

2018/19 Access Agreement

1. Introduction and Context

The University for the Creative Arts is a specialist art and design provider based across four-campuses in Kent and Surrey. With over 150 years' experience in supporting and developing creative arts students we pride ourselves on offering a rich, practice-based and industry-focused learning experience. We are committed to equality of opportunity and fair access and seek to foster creative talent and potential wherever it is found, providing access and progression routes that support all those who will benefit from higher education.

Our approach to recruitment prioritises an applicant's portfolio as well as focusing on their prior academic achievements. In working to raise aspiration and attainment, our firm message is that success encompasses creative as well as academic talent.

2. Widening Participation Strategic Statement

The University has a well-practised approach to its widening participation activities drawing on our academic staff's expertise and creative skill sets as well as those of our outreach practitioners to deliver both access and success for our students. A further key element of the workforce in this regard is the cadre of Ambassadors recruited from the ranks of current students. These three groups work together to deliver targeted activities focused on:

- increasing awareness;
- raising aspirations;
- improving attainment; and
- supporting successful progression to employment and/or further study

To achieve this we maintain three distinct yet related areas of activity and support:

- Access (Outreach);
- Student lifestyle and academic support (Student Success); and,
- Progression and Achievement

3. Access and Student Success Measures (against regionally adjusted benchmarks)

3.1 Access: Entry

The University continues to recruit students from backgrounds traditionally under-represented in higher education and to perform well against location-adjusted benchmarks. Some areas of interest are set out below:

- Our proportion of young full-time first-degree students from state schools continues to remain above location-adjusted benchmark. In 2015/16, 97.6% of entrants came from state schools (2.7 percentage points above our location-adjusted benchmark of 94.9%);
- UCA's proportion of young full-time first-degree students from Low Participation Neighbourhoods (LPNs) in 2015/16 was 13.8% (0.1% over the location-adjusted benchmark of 13.7% and 0.5% above the national HESA statistic for creative arts and design, reported at 13.3%);
- In 2015/16, 15.4% of UCA's first degree students were in receipt of DSA, several points above the location-adjusted benchmark of 11.2%;
- HESA T1a: Percentage of young full-time first degree entrants from NS-SEC classes 4, 5, 6 & 7 – 39.0% (regional-adjusted benchmark 36.7%);
- HESA T3: Full time first degree entrants (mature): percentage non-continuation 10.4% (regional-adjusted benchmark 12.8%);
- HESA T5: Projected degree outcomes tables, the University's relative performance is 77.6% (regional-adjusted benchmark 78.2%)

3.2 Success: Retention

The University is committed to assessing students' learning through their creative practice. As such, methods of assessment are diverse, wide-ranging and student-centred. All courses are subject to a rigorous process of annual monitoring that focuses on student experience and achievement. This being the case, the developmental learning journey and staged acquisition of higher-level skills (as demonstrated through assessment) provides an explicit opportunity for comparative analysis across courses, student groups and cohorts. This analysis leads to a range of outcomes relating to curriculum and assessment design, academic support and academic regulation. Improvements in student retention suggest that changes made to the academic regulations concerning the retrieval of failed assessment, as a direct outcome of annual monitoring and review, continue to impact positively on student outcomes and retention, and have reduced student attrition through academic failure. In 2016/17, the University implemented a second phase of amendments to the Common Credit Framework (Academic Regulations) further to ensure a regulatory framework in support of the pedagogic principles and behaviours expressed by its *Creative Education* and *Student Success Strategies*.

Student retention remains a key driver of the University's work to support student success. Primarily this work has focused upon supporting student achievement in assessment and overall student engagement. The table below shows that overall attrition decreased to 10% from 11% in 2015/16. This is, however, still higher than in the academic year 2013/14 (9%) pointing to the need for further work in this area.

	2015/16	2014/15	2013/14
Level 4	17.1%	17.3%	14.9%
Level 5	5.3%	6.8%	8.0%
Level 6	3%	3.4%	3.2%
Total	10%	11%	9%

It is anticipated that changes to the UCA Common Credit Framework implemented in 2016/17 that seek to support student failure from a more explicitly pedagogic perspective will support completion and progression for students in the current year. Nevertheless, analysis of patterns of attrition has provided a more detailed insight of the specific circumstances that lead students to leave the University.

1) **In-year withdrawal:** Monitoring and analysis of in-year withdrawals shows some variance in patterns. For example, students from outside the BME and low participation area categories leave at a higher percentage than other protected categories and average number in Semester 1 whilst students without disabilities retain higher in Semester 2. The tendency for more BME and low participation area students to leave in Semester 2 was evident in 2014/15 but not in 2013/14.

2) **Academic failure:** The number of academic fails has fallen year-on-year from 2013/14, a finding which carries through into most protected characteristic groupings, with the exception of students from low participation areas, which increased in 2015/16 by 1%. The most marked reduction in academic fails is for BME students, which has reached a three-year low having come down to 1%.

3) **Non-Returning Students:** The number of non-returners increased in 2015/16 from the previous year, and this is evident in particular protected characteristic category groupings: (4%) male students, (4%) students from low participation backgrounds and (5%) BME students fall into the category of non-returners.

Enhanced monitoring of Level 4 student outcomes provides a robust data set for analysis. This demonstrates that students from protected characteristic groupings are more likely not to return to study in the subsequent year than their counterparts are. They are also more likely to appear as non-returners than to withdraw in-year.

Analysis by protected characteristic shows the difference between male and female attrition remains at 2% (with female students retaining better than male students do), both slightly improved by 1% on 2014/15. Attrition for students with disabilities is the same as attrition for students without disabilities in 2015/16. In both previous years, disabled student retention was 1% below non-disabled student retention.

BME student retention is below 'other' (including white) student retention in percentage terms across all three years of reporting. In 2015/16, the difference was 1%, an improvement upon the 3% difference in both 2014/15 and 2013/14. Students from low participation areas retain 2% below other students, which is a wider gap than in the previous two years (equal attrition in 2014/15 and 1% higher attrition in 2013/14).

This data and the findings of Learning & Teaching projects concerning first year experience and BME student experience undertaken in 2015/16 have provided a developmental agenda for 2016/17. Primarily this focuses upon a more explicitly staged understanding of the first-year experience.

We have introduced a programme of **Induction Tutoring** to all Level 4 cohorts, resourced on a per student basis. Induction tutoring prioritises the first half of the academic year covering the Christmas period and first points of assessment and feedback. We are resolved to prioritise these enhancement themes and have raised targets for improving student retention in our academic plans. This programme recognises that much discipline and course-specific work already takes place in different ways across our courses and that the studio and cohort-focused nature of our courses constitutes a diverse range of what at other institutions might be termed 'personal tutoring'. We have chosen not to develop a one-size-fits-all model of personal tutoring. Instead, the University has directed course teams to formalise existing practices through a framework of common aims, against which we map progress and development:

- Support students through the transitional early stages of their first year at UCA
- Support the introduction and orientation of students to the community of their course, campus and the University
- Support students to understand the academic expectations of their course
- Monitor and discuss issues of individual attendance and engagement with the course
- Support students to understand formative and summative assessment, and to reflect upon their own achievement and support needs
- Provide an appropriate point of contact and referral to support services across the University.

In-year monitoring demonstrates that course teams have found a variety of ways of fulfilling these aims, many of which focus upon discipline-specific cohort activities, often involving students from other years. In addition to this, a number of courses are piloting technology-led and student-centred approaches to monitoring engagement.

Beyond the academic focus on student experience, UCA is now also embarking on a more explicitly social focus for investigation and development in support of student success. As a broadly distributed multi-campus University, the provision of student experience that is University-wide yet at the same time campus and region specific is both a challenge and an opportunity. Initial consideration of this

through Student Engagement Fora run in partnership with the UCA Student Union has given rise to a Campus Life project. Building on the recent rise in the number and range of student clubs and societies as well as ongoing campus development plans, this project is beginning to explore opportunities to provide a more integrated experience for student life both on and off campus.

3.3 Success: Progression

The University is unusual amongst HEIs in that of its anticipated student population in 2018/19, about 20% will be studying a pre-degree course. Of these, over 30% will progress, through our Diploma to Degree (D2D) Scheme, to an undergraduate course at the University. The D2D Scheme brings together those elements of the Outreach and Student Success strategies that specifically focus on ambition and aspiration raising by extending the mentoring and counselling employed with a given cohort from an early stage of their education.

3.4 Success: Outcomes

Percentage of first-degree undergraduate students:

- 95% of **Asian** students achieved a final award in 2015/16 (up from 88.9% the previous year), compared with **white** students where the percentage fell by 2.8 points from the previous year;
- The percentage of **disabled** students achieving a final award in their first degree was 94.8%, compared to those not declaring a disability at 97.2%, a steady state on the year before;
- The **gender** gap in achievement of a final award was in favour of women again in 2015/16: 97.2% of female first-degree students achieved a final award, compared to 95% of their male counterparts. However, female students achieved significantly more First Class degrees (30.8%) than their male counterparts (27.0%), reducing the gap by 2.8 percentage points.

3.4 Success: Destinations & Employability

As a specialist arts institution concerned to engage and interact with the creative industries and professions, we embed employability, enterprise and professional practice skills in all of our courses.

The UCA Employment Percentage Indicator (EPI) for UK-domiciled leavers obtaining first degrees (undergraduate cohort) from full-time courses in 2014/15 has risen by 2.6% from 91.9% in 2013/14 to 94.5% in 2014/15. This is the highest recorded EPI figure for UCA for this category. The UCA EPI is:

- 0.6% above the national average across the Higher Education Sector of 93.9%
- 2.0% above the national figure for creative arts & design of 92.5%
- 0.6% above the national figure for architecture of 93.9%

The largest group of employed UCA leavers are in Associate Professional and Technical Occupations (SOC 3) jobs. The total percentage of all leavers who studied for a full-time undergraduate course in SOC 1-3 in the 2014/15 is 62.0%, which represents an increase of 2% on the previous year.

In response to commitments outlined in the *Creative Education Strategy*, academic course teams have reappraised approaches to employability through processes of revalidation and course design. This has led to more explicitly strategic approaches to how employment and professional practice skills and competencies are acquired through the curriculum, including the introduction of formal work placement in areas where they have not previously been used, the creation of 'Project Office' and placement co-ordination facilities, and international project work.

Working in partnership with our teams of Careers & Employability Advisors and Enterprise Partnership Managers, academic staff ensure that students experience a range of external projects and activities that give them currency, understanding and relevance to potential employment sectors. Activities vary across courses and disciplinary areas but commonly include live projects and competitions set by industry; formal work placements and internships; field trips and visits; participation in exhibitions and events and engagement with industry professionals and alumni. Where appropriate we deliver initiatives in partnership with the UCA Student Union to foster an entrepreneurial approach to work and professional practice in all UCA graduates.

Renewed focus upon curricular and co-curricular student enterprise has led to increased participation in a range of activities including an enterprise summer school (organised in collaboration with the University of Surrey), course specific support for graduate incubation and innovation activities, including sponsorship of UKVI visas for selected international graduates, as well a range of personal skill development workshops. Alongside annual showcase opportunities such as campus-based degree shows, participation in Graduate Fashion Week, New Designers and Free Range activities ensure that professional development planning is fundamental to student learning.

From data provided by HEAT, we can see that tracked participants fared well relative to students outside of LPN groups when it came to securing employment:

- 88% of tracked participants who responded to the DLHE survey were in work and/or study six months after graduation compared to the national average of 90% for leavers from all UK HEIs in 2014/15;
- Figures show that 8% of UCA's tracked participants who responded to the DLHE survey were unemployed six months after graduation, a little over the average of 6% for leavers from all UK HEIs;
- The modal salary band for those who were in full-time work six months after graduation was £20,000-£24,999 per year (earned by 33% of participants), the same as the modal rate for all UK HEI leavers in 2014/15;

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- The majority of the University's tracked participants in full-time work six months after graduation (78%), found employment in occupations classified as belonging to a high socio-economic group (groups 1-3) according to the National Statistics Socio-economic Classification (NS-SEC);
- In addition, 78% of UCA's tracked participants who were classified in the lowest NS-SEC (groups 4-8) on entry to HE (taken from parental occupation), moved into the higher socio-economic groups 1-3 after leaving HE, based on their occupation six months after graduation.

4. Outreach Development

The University is committed to providing a range of long-term outreach activities targeted at under-represented groups as outlined below. We aim to increase investment in access activity in order to positively affect progression into and effective participation in higher education from under-represented and disadvantaged groups including: white males from socio-economically disadvantaged backgrounds, black and minority ethnic (BME) students, students with disabilities and mature and part-time learners, offering opportunities to these students that they may not otherwise have access to.

We will continue to work with schools across Surrey, London and Kent to develop and deliver a range of Art and Design activities and workshops specifically designed to support them with the changes to their curriculum as required by new GCSE and Progress 8 arrangements. This includes continued work across Kent & Medway with the 40 Kent & Medway Progression Foundation (KMPF) partner schools, many of which are in rural or coastal communities, which present their own challenges.

The University will continue to develop its outreach programmes to support those partner schools who find accessing a university campus difficult, including developing digital resources such as downloadable resources, films and vlogs. Notably, the University revised its [portfolio advice film](#), as part of a larger suite of films provided on our [YouTube channel](#). We provide the portfolio advice film directly to those participants who engage with a Saturday, Easter or Summer school or other creative workshop delivered by our Outreach Team. In addition, we encourage schools and other stakeholders to access the film for dissemination to interested parties.

In 2016-17 a dedicated outreach section of UCA's website was developed, allowing schools and colleges to access and book activities such as creative workshops, group visits to campus, presentations and taster sessions, as well as find out more information about other opportunities for engagement such as Easter and Summer Schools and the Saturday Club. As well as being beneficial for partner schools, the system now allows the team at UCA to track and monitor outreach activity

effectively and efficiently. This evaluative work assists the team in informing future work both in schools and colleges and in the community, identifying areas of success and areas for improvement.

The programme of creative workshops has also been developed and extended to include a wider range of subjects, including the introduction of Acting for Animators, Creature Generation, Indigo Dye and a range of Photography workshops exploring different techniques. The Outreach Team is working with schools to ensure activity focuses on raising attainment. Given the emphasis on the importance of the portfolio for entry to higher education in art and design, we give particular attention to portfolio development

In support of this, during 2016-17, there was an increased emphasis on supporting portfolio development within schools, a development appreciated by tutors and students alike. Partner schools have seen improved portfolios due to the support offered by UCA in this area. We measure the impact and success of these workshops and support through surveying teachers and students and through portfolio reviews with students. There is also an opportunity for students to then do further workshops on campus to develop their skillsets and portfolio, such as Easter Schools or Summer Schools and the National Art & Design Saturday Club. As with all outreach activity, participation is tracked through HEAT.

Our work in schools to raise attainment is set to continue and develop in schools and colleges across the South East. The Outreach Team continually monitors methodologies with a view to finding more intuitive ways to measure the success of its activities.

Our four National Art & Design Saturday Clubs also positively affect the creative work of individuals from disadvantaged backgrounds. The University plans to work more closely with partner schools across the region to identify students who would benefit from this programme in the coming academic years and beyond.

Following the evaluation of qualitative feedback from participants in outreach activities, supplemented by evidence supplied by HEAT, the following will continue to add focus and effectiveness to outreach activity:

- Work with a range of year groups, commencing at primary level through to sixth form and college, to raise aspiration and attainment as part of a long-term sequence of complimentary activities; some initiatives are delivered in conjunction with KMPF and other collaborative partners;
- Delivery of a variety of practical creative workshops in schools and on campus led by expert creative tutors and supported by UCA Ambassadors;

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- Provision of on-campus visits which include creative workshops, the opportunity to network with current students, tours of the campus and portfolio advice sessions, are designed to collapse cultural barriers, add confidence and raise students' awareness of university-level study and the opportunities it affords, by demonstrating the importance of a creative education;
- Longer-term projects that address barriers to access and progression will continue. Projects will target and impact the full range from pupils at Key Stages 2, 3 and 4 to adult learners, young carers and care leavers, BAME and disabled groups; and
- On-campus Easter and Summer Schools will continue to pursue their agenda to raise levels of attainment to bridge the perceived cultural and academic gap between school or college and university.

In 2016/17, the University overhauled the UCA Ambassadors scheme, affording the opportunity to be part of the scheme to a wider range of current and graduating students and broadening the job opportunities available to them. The University continues to recognise the importance of using Ambassadors in supporting under-represented groups throughout the student lifecycle. The Schools Recruitment & Outreach Team manages the Ambassador scheme, through which Ambassadors from a wide range of subject areas and backgrounds organise, support and deliver a range of activities. The number of Ambassadors assisting in creative workshops in schools has increased significantly recently and teachers and students alike appreciate their presence.

The University has partnerships with a number of schools and colleges across the South East and we are currently assessing options for sponsorship of individual schools.

5. Direct Support for Individuals

In recognition of its success to-date with widening participation and access, the University has transitioned the focus of its support more closely toward issues of retention, progression and student success. Whilst assuring and maintaining the work and activities that offer broad and diverse access, the University has adopted an enhanced approach of 'Access to Success' for students once they have enrolled and are studying with us. A programme of continuous development by the Learning & Teaching Committee has seen the publication of the *Creative Education Strategy* (CES) to support curriculum design and re-validation. The CES restates institutional commitments to curricula designed to be holistic and inclusive, challenging and developmental, and appropriately staged and defined by specific learning outcomes and assessments designed to support student learning and achievement.

The *Student Success Strategy* (SSS) takes a holistic approach to issues of student retention, progression and achievement. It fosters whole-institution partnership working. Drawing on data from across the University, the SSS provides directed support and guidance to improve outcomes for all students through:

- Increased awareness of the diversity of student needs;
- Enhanced attendance monitoring, and early support intervention;
- Greater awareness of personal and transition tutoring;
- Strategic engagement of academic support departments in the design and delivery of curriculum;
- Clearer engagement of student interests, ambitions and goals; and
- Systematic engagement of cohort building, peer mentoring and ‘buddying’

In development of this strategy, the University has revised its approaches to annual monitoring of student success, failure and progression (as detailed in previous Access Agreements). Based on this data, the University is further refining its monitoring of particular WP and protected characteristic groups to aid a more granular analysis of differentials in attainment, including black and minority ethnic (BME) students, mature and part-time learners, students with disabilities, particularly those with specific learning disabilities. In support of this, the University disseminates good practice found in courses and from cohort-specific Learning & Teaching projects.

The *Creative Education and Student Success Strategies* encourage ownership by academic teams. In setting goals and commitments, the strategies allow teams to be proactive and developmental in their approaches to student support, whilst ensuring that interventions and activities are always well timed, appropriate and relevant to their students and their specific learning needs. As such, the continuous and on-going development of staff is essential. To this end, the University’s HEA accredited *Creative Arts Education Professional Development Scheme* (CAEPDS) emphasises issues of diversity and inclusivity, progression and student achievement. The CAEPDS offers the opportunity for professional recognition by the Higher Education Academy at UKPSF Descriptors 1-3 for academic and academic support colleagues throughout the institution. In 2015/16, the UCA Professional Development Scheme and taught Learning & Teaching courses supported 56 Academic/Academic Support staff toward professional recognition by the HEA. Thirteen members of technical staff were recognised as Associate Fellow (D1), 29 members of academic staff were recognised as Fellow (D2), and a further 14 members of senior academic staff were recognised as Senior Fellow of the HEA (D3).

To widen its targeted participation activities, as a member of the Kent and Medway Progression Federation, the University works with over 40 affiliated schools and colleges identified through a range of measures including:

- KS4 % A-C including English and Mathematics;
- low performance % eligible for Free School Meals (FSM);
- high proportion of pupils eligible for FSM % POLAR2 Q1&Q2;

- high proportion of pupils from LPN %IDACI;
- high proportion of pupils from neighbourhoods with high Income Deprivation Affecting Children.

Beyond KMPF boundaries, the University also works with identified schools and colleges in areas of deprivation closer to its Surrey-based campuses.

6. Student Numbers, Fees and Investment Summary

6.1 Fees, Student Number Targets and Fee Income

Table 1a of the Resource Plan template shows the expected student numbers, the fee rates for the forecast period and the anticipated resulting higher fee income.

6.2 Fee limits and Higher Fee Income above £6,165

The basis for student number targets from 2018/19 onwards is an annual cohort of 1,720 or more Home/EU UGT FTE recruits, including part-time and Year 0 headcount.

The University will continue to charge the maximum regulated fee level for Home/EU UGT students from Year 1 on three- or four-year programmes (currently **£9,250** in 2018/19) in order to maintain high standards of learning and teaching. The fee for Year 0 is set at £4,160 for 2017/18 entry and we expect to rise in line with inflation for 2018/19.

Where permitted, the University will apply an annual inflationary increase to fee rates in order to maintain real-term value.

Across the art and design sector, the sequential nature of delivery of skills-led courses and subject areas makes the co-teaching of full- and part-time cohorts challenging. Consequently, there are very few part-time students expected for enrolment; nevertheless, while not being included in the financial tables, we reference these numbers, where appropriate, in this document.

Proposed part-time fee levels do not exceed the values stated in the OFFA Guidance. Part-time students pay fees pro rata to the full-time fee based on intensity of study and, consequently, credit volume. As a result, part-time fees do not exceed the stated maximum basic fee allowed. Part-time students may study at an intensity of between 25 and 50% of full-time, which equates to 30 to 60 credits.

For reasons stated, UCA has traditionally maintained only limited ambitions with regard to part-time delivery. Following our merger with the Open College of the Arts (OCA) however, the University's part-time and distance-learning offer is now more visible. OCA operates an open access policy and

allows students to complete an undergraduate degree at a pace more suited to demanding and varied domestic circumstances. The College population consists entirely of part-time distance-learning students with a forecast headcount of 1,400 enrolments for the 2018/19 academic year; we are not planning for a contribution to the Group's higher fee income or OFFA-countable expenditure at this stage.

6.3 Investment in Widening Participation Expenditure

Between the 2017/18 and 2018/19 Access Agreements, the University is anticipating a reduction in its OFFA-countable full-time students of some 350 FTE in 2017/18 and 500 FTE thereafter. This generates a reduction in Higher Fee Income of £1.76m in 2017/18 and over £1.6m in subsequent years. Inevitably, this reduction influences the availability (and the need) for investment in Student Success and Progression (Outreach should not be affected and Financial Support was already targeted for reduction). As a result, we have reduced the relevant gross expenditure in the Resource Plan template from the 2017/18 Agreement levels in every year from 2017/18 onwards.

The proportion of higher fee income spent on OFFA-countable activity in 2015/16 was 29.8%, significantly higher than the expected national average (as advised by BIS) of 26%. The 2017/18 Access Agreement proposed a reduction by 2018/19 to 26.7%, driven primarily by levels of fee income; this target rises in the current Agreement to 26.9%, continuing to match national expectations, i.e. we anticipate higher fee income to be c. £12.9M (£12,808,920) and spend on access activities to be just under £3.5M (£3,449,000).

The 2017/18 assumption that the University's targeted HEFCE Student Opportunity Grant will be reduced from circa £1.9m on 2016/17 to £600k by 2019/20 has been extended, using the same values as in the 2017/18 Agreement. Some years ago, the University took the policy decision to ' earmark' the SO Grant against the costs of established staff, both academic and administrative, rather than as a contribution to variable costs, so as to prevent the latter being diminished in the event of grant reduction. The effect is of course that as the grant does diminish, resource for the staff costs which it supported is transferred to (higher) fee income, while the variable costs remain unaffected by such fluctuations. For 2018/19, the established staff cost of the Widening Participation element of the University's Student Success Strategy is estimated at £1.65m, of which £710k will be resourced from the SO Grant.

The University took the decision to phase out individual student financial support with effect from 2016/17 entry, paying bursaries only to those students who started in 2015/16 or earlier a bursary for the remainder of their UCA career. Students in particular crisis are able to apply for hardship fund support. We survey successful applicants to the Financial Assistance Fund annually to help us to understand both how useful the support was found to be by recipients in addition to how accessible they found the application process. Survey findings inform process redesign from aspects such as

how the scheme is advertised to the usability of the application form to how we make the decision-making process as transparent as possible to respond to perceptions of inequity of award. The University's WAPSOC group receives a report annually on funds disbursed. The spend against the Financial Assistance Fund is monitored as the academic year progresses to ensure that funds are appropriately distributed and/or whether an adjustment to budget is required.

Overall, the University considers this diminution of expectation to be a prudent approach in the light both of the assumption regarding Student Opportunity Grant and the advice from HEFCE expressed in their recent analysis of the 'Financial health of the higher education sector' regarding a cautious approach to recruitment expectations in a volatile environment for the sector.

7. Collaboration

As a small specialist higher education provider with campuses in two counties, we understand the benefits of working collaboratively and we are committed to working with a range of partners to support students from under-represented groups.

Collaborative work continues in Kent and Medway, with UCA continuing to be a partner in the Kent & Medway Progression Federation (KMPF), working with 40 schools across the county alongside other HEIs, sharing best practice and models of engagement.

As well as being a member of KMPF, UCA continues to be a member of AccessHE in London and recently joined the AccessHE Creative network, designed specifically to widen access to the creative arts. The University's involvement in three National Collaborative Outreach (NCOP) networks – the Higher Education Outreach Network (HEON) in Surrey, the Kent and Medway Collaborative Outreach Programme (KaMCOP) in Kent and AccessHE within the London NCOP, complements our existing collaborative work. The introduction of NCOP provides an opportunity for partners in Kent, Surrey and London to focus on innovative work with a wider pool of schools and colleges. Specialist staff target individual students.

Work across the three NCOP consortia will build on the success of the National Networks for Collaborative Outreach (NCOs), with UCA being the creative expert in all three. UCA's work in the NCOP project will focus on creative careers and opportunities available to young people should they wish to follow a creative path. We will work with partners in target wards to raise awareness of creative opportunities in higher education, both through schools and colleges and out in the wider community. Aware that female students generally dominate the creative arts subjects, work is planned to recognise the gender split and 'de-genderise' subjects, educating potential students and their parents/carers/families on the opportunities available to all, regardless of gender or background. We are also working with Artsworld and the Cultural Education Partnership in Kent to begin to offer *Arts*

Award in specific target schools. We also plan to work with partner HEIs to deliver specific targeted Summer Schools, which will complement our existing offer. Involvement in collaborations including NCOP affords the opportunity for sharing best practice with colleagues across the sector.

We will continue to:

- develop opportunities with organisations and charities that support adult learners, such as the Medway Adult Community Learning Service;
- be active members of the Care Leavers in Progression Partnership in Kent and Medway (CLPP), the Designated Member of Staff Operations Group and the South East Network for the Education of Care Leavers (SE NECL);
- work collaboratively with University partners to subscribe to, and help develop, the Higher Education Access Tracker (HEAT) service. This enables us individually and as a sector to continue to target schools and young people engaging in outreach programmes, to record activities and to track participant progression to higher education. It is also a forum for sharing good practice relating to data interpretation, evaluation and impact. We will be using HEAT to track activity across all collaborations and consortia.

We have developed:

- strong links with 'Virtual Schools' in Kent and Medway and have supported the Post-16 Assistant Head for both FE and HE by attending Social Worker and Foster Carer meetings to raise awareness and to provide training in the support that is available to their young people. We will continue to work with other HEIs to provide bespoke activity for Children in Care and Care Leavers;
- a strong partnership with Carers Trust and with local voluntary sector Young Carers Projects and will continue to expand our work with these young people and those who support them.

The University continues its work with the Sorrell Foundation/Saturday Club Trust and offers a National Art & Design Saturday Club on all four campuses. We have seen an increased number of club members, with over 30 members at each club in 2016-17.

8. Targets and Milestones

8.1 Targets

The University continues to perform well against national targets in the recruitment of full-time first-degree state school entrants and NS-SEC 4-7 entrants and is keen to sustain its performance in these areas. We are aware of nuances in participation however and as an institution aim to maintain currency with the needs of different groups in society. Along with the rest of the sector, we are attentive to the aim of continuing to raise levels of participation and success. In the majority of fields in

which we work, we are keen to emphasise the primacy of a student's portfolio pre-entry, building the vocabulary to articulate ideas along with the curatorial skills needed for the selection of work for display. We consider the confidence to defend one's output crucial in believing art and design to be a viable choice post-16. Parents and other stakeholders are important players in whether young people progress to higher education. We welcome and encourage parental participation in our activities and engage the wider community in our work and the validity of our subject through exhibitions in our gallery spaces.

Our targets and milestones continue to include both individual UCA targets alongside collaborative targets. The University's goals centre on raising attainment and achievement prior to entry into HE for students from a range of backgrounds and with specific characteristics. Work to support students at this stage of the student lifecycle is largely undertaken in collaboration with organisations focused on the geographic areas in which we have a presence. Focus post-entry shifts to retention and outcomes for our groups of particular interest; targets at this stage are more likely to be specific to UCA.

We track our work against target using the Higher Education Access Tracker (HEAT). In addition, we monitor our work centred around students on course through the University's own tracking mechanisms such as annual academic monitoring (AAM). AAM is supported by aspects of the Quality Assurance Framework for example our Common Credit Framework and other initiatives under the auspices of Quality Enhancement Review.

The accompanying Resource Plan details individual targets.

8.2 Milestones

To be meaningful, work towards targets needs to mature over time. We track our target aspirations over a five-year period with interim assessment on an annual basis as recorded against a benchmark year as detailed in the Access Agreement resource plan and return.

9. Monitoring and Evaluation Arrangements

The University takes its responsibilities under the Data Protection Act seriously and publishes a Data Protection Policy and Procedures, both of which are subject to periodic review. University policy and the requirements of the Data Protection Act govern any data collection and survey activity undertaken.

The impact of the University's work with target schools and colleges (and with target students), is monitored by the Schools Recruitment & Outreach Team, supported in part by the University's subscription to the Higher Education Access Tracking service. Other monitoring and evaluation work includes questionnaires, focus groups and case studies.

Outreach activity and participant data informs the HEAT longitudinal tracking system that matches records on individual outreach participants to administrative datasets spanning Key Stage 2 data through to postgraduate study and employment. Tracking reports received from HEAT help the University to understand in more detail the relationship between our outreach provision and the attainment and progression of disadvantaged young people. We are able to track student progression to any HEI, including our own institution, so that we can assess the extent to which we are contributing to the increased participation rates of disadvantaged young people as a whole.

Membership of the HEAT service also enables the University to engage with collective sector research initiatives. By using data from all members as an aggregate, the HEAT service is now able to explore multi-dimensional ways of defining under-representation, disadvantage and differential outcomes, which allows institutions to nuance outreach activities to best effect for different groups of participants.

HEAT provides the University with tools and reports to support the widening participation outreach cycle, from targeting and planning through to monitoring and evaluation, including:

- Schools' planning data to assist with targeting at an institutional level;
- Deprivation postcode data to target at an individual student level (and enable monitoring of targeting);
- Web-enabled database to record and report information on students and activities;
- Analysis of relevant data sets such as attainment in target schools/colleges and UCAS institution and geographic data; and
- Individual outreach participant tracking through KS4, KS5, FE and HESA to determine outcomes.

In addition to any externally provided data, the University's own Planning & Management Information Unit produces statistical information for analysis by relevant University Committees (Academic Quality Committee, Equality & Diversity Committee and Widening Access & Participation: Student Opportunity Committee) as part of the annual analysis of the HESA return and HESA Performance Indicators.

10. Key Management and Staff

The University's Widening Access & Participation: Student Opportunity Committee (WAPSOC) develops the Access Agreement and its monitoring report. Chaired by the Deputy Vice-Chancellor (Corporate Resources), the committee comprises senior managers from across the University who are responsible for the student experience and applicant-to-alumni lifecycle. The group includes the Assistant Director of Marketing, Student Recruitment & Admissions; the Market Development

Manager; officers of the Student Union; the Registrar; the Project & Sustainability Accountant; the Head of Planning & Management Information and the Executive Dean for Learning, Teaching & Research. WAPSOC draws on the work of other committees, most notably the Academic Quality, Learning & Teaching, and Equality & Diversity committees with which it shares cross-membership, to ensure a holistic approach to target setting, reporting and strategy development.

11. Equality & Diversity

The University believes in equality of opportunity. The UCA community actively fosters respect for the values and beliefs of others and works to ensure there are good relationships between all of its students and staff. Equality & Diversity training is compulsory for all staff upon taking up an appointment at the University.

We have embedded the University's responsibilities under the Equality Act 2010 in the *Widening Participation Strategy* and *Access Agreement* as well as in the University's values of 'Collaboration' and 'Respect'.

The monitoring and evaluation of equal opportunity to access and succeed in Higher Education for under-represented groups is a key element of the context for this Agreement and the development of priorities in our Widening Participation work.

The University undertakes the monitoring and evaluation of activities designed to promote equality and diversity through its Equality & Diversity Committee, supported by a sub-committee that specifically considers Inclusivity. An annual Equality & Diversity report informs and drives the *Single Equality Action Plan*.

12. Provision of information to prospective students

The University publishes clear and accessible [information](#) in a number of formats both electronically and in hard copy at all stages of the applicant and student lifecycles, to participants as well as their supporting decision-makers and other key stakeholders. Our website includes analysis of the Financial Statements for the last audited year (2015/16) and an indication of how the resource represented by tuition fee income was spent. In addition to detailed information on course content, context and the connections afforded by a creative arts education, our information, advice and guidance covers lifestyle aspects of study such as where and how to live both as a student and as a creative arts graduate. We disseminate information through a variety of channels, including our website and other digital interactions, prospectus and Gateway Services. Subject- or level-specific leaflets as well as dedicated brochures, bulletins and e-zines supplement our more generic

information. Physical events on campus and further afield boost the impact of digital and printed collateral.

Our Specialist Advisors are also Designated Members of Staff who help 'looked after' children, young care leavers aged 16-24, young carers and other vulnerable young people make the transition into either Further or Higher Education by providing tailored information and support. We provide the following at Pre-Entry stage:

- Impartial advice on funding for Further and Higher Education courses, money management and accommodation as well as general welfare support;
- Referral to other support services such as the Disability & Specific Learning Difficulties Support Team;
- 'Meet and Greet' service at Open Days or 1-2-1 visits to the campus of choice by arrangement;
- Support with university and student finance applications; and
- Support during interviews.

13. Consulting with Students

The University for the Creative Arts Students' Union (UCASU) works in partnership with the University on all areas of access and student success work. The Sabbatical Officers meet formally with the Leadership Team on a termly basis. The SU sits on all major committees within the University, including the Board of Governors and WAPSOC. We directly elect a current student to the Board of Governors to sit alongside one of our officers.

The Union offers over 50 clubs and societies to support student success and provide networks for students to make friends and learn skills outside of their course. Over 600 students are engaged with these clubs, along with a further 120 students who are members of cross-campus Liberation Groups. These groups exist to provide support explicitly for students who self-define as BME, Women, Disabled and/or LGBT.

The Union delivers the Course Representative system in partnership with the University with over 300 trained and engaged Course Reps within the system. These Reps provide information on issues ranging from course feedback to employability and professional practice. We train our Course Reps to support all students and present issues to the University on their behalf. UCASU also hold annual *Student Voice* workshops, which provide an opportunity for all students to feed directly into the University's strategy and developmental goals.

University for the Creative Arts

The Union also employs a staff member (in a part-time role) who is dedicated to providing advice and guidance for current students. The aim of this post is to support students who are experiencing difficulties with their programme of study and who approach the Union for help.

Table 7 - Targets and milestones

Institution name: University for the Creative Arts
 Institution UKPRN: 10006427

Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	State School (Young, full-time, first degree entrants)	No	2013-14	97.6%	97%	97%	97%	97%		Proportion of Tracked Outreach Participant entrants from State Schools
T16a_02	Access	Low participation neighbourhoods (LPN)	HESA T1a - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	No	2013-14	11.7%	13%	13.4%	13.5%	13.5%		Proportion of Tracked Outreach Participant entrants from LPNs
T16a_03	Access	Mature	HESA T2a - (Mature, full-time, first degree entrants)	Mature, full-time, first degree entrants	No	2013-14	8.3%	8.9%	9.1%	9.3%	9.3%		Proportion of mature Tracked Outreach Participant entrants
T16a_04	Student success	Other (please give details in Description column)	HESA T3a - No longer in HE after 1 year (All, full-time, first degree entrants)	No longer in HE after 1 year (All, full-time, first degree entrants)	No	2013-14	7.3%	7%	7%	7%	7%		Proportion of Tracked Outreach Participant entrants no longer at UCA (they may be from an LPN or NS-SEC class 4-7)
T16a_05	Student success	Other (please give details in Description column)	HESA T5 - Projected degree (full-time, first degree entrants)	Projected degree (full-time, first degree entrants)	No	2013-14	80.9%	82%	82.5%	83%	83%		This target relates to the general UG student body
T16a_06	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Overall within 6 Months	No	2013-14	87.7%	87.7%	88.8%	88.8%	89.9%		This target relates to the general UG student body
T16a_07	Progression	Socio-economic	Other statistic - Progression to employment or further study (please give details in the next column)	Target 6 in socio-economic groups 1 - 3	No	2013-14	79.9%	80.0%	80.0%	80.0%	80.0%		Proportion of tracked Outreach Participants receiving a degree progressing.
T16a_08	Progression	Other (please give details in Description column)	Other statistic - Progression to employment or further study (please give details in the next column)	Unemployed after 6 months (across multiple characteristics)	No	2013-14	9.9%	8.8%	7.7%	6.6%	6.6%		Proportion of tracked Outreach Participants receiving a degree progressing, across a range of indicators of disadvantage, for example: LPN, socio-economic grouping
T16a_09	Student success	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Reduce Overall Failure at 1st and 2nd Assessment	No	2015-16	TBA	TBA	TBA	TBA	TBA		Proportion of NS-SEC 4 - 6 failing
T16a_10	Student success	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Increase 1st year progression	No	2015-16	TBA	TBA	TBA	TBA	TBA		Proportion of NS-SEC 4 - 5 progressing to 2nd year
T16a_11	Student success	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Increase 2nd year progression	No	2015-16	TBA	TBA	TBA	TBA	TBA		Proportion of NS-SEC 4 - 5 progressing to 3rd year
T16a_12	Student success	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Increase proportion of 'good degrees' (1st/2:1)	No	2015-16	TBA	TBA	68.8%	68.8%	68.8%		Proportion of NS-SEC 4 - 7 achieving good degree
T16a_13	Progression	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	Increase Employment rate	No	2015-16	TBA	TBA	95.5%	95.5%	95.5%		Proportion of NS-SEC 4 - 7 achieving employment

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	KMPF: Maintain engagement in member schools with schools actively participating in KMPF activity, recording student engagement	Yes	2014-15	40 schools	40	40	40	40		Maintain and aim to increase level of participation in each school
T16b_02	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	KMPF: Ensure a range of year groups participate in outreach programmes and maintain levels of engagement across schools	Yes	2014-15	Yr 7-8 , 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063 Total 20709	Yr 7-8 , 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063 Total 20711	Yr 7-8 , 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063 Total 20712	Yr 7-8 , 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063 Total 20713	Yr 7-8 , 1222 Yr 9, 1831 Yr 10, 2160 Yr 11, 2542 Yr 12-13, 8063 Total 20714		Maintain same rate of engagement achieved in baseline year across a range of year groups - target to be reviewed to select any new work established through HEFCE bid
T16b_03	Access	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	KMPF: - KS4 Destination - increase proportion who stay on in education after Key Stage 5 reduce the gap between KMPF schools and LA average % of KS5 entrants who stay on to any education destination in the year following KS4 exam entry.	Yes	2012-13	KMPF 84%	85%	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort	Calculate when 2017 data available for 2014 cohort		DfE Destination Measures (note census year for this metric is usually 2-3 years behind, 2012/13 data for example was published in Spring 2015) 2014 cohort data is likely to be published in 2017
T16b_04	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	KMPF: - improve % of disadvantaged students achieving 5 A* - C, including English and Maths.	Yes	2013-14	30% average across KMPF schools	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes	Milestones to be reviewed and recalculated in light of new curriculum changes		To take into account changing examination practice and elimination of modular exams and early entry, these targets may need to be reviewed
T16b_05	Access	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	KMPF: - increase UCAS applicants as % of students entering for KS5 exams. Maintain stable conversion rate as applicant volumes increase.	Yes	2013-14	KMPF at 52% against KM Average 65%	Increase by 1%	Increase by 1%	Increase by 1%	Increase by 1%		
T16b_06	Progression	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Intake to pre-degree courses as proportion of total student population	No	2015-16	20.0%	20.0%	20.0%	20.0%	20.0%		Stable intake to FE Courses
T16b_07	Progression	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	Progression to undergraduate as proportion of pre-degree intake	No	2015-16	30.0%	32.0%	32.0%	33.0%	33.0%		Stable progression to U/G Courses

Optional commentary on milestones.

This box is character-limited to 1000 characters; however, we are happy for you to upload additional 'supporting information' as a separate Word/pdf document.