School Meals (FSM) above 25% over 6 years.
- percentage of English as an additional language (EAL) above 20%.
- prioritising schools that attain a lower percentage of attainment of 5 GCSEs A-C than the national average.

3.3 Engagement with Primary Schools and Year 6 to 7 transition stage.

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 are offered to primary school groups.

The target schools are located in areas of low participation in higher education (POLAR 3 quintiles 1 and 2) with a high percentage of free school meals and high percentage English as an additional language (EAL).

The Annual End of Year Student Shows are available for primary groups to book a visit for a tour led by Student Ambassadors.

Young Creatives offer free place bursaries to young people from low income families or are in care.

Opportunities for further primary school engagement present themselves through partnership working with other aspiration raising organisations, for example the College is a validated 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.

The College will host and contribute activities for ‘Into University’ who have a base in Harehills and Beeston areas of Leeds.
Also primary age young people’s ‘cultural capital’ is expanded by linking engagement into significant opportunities such as the annual ‘The Big Draw’, major museum/gallery exhibitions and celebrations/events in the city. The Outreach team is registered as part of ‘Child Friendly Leeds’ and are part of the Leeds Visual Arts Network (LVAN).

3.4 Engaging with existing schools consortia and networks
Where targeted schools are collaborating together or come together in consortia, the College will attend and support consortia based careers events, option fairs and parents/carers information sessions.

3.5 Targeting of outreach activities
Targeting individual participants will be achieved by offering after school taster sessions, Easter/Summer Schools and the offer of free places on the Saturday Art School for families on Working Tax Credit, Free School Meals or a looked after young person.

AN OUTREACH FRAMEWORK FOR YOUNG PEOPLE

3.6 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 art and design curriculum away from mainstream delivery.

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

Primary Schools engagement

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

Meeting with key influencers

3.9 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 ART & DESIGN FOR YEARS 11/12/13

3.10 It has been identified that maintaining high quality ‘taster’ workshops for school and college students who are studying Art and Design, held in the College’s specialist resources, enhances participants’ portfolio and improves prospects at interview to progress into further and higher education.

3.11 The College will provide the following to support Access into Higher Education
- Subject Specific Taster Days on and off campus
- Insights into the Creative Industries presentations
- Speed dating with Industry sessions in school
- Mock interviews, on and off campus
- Portfolio Presentation Skills and current students showcasing their work
- Use of the College End of Degree Show to visiting school and College groups

The After School Club

3.12 Individual participants from disadvantaged backgrounds can attend 6 to 8 week termly programmes of creative engagement throughout the year. Participants will utilise specialist workshops and processes. This boosts confidence, raises attainment and assists progression from school into Further Education and on to Higher Education by enriching the young person’s creativity, their making skills, and enhancing their portfolio. The process also increases their cultural capital by engaging with collections and galleries, and boosts their presentation skills when presenting their work.

AN OUTREACH FRAMEWORK FOR MATURE LEARNERS

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

3.14 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 the Access to Higher Education programme at the College. 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

3.14 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
• 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 a portfolio of work as part of the interview process. Criteria for selection, and the interview 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 and Extended Diploma students to orientate and familiarise themselves with the HE context and study skills prior to enrolment.

Access: Portfolio based interviews

3.15 The portfolio based review system is part of our fair admissions policy for interview and assessment. As a specialist art and design institution we take great care and time to undertake an inclusive admissions process to identify the ‘potential to succeed’ of all applicants.

3.16 The College receives applications from students with traditional academic and vocational backgrounds and from underrepresented groups. The fair admissions policy requires admissions tutors to interview potential students with work portfolios and pays particular attention to ensuring that the career aspirations of applicants can be realised effectively through their choice of programme. The College considers that it provides 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 higher than the sector averages.

Experiential Prior Learning

3.17 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.3.19 Mature learners who are not quite ready for progression to Higher Education are encouraged to enter the education pathway through the College’s Access to Higher Education programme. The College’s Access to HE Diploma in Art & 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 their choice of discipline is offered at the College.
Student Success: Peer mentoring scheme

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

3.19 Student Ambassadors are regularly recruited from across the programmes and will be offered training in mentoring of both mature and younger student cohorts. On recruitment Students Ambassadors are DBS checked and they will be trained in child safeguarding and action to take in the event of disclosure.

3.20 In-programme peer mentoring schemes for new entrants to support widening participation students will be expanded to include other protected characteristic and widening participation groups across programmes, including mature learners. HE programmes within the College will continue to adopt strategies to encourage retention and will include mentoring arrangements between third year undergraduates and peers from first and second years.

Student Success: The Student Ambassador Group

3.21 The College is increasing the number of the 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 College events are co-ordinated by the Progression and Marketing teams.

Student Success: Transition into Higher Education

3.22 For 2015 entry 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 welcome period and induction period means that there is more opportunity for cross level and cross programme support, peer mentoring and socialisation into the college wide community hence to develop ‘sense of belonging’ of a student.

Student Success: Students with mental health problems

3.23 The number of students with declared mental health problems is increasing and students’ needing to access support services within the College has increased both in terms of additional learning support and counselling sessions. Learning support that is contextualised to the students programme and sympathetic to individual student needs will continue to be provided whilst the Student Welfare team offer counselling sessions according to need. Annual monitoring reports to College senior managers enables the College to plan for these needs. The Counsellors from the
Student Welfare team also act as link persons to each of the programmes of study and attend the Programme Board meetings to identify ‘at risk’ students.

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

3.24 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.

3.25 As the creative field attracts a higher percentage of students with dyslexia or dyspraxia, screening is offered to all level 4 students at the start of their studies. During 2014/15, this initial screening identified that 37% of students were ‘at risk’. Early identification means that they can be supported from the outset of their programme of study.

3.26 At risk students are encouraged to undertake further screening to identify if their difficulty with literacy is related to dyslexia or dyspraxia. 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 invited to apply for Disabled Students Allowance (DSA).

3.27 Students within the College who, due to a range of reasons, avail of the Disabled Student Allowance consistently achieve at a better rate to those who do not. In 2014/15, 17% of students were in receipt of DSA for dyslexia. Those with SpLDD who choose not to avail of DSA but take up support in general study skills including academic writing achieve at a comparable rate to those without a learning difficulty.

3.28 Students who are experiencing difficulties with mental health as well as those who may have issues with anxiety, due to specific learning difficulties such as Autism Spectrum disorder (ASd), are supported 1:1 by a designated mentor for support and note taking.

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

3.29 To aid orientation and familiarisation in the lead into Higher Education at the College, a bespoke to the individual series of contact sessions with the Student support team for quiet tours of campus, introductions to support services and academic teaching staff facilitate a smooth transition into study as an undergraduate is to be introduced.

**Student Success: Support for care experienced students**

3.30 The College has a dedicated care leaver contact person who provides support.
Care leaver support starts with pre-entry questions regarding our courses and the support we offer. If applicants tick ‘Yes’ to being a Care Leaver on their UCAS application form they are contacted as soon as their application is processed, in order to provide support with transition. The link person 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.

3.31 The link person is also available to attend Pathway Plan meetings to make sure all support is co-ordinated. Accommodation is provided for 365 days where required.

**Student Success: Facilitating a student’s ‘sense of belonging’ in the College community.**

3.32 From the point of enrolment collaboration between the College staff, student ambassadors, the research clusters and the Student’s 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 interaction in the college such as the Fresher’s Fair, society events and ‘Twilight café’ opportunities to meet with other students and staff.

**Progression: Preparation for progression into employment or further study.**

3.33 The College Partnerships Professional Engagement (PPE) 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.

3.34 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 College**

3.35 The ‘Life after College’ programme for all levels of students includes intense enterprise and employability courses throughout the calendar year through daytime and evening sessions. ‘Career Track Tuesdays’ and ‘Start up Wednesdays’ are examples of opportunities to enhance employability and plan career portfolios. During the summer and Easter vacations, intensive programmes offer students and alumni an opportunity to attend workshops to support career development. These workshops focus on creative entrepreneurship, self-employment, identification of skills and long term career planning. Invited current industry practitioners, also acting as role models, provide invaluable specialist knowledge through lectures, seminars or workshops for specific programme areas.

3.36 The College’s 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,
commissions, work experience, networking, access to a careers coach and one to one business mentoring.

3.37 All opportunities are regularly advertised to all students in a student bulletin electronically and on a central notice board.

Progression: Incubation

3.38 The College also offers 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 programme of study helps students keep their end-goals in sight and as such acts to boost both retention and progression.

Progression; Creative residencies

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

3.40 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

3.41 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.

3.42 All graduates of Leeds College of Art automatically become alumni (with an opt-out basis) and will receive communications of opportunities for professional networks to aid employability.

Progression into Postgraduate Study

3.43 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 Practice will be on offer from 2017.

3.44 The Access to HE programme in the College FE provision also acts as a progression pathway for graduates of other subject areas to prepare a portfolio to apply onto the postgraduate study enabling a change of career for Mature Learners.
3.45 The MA programme offers a reduced fee to College graduates from undergraduate study at the College. However the postgraduate reduced fee remains not ‘OFFA countable’. The Masters degree programmes are available as a part-time option for study.

SECTION 4: FINANCIAL SUPPORT

4.1 The expenditure on access and outreach for 2017-18 is to rise to around £176,000, which represents staffing costs, materials costs for running taster sessions and Easter and Summer schools, contribution to interview expenses and the costs of contribution to the various partnerships.

4.2 The OFFA countable financial support for full time undergraduate entrants in 2017-18 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 HE</td>
<td>Cash Scholarship</td>
<td>Level 4</td>
<td>£500</td>
</tr>
<tr>
<td>ACCESS: Travel to Interview Contribution</td>
<td>Cash contribution</td>
<td>Applicants to</td>
<td>Over 100 miles return</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leeds College</td>
<td>£25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of Art for</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2017-18 entry</td>
<td></td>
</tr>
<tr>
<td>STUDENT SUCCESS: Creative Practice Support</td>
<td>Cash Bursary</td>
<td>Level 4</td>
<td>£250</td>
</tr>
<tr>
<td>Bursary for full maintenance Grant recipients</td>
<td></td>
<td>Level 5</td>
<td>£350</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level 6</td>
<td>£500</td>
</tr>
<tr>
<td>STUDENT SUCCESS: Final Project Contribution</td>
<td>For all students.</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</td>
</tr>
<tr>
<td>STUDENT SUCCESS: Disabled, specific Learning Difficulty or Health Problems D/splD/HP</td>
<td>Students identified through screening during induction</td>
<td>Level 4</td>
<td>£260</td>
</tr>
<tr>
<td>Support for Application to DSA following Dyslexia testing</td>
<td></td>
<td>Level 4</td>
<td></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></td>
<td></td>
<td>Level 4 &amp; 5</td>
<td>£200</td>
</tr>
</tbody>
</table>
STUDENT SUCCESS: Support of cost of £200 Computer supplement (DSA) | students from low income households | Level 5 | Level 6

FINANCIAL SUPPORT FOR ACCESS:

Internal Progression from FE to HE Cash Scholarship

4.3 In order to encourage progression into Higher Education, the College will continue to offer a cash scholarship to all students who progress from the College’s own Further Education provision to HE provision at the College. This will be £500 in 2017/18. The costs of these scholarships given to internally progressing students will be countable under this Access Agreement.

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

Travel to Interview contribution

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

Contributions will be as follows:
- Travelling over 100 miles (home to College and return) - £25
- Travelling over 200 miles (home to College and return) - £50

FINANCIAL SUPPORT FOR STUDENT SUCCESS:

The Hardship fund

4.5 As a result of student consultations the College hardship fund was first established in 2012/13 and over four years has been 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. For 2017-18, the Hardship Fund will be further increased to £145,875. This is off-set the reductions in bursaries and 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 programme will be measured by comparison of retention rates to previous years and against sector averages.

Bursary to support the cost of creative practice
4.6 Whilst research suggests that students from under-represented backgrounds are not deterred from entering Higher Education by the tuition fee itself, the College has determined that students value the provision of on-programme cash incentives that give timely financial support to mitigate the costs of materials for their creative practice.

4.7 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, though as described elsewhere this amount will be reduced and offset by hardship funds. 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

4.8 In addition, the College will sustain its £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

Table of targets across the Student Lifecycle (ACCESS, STUDENT SUCCESS, PROGRESSION)

<table>
<thead>
<tr>
<th></th>
<th>Baseline data</th>
<th>Baseline year</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 p 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><strong>STUDENT SUCCESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>T16a_03</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 (Protected Group)</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><strong>PROGRESSION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Destinations into employment or further study. To maintain a margin of difference between male and female graduates that is within plus or minus 3%.</td>
<td>2.8%</td>
<td>2013-14</td>
<td>+/- 3%</td>
<td>+/- 3%</td>
<td>+/- 3%</td>
</tr>
</tbody>
</table>
ACCESS - OUTREACH TARGETS for 2017-18

5.1 Outreach/WP activity: 34 free taster days in creative activities aligned to the curriculum specialisms in school, FE and HE (depending on age group of participants). This target has consistently been exceeded over 7 years.

5.2 Strategic Partnerships (formal relationships with schools/colleges/employers): 20 schools colleges and community groups targeted to work with the college on outreach activities. For each year since 2011/12 the target set has been met, there has been a refinement of targeting of the schools with widening participation criteria in addition to working with an additional 10 schools with a high percentage of BME students (see target 5).

5.3 Lifelong learning: Up to 180 learners benefitting from mock interview practice in preparation for progression to HE. This target has been exceeded over 7 years. Portfolio focused mock interviews with verbal and written feedback were carried out with over 200 students from 3 FE institutions in 2014-15.

5.4 Outreach/WP: 100 learners receiving mentoring/work shadowing. The milestone for 2014-15 was exceeded.

5.5 Outreach/WP: Work with schools that have a higher than average intake of students with English as a second language and with a high proportion of BME students. This target has been exceeded, engaging with 10 colleges, schools and primary with high BME cohorts in the region.

5.6 Outreach/WP: Offer 20 free places on the Colleges Children’s Art School programme.

5.7 Outreach; Collaborative target: The introduction of a target as a result of collaborative working with the regional Higher Education Providers and Colleges via the West Yorkshire HEART NNCO (National Network for Collaborative Outreach). Creating effective engagement with the network of virtual schools and foster carer families to increase contact with Looked After Young People across the region.

SECTION 6: PARTNERSHIPS AND COLLABORATION

Partnership working

6.1 The College will continue to develop and consolidate purposeful external partnerships locally, nationally and internationally with institutions, networks, employers, agencies, practitioners and researchers to build on and enhance our reputation for creativity and innovation and enhance 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 The College will maintain its membership of UKADIA (UK Art & Design Institution Association) and continues 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 College community hold membership of NEON (National Educational Opportunities Network), FACE (Forum for Continuing Education) HELOA (Higher Education Liaison Officers Association), SPA (Supporting Professionalism in Admissions) and AMOSSHE (The Students Services Organisation). In 2016 the College subscribed to be a member of the Equality Challenge Unit.

Regional networks

6.5 Leeds College of Art is a partner of the regional Higher Education Access Rewarding Transforming (HEART) partnership. This is a partnership established by twelve Higher Education providers in West Yorkshire (FE Colleges providing HE, HEIs and Universities). Its mission is to work in partnership to improve access to, and achievement in Higher Education to enhance individual and economic development. Collaborative activity between partners will focus on four key themes; looked after young people (LAYP), care leavers, learners with disabilities and adult learners. The College will continue its active participation in the HEART network to augment and support College outreach strategies.

National Network of Collaborative Outreach, Single Point of Contact

6.6 Started in 2015 the HEART partnership became the NNCO Single Point of Contact (SPoC) for West Yorkshire region. It was committed to utilising a proportion of HEFCE formula funding toward outreach which engages a number of schools in HEFCE ‘Cold Spot’ areas with targeted collaborative outreach activity to be delivered by partners until 2016. Sustainability of this collaborative provision and partnership working will be reviewed for beyond December 2016.

Sustaining collaborative working with other HEI’s and FEC’s

6.7 To sustain the collaborative working of the West Yorkshire HEART Partnership with other HEI’s and FEC partners beyond the National Network of Collaborative Outreach. The proposed aim is to continue a collaborative approach to deliver generic aspiration activities and information provision towards Higher Education 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
6.8 The HEART partnership will continue to collaboratively engage with LAYP/Care Leavers working through the intermediaries (local authorities, social workers, foster carers and independent fostering agencies) and 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 2017-18 Access Agreement a collaborative target between the partners has been agreed.

Monitoring effectiveness of partnership working

6.9 HEART collaborative activity will be carefully monitored for its effectiveness and impact by the Partnership Board (comprised of senior managers from all twelve partners and representatives from HEFCE and the Leeds City Region). Operational activities are overseen and guided by members of HEART planning groups (comprised of senior practitioners working in outreach/widening participation and business engagement).

Engagement with third sector, multi-agency organisations and networks

6.10 Working with Third sector organisations and networks across the region extends the College’s WP reach. An example is with the ‘National Citizen Service’ which enables access by groups of young people and adults to enhance their skills in the context of Higher Education to become project leaders. Also by engagement with multi agency careers progression events such as ‘Speed dating with Industry’ sessions with ‘Ahead Partnerships’ and support of the activities of ‘Into University’ by offering a venue, a workshop or a presentation to their groups of young people on and off campus.

SECTION 7: MONITORING & EVALUATION

7.1 A formal evaluation plan has been drawn up to ensure 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 an outcome of the annual evaluation and monitoring process.

7.2 Evaluation actions and priorities are embedded within the widening participation planning to ensure that they align with the institution’s strategic aims. Agreed OFFA targets form part of the College’s KPI’s that are monitored by governors.

7.3 The evaluation, analysis and reporting of widening participation and progression activities to the Senior Management Team 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.
7.4 It is essential to the planning of the widening participation process that data is collected and routinely embedded in the formal evaluation process of planning and reporting. Outreach activities (listed in Section 3, paragraphs 3.10 to 3.14) 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 all outreach activities.

7.5 Data to underpin stated targets will be systematically collected at application and enrolment and through information gathered on the management information system. The monitoring against these targets is carried out by the EDI Committee which reports to the Senior Management Team. The EDI Committee has representation from across the College including a student member. An annual Equality, Diversity and Inclusion report is considered by the Governors.

7.6 The categories of the equality data collected relating to students with protected characteristics are gender, age, ethnicity and disability of entrants onto programmes of study, retention, degree attainment classifications and destinations over the student lifecycle.

7.7 The impact of outreach activities and its participants in terms of gender, age, ethnicity and disability is also evaluated.

7.8 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).

SECTION 8: EQUALITY & DIVERSITY

8.1 Leeds College of Art is 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 our commitment to equality and diversity is embedded in both the College’s 2012-17 Strategic Plan and the Widening Participation Strategy. Both share a clear focus on encouraging participation from disadvantaged or underrepresented groups and have been instrumental to the shape of this agreement. As an arts institution, the College acknowledges its responsibility to promote equal opportunity and social inclusion and to encourage widening participation in arts education and the creative industries.

The Equality Diversity & Inclusion Committee

8.2 The terms of reference for the committee states that: ‘The role of the committee is to promote the themes of Equality and Diversity throughout the College, to support widening participation and to foster a culture that recognises the value of inclusion in enhancing the student and staff experience’.
8.3 The Equality, Diversity and Inclusion Committee reports to the Senior Management team and its minutes are received by the Academic Minutes of meetings are made available on the College Portal.

8.4 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.

8.5 The Equality, Diversity and Inclusion Committee annually monitors the Widening Participation and Progression Annual Report, the Evaluation Plan, the Equality Diversity & Inclusion Report and the attainment of students with specific protected characteristics, in terms of gender, ethnicity, age and disability.

Investors in Diversity

8.6 To demonstrate the level of Leeds College of Art commitment to Equality and Diversity, the College was successfully re-awarded the Level 2 ‘Investors in Diversity’ quality mark in 2015.

Subscription member of the Equality Challenge Unit (ECU)

8.7 In 2016 Leeds College of Art subscribed to the ECU and attended meetings of the regional North East Universities Equality Diversity Group (NEUEDG) and the newly formed Small and Specialist Equality Network (SSIEN) of Institutions to exchange good practice and the challenges of the specialist institutions. This enables the College to keep up to date on Equality issues and to share good practice with comparable institutions.

Staff mandatory training

8.8 All staff undertake mandatory regular and updated training in Equality and Diversity and the ‘Prevent’ Agenda which is subsequently reported to the Equality, Diversity and Inclusivity Committee.

SECTION 9: PROVISION OF INFORMATION TO PROSPECTIVE STUDENTS

9.1 Leeds College of Art effectively targets prospective students throughout their application journey through its provision of information advice and guidance. At each point in this journey, the College communicates its offer to students and their influencers, reaffirming its values and the benefits of studying in Higher Education 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. Also through offering information advice and guidance that incorporates positive representations of all groups studying creative subjects.
9.3 The College’s digital activity and use of social media continues to grow and develop, along with collecting student data through integrating the website with the College’s Customer Relations Management system. This enables the College to track students throughout their application journey and deliver appropriate information at each application stage.

9.4 The website showcases our community of artists and designers 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, digital communications such as email, marketing and increased communication with students throughout the pre-application and offer/acceptance periods.

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. The widening participation opportunities offered by the institution are promoted via dedicated areas for mature learners, care leavers and disabled students on the website.

9.6 In 2015 the College established a working group to review all of its procedures in light of the new CMA guidance regarding students’ rights within consumer law and implemented its recommendations throughout 2015/16. ‘Key Information Sheets’ provide prospective students with ‘material information’ at the offer (contract) stage. This information is available on the website. Terms & Conditions are updated and all promotional copy regularly reviewed. Processes are in place for informing students, pre-enrolment, of key changes to courses, content or structure.

Providing clear and accessible information on fees for existing and prospective Students

9.7 The College promotes the 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 The College also actively promotes the cash bursaries available to students who are in receipt of a full non-repayable maintenance grant.

9.9 Information on our financial support arrangements for current and prospective students is available via:

- The Leeds College of Art website
- Open days and visit day presentations
- Outreach activities
- Information sessions for influencers (teachers and parents)
• UCAS fairs
• Third party websites also signpost to financial support information on the College website e.g. ‘Student Room’, ‘Whatuni’ and the ‘Complete University Guide’
• Direct telephone contact with the Student Welfare team.

9.10 The bursaries available for internally progressing students are communicated by tutors from College 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 The College provides 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 has reviewed the current prospectus for accessibility and readability and the College website meets accessibility standards.

9.15 At appropriate times the College will also collaborate with current graduates and alumni on producing marketing promotional materials e.g. prospectus, 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, student consultation on developing the Access Agreement, participation in focus groups, surveys and student ambassador training.

10.2 The 2017-18 Access Agreement has been informed by feedback from students from the College’s existing Higher Education and Further Education courses.

10.3 Focus groups of the College’s FE students and existing HE students were structured to ensure inclusion of students from under-represented groups. The dialogue within the focus groups was carefully planned to ensure that participants broadly understood the nature of access agreements, the broad categories of financial support, outreach activity which may be implemented to encourage applications to HE and help support and retain students once on programme. There was a clear response that outreach activities similar to those outlined in this agreement were a
significant influencer in raising aspirations to apply to HE. This engagement has confirmed the strategies in place and endorsed the College's general approach.

**The Students’ Union**

10.4 Leeds College of Art Students’ Union exists for the benefit of all of the College’s students while they study. Their aim is to support and represent students equally and for the benefit of all. The Students’ Union is responsible for student engagement within the College, including the Student Representatives system, Fresher’s events and a calendar of activities, campaigns and societies.

10.5 The Students’ Union is ambitious in its reach to students and is strengthened by the provision of a paid sabbatical SU President post.

10.7 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 within the College and leads the elected Students’ Union Executive, a voluntary team who are voted in by students each spring. Elected Students’ Union team members hold places on College committees and two students are members of the College's Board of Governors.

**Student Representation**

10.8 The Students’ Union co-ordinates and develops student representation within the College. 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/programme team, the Students’ Union own Union Council meetings and meetings with the Senior Management Team.

10.9 Representatives of the Students’ Union, its President and student representatives have been involved in the process of constructing the draft of the 2017-18 Access Agreement and endorse its contents.
Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

<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</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>38%</td>
<td>38%</td>
</tr>
<tr>
<td>T16a_02</td>
<td>Access</td>
<td>Other statistic</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 give details in Description column)</td>
<td>2017-18</td>
<td>53%</td>
<td>53%</td>
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<tr>
<td>T16a_03</td>
<td>Student success</td>
<td>HESA T1c</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>2011-12</td>
<td>12.8%</td>
<td>12.8%</td>
</tr>
<tr>
<td>T16a_04</td>
<td>Access</td>
<td>HESA T1c</td>
<td>% of new entrants from WP postcodes based on HESA table 1b</td>
<td>No</td>
<td>Other (please give details in Description column)</td>
<td>2014-15</td>
<td>3.2%</td>
<td>+/- 2%</td>
</tr>
<tr>
<td>T16a_05</td>
<td>Student success</td>
<td>Other statistic</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>Other (please give details in Description column)</td>
<td>2014-15</td>
<td>3.8%</td>
<td>+/- 2%</td>
</tr>
<tr>
<td>T16a_06</td>
<td>Progression</td>
<td>Other statistic</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>Other (please give details in Description column)</td>
<td>2014-15</td>
<td>3.8%</td>
<td>+/- 2%</td>
</tr>
<tr>
<td>T16a_07</td>
<td>Access</td>
<td>Other statistic</td>
<td>Working in partnership across the region, HEART will provide bespoke support for young people in public care, aged 15-18, through sustained engagement</td>
<td>Yes</td>
<td>Other (please give details in Description column)</td>
<td>2014-15</td>
<td>115</td>
<td>117</td>
</tr>
<tr>
<td>Reference Number</td>
<td>Select stage of the lifecycle</td>
<td>Please select target type from the 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>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
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<td>-------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>T16b_01</td>
<td>Access</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 in FE and HE (depending on age group of participants)</td>
<td>No</td>
<td>Other</td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td>T16b_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 the college on outreach activities</td>
<td>No</td>
<td>2011-12</td>
<td>20</td>
<td>20</td>
<td>20</td>
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<tr>
<td>T16b_03</td>
<td>Access</td>
<td>Lifelong learning</td>
<td>Number of learners benefiting from mock interview practice in preparation for progression into HE at Leeds College of Art or elsewhere</td>
<td>No</td>
<td>Other</td>
<td>2012-13</td>
<td>100</td>
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<tr>
<td>T16b_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>
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<tr>
<td>T16b_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>10</td>
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<td>T16b_06</td>
<td>Access</td>
<td>Outreach / WP activity (other - please give details in the next column)</td>
<td>Offer free places on the College Children's Art School programme</td>
<td>No</td>
<td>2012-13</td>
<td>20</td>
<td>20</td>
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<td>T16b_07</td>
<td>Student success</td>
<td>Management targets</td>
<td>% of programmes participating in Peer to peer mentoring activity</td>
<td>No</td>
<td>2015-16</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
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