

Norwich University of the Arts

Access agreement for 2015-16

1. Context

- 1.1 Norwich University of the Arts has continued to experience a strong demand for its courses as a recognition of the quality of work undertaken by its staff and students. The University, in its 170th Anniversary Year, remains committed to fair access, equality of opportunity for applicants and support for all of its students, particularly those applicants attracted from groups under-represented in HE.
- 1.2 The University continues to demonstrate and evidence a good record of performance in widening participation and fair access over the past decade. The University has grown and now has in excess of 1,700 undergraduate, taught postgraduate and postgraduate research students that comprise its learning community. Students continue to be drawn from a diverse range of backgrounds and educational experiences. During the preceding 5 years the University has consistently met or exceeded the relevant national benchmarks for the recruitment of students from under-represented groups in HE (percentage from state schools, Low Participation Neighbourhoods (LPN's), and National Statistics Socio-economic Classification 4-7(NS-SEC 4-7)).
- 1.3 The University has performed well against sector benchmarks for retention of students over the past years, meeting or exceeding most of the sector benchmarks for each group. The University is far from complacent in evaluating its performance against these benchmarks and continues to monitor these closely to ensure that recruitment and retention activities are targeted effectively and appropriately. The challenges to fair access in the current economic and demographic climate for UK Higher Education are not insignificant, and strenuous efforts are made by the University to mitigate, as far as practicable, the wider contextual risks to social inclusion, participation and success in HE.
- 1.4 In noting our comparative success against national and location-adjusted sector benchmarks, the University considers that predicting the medium to long-term impacts of increased fee levels and student borrowing with any degree of accuracy is difficult. The complexity of anticipating the future participation or engagement of applicants from the most debt-averse sectors of society and groups historically under-represented in HE is further complicated by the introduction of alternatives to HE and the offer of private providers within an increasingly fragmented sector. Whilst we are constantly assembling, re-assembling and re-analysing data sets from the 2012-13 cohort demographics, it remains to be seen whether early 'blips' in information will emerge as longer term trends as predictors of applicant and student behaviours. The University is using available information gathered from a range of sources regarding entry, achievement and retention data to promote the use of **Evidence and evaluation** in concentrating available

resources on the most effective, proven and measurable indicators of impact and success. Evidence so far is beginning to clearly indicate and reinforce the view that outreach activities are highly and potentially the most effective means of promoting fair access to HE and eliciting applications for prospective entrants from under-represented groups.

- 1.5 The University collaborates wherever possible with other organisations; HEI's, Schools and other public and private sector partners in order to maximise the beneficial impacts of work and reduce duplication of effort. The University has continued its engagement with other HEI partners through participation in the 'Move on up', 'Fly' and the 'Eyes on the Prize' initiative in collaboration with other regional providers. The University will continue to engage with the Eastern Region Widening Participation Working Group (comprising Anglia Ruskin University, UEA, UCS, Norwich University of the Arts, and the universities of Bedfordshire, Cambridge, Essex and Hertfordshire) to ensure best practice and facilitate collaborative working aimed at increasing engagement of schools in the east.
- 1.6 Collaborative working for NUA involves collaboration with national as well as regional partners who are specialist providers within the HE sector. We continue to be an active member of the National Arts Learning Network (NALN) now incorporated as part of UKADIA (the UK Arts and Design Institutions Association) and have recently signed up to a new UKADIA project targeted at WP students. Our Pro Vice-Chancellor (Student Experience), who has overall responsibility for progression, meets regularly with Progression Managers at other HEIs. This includes contributing to the further development of the NALN Progression Agreement model across the network, sharing good practice and taking part in the professional development opportunities provided by NALN's termly events for Progression Managers and the annual UKADIA, GLAD and CHEAD conferences. More recent initiatives also look outside partner HEI's or national professional bodies; the University is currently in discussion with the Museums Service, Arts Council and a commercial television company in terms of taking its HE offer to (primarily) mature learners within workplace environments. The University is optimistic that this work will reach out to target groups who currently have little or no contact (or aspiration) with UK HE.
- 1.7 As described elsewhere, a number of our outreach activities are collaboratively driven; these include the Schools & Colleges Day (4.3.5), the provision and maintenance of Progression Agreements with feeder institutions (4.3.5), 'Taster' sessions for prospective mature applicants with no prior HE experience (4.3.8) and the community project with The Forum in Norwich (4.3.3). A list of schools and colleges with whom we maintain close links is included in Appendix 1. We are keen to further strengthen our collaborative work and have included a revised target which seeks to increase the number of Progression Agreements over the forthcoming period, as well as enhancing links with schools and engaging potentially a greater range and volume of WP applicants via taster sessions.

- 1.8 Based on the University's current entry profiles, and premised on our history of success in Widening Participation (WP), we continue our planning on the basis that the greatest potential impact of the revised fee regime will be on prospective young entrants to HE from SEC groups 4 - 7 and on those potential applicants from Low Participation Neighbourhoods. As previously mentioned, initial indicators seem to reinforce the view that increased fee/borrowing levels appear to deter mature applicants with more established life and financial commitments and constraints. On the basis of previous experience, the University is concentrating its outreach and retention initiatives on those activities that are most likely to mitigate emerging impacts of the change in HE fee structure. These activities focus on supporting the participation and continuity of study for under-represented groups in HE, this in the face of ongoing economic uncertainty both within and beyond the HE sector.
- 1.9 The University's approach to the OFFA/Access Agreement and to its strategy for widening participation continues to weigh the imperatives of delivering effective outreach and robust retention in support of the continued success of our students. Our projected efforts and expenditure on the three key areas of outreach, retention and progression to employment or further study are forecast assuming a predicted reduction in the participation of those groups outlined in 1.2 above in the medium to long-term, and the corresponding effect that this will have on national benchmarks. The quality and breadth of the University's course offer, its level of fee, and the targets and milestones for widening participation for 2014 onwards are, we believe, proportionate and realistic given the information and evidence available to the institution and to the sector at the present moment.
- 1.10 The University recognises that there is no single definition of widening participation, for the purposes of our OFFA/Access Agreement and its accompanying milestones and targets. The term 'WP' is used with reference to engaging target groups that have been identified as under-represented in UK Higher Education and in keeping with our proposed actions to ensure the success of such groups and individuals when they embark on a course of Higher Education through to its completion. This pluralistic approach to WP is emblematic of the University's commitment in terms of both finance and resources, to supporting and promoting fair access to its specialist courses in arts, design and media.

2. Fair Admissions

- 2.1 Admissions procedures at the University are designed to offer equal access to all applicants. The University works closely with SPA (Supporting Professionalism in Admissions) to ensure currency of admissions practice and to facilitate professional updating with regard to its admissions processes. The University also continues to engage with UCAS, GuildHE (Admissions Network), and CHEAD to enhance its admissions procedures in keeping with current and emerging best practice in the sector. Revisions to entry profiles, published information, and procedures for assessing the needs of applicants with disabilities fully engage with SPA guidance and advice.

- 2.2 In common with the majority of HE art, design and media providers, applicants are invited to interview and their potential is assessed on the quality of their portfolio of creative work. The University has in place specific provision for applicants who declare a disability; an initial offer is made on the basis of the academic judgment of the interview panel, and support needs are further assessed by the Disability Support Group to ensure that the University can meet students' individual requirements and facilitate reasonable adjustment where appropriate. The University has continued to improve the information delivered through its on-line Applicant Portal which we believe enhances the experience of applicants enabling them to make arrangements for interviews online, at their convenience. The portal also contains information on how to access disability support for the interview and an explanation of the application process. This in itself should assist applicants from all backgrounds in simplifying the application and entry process for all applicants regardless of background or origin. Feedback from applicants collated from the 2013/14 admissions round indicated that 96% of respondents agreed that the Applicant Portal was useful to them and 97% agreed that the information was clear and helpful. Similar feedback collected from 2014-15 applicants recorded similar satisfaction levels of 95% and 95% respectively.
- 2.3 The University continues to maintain and extend its Progression Agreements with FE colleges, schools and academies, employing the principles and protocols developed by lifelong learning networks such as the National Arts Learning Network. We maintain our active engagement in the National Arts Learning Network, as an integral part of the UK Art and Design Institutions Association (UKADIA), who continue to help disseminate good practice within the sector.

3. Fees

3.1 Tuition fees for new entrants from 2015-16

The University will charge £9,000 per annum to new entrants for its undergraduate courses in 2015-16, except those entering onto Year 0 of a 4 year degree whom we intend to charge £5,000 for the first year.

Fees will rise in future years by no more than inflation and within permitted parameters from Her Majesty's Government.

The same fee level will be set for all undergraduate courses offered by the University.

4. Expenditure on access, retention and progression

4.1 Estimated expenditure on access, retention and progression measures for 2015-16

- 4.1.1 The University expects to spend approximately £1,140,000 in 2015-16 on financial support, access, retention and progression measures. This equates to approximately 23% of the forecast higher fee income.

This expenditure will be broadly split between direct financial support for students (£590,000) and access, student success and progression measures targeted at under-represented groups (£550,000). NUA has redirected some of the expenditure that had previously been spent on the National Scholarship Programme towards access measures, in light of the evidence mentioned in 1.4 above that this is a very effective way of improving fair access.

- 4.1.2 All of this expenditure is countable under the definition provided by the Office for Fair Access (OFFA).
- 4.1.3 The University increased its spending in 2011-12 to mitigate the impact of the end of Aim Higher funding and will continue to support a range of outreach activities in 2015-16 onwards.

4.2 Assessment of access and retention record to date

- 4.2.1 The University currently recruits a high proportion of students from under-represented groups and has exceeded the HESA benchmarks in this area over the past 5 years. The following paragraphs outline key performance indicators.
- 4.2.2 Participation of young students from socio-economic class NS-SEC 4-7 at the University has increased by 70% between 2007-08 and 2012-13. The University has consistently maintained participation levels above its target of 34% during this period and we continue to exceed our HESA location-adjusted benchmarks. In 2012-13 the proportion of students increased to over 40%.
- 4.2.3 The percentage of undergraduate students from Low Participation Neighbourhoods has remained above the HESA location adjusted benchmark since 2007-08. Participation based on the Participation of Local Areas (POLAR3) classification shows that the percentage of students from LPNs has increased from 15.5% to 18.3% between 2010-11 and 2012-13
- 4.2.4 The percentage of mature students with no HE experience and from Low Participation Neighbourhoods increased from 10.1% in 2010/11 to 13.7% in 2012-13 although the overall percentage of the 2012-13 new entrants who were mature fell from 25% to 13% in the same period. Recruitment in this area has fallen below the location adjusted benchmark for the first time in 10 years. The movement in the location adjusted benchmark indicates a positive movement from 8.5% in 2011-12 to 16.4% in 2012-13. The University will focus on identifying the possible reasons for the relative movement in the

University performance and location adjusted benchmarks in order to establish more effective mechanisms for encouraging mature applicants.

- 4.2.5 The number of new entrants with a declared disability has increased from 102 in 2007-08 to 166 in 2012-13. This represents an increase of 63% over six years. Over this period the proportion of disabled students accessing DSA support has increased from 8.6% in 2007-08 to 16.4% in 2012-13. We believe that this is a direct result of early intervention during the admissions process and targeted publicity aimed at students with disabilities. The University has made a coordinated effort to help ensure that students with disability have full access to all available information on the support available to them and are encouraged to access this through University's Student Support services.
- 4.2.6 The University's recruitment of students from Black, Asian or Minority Ethnic (BAME) backgrounds has increased from 5% in 2007-08 to 8% in 2012-13. The University encourages participation of potential applicants through focused outreach activities and admissions processes.
- 4.2.7 The University has a robust retention record for all students and will continue to focus attention on retaining and adding value to applicants from under-represented groups. HESA indicators show that the percentage of students who continue at the same HEI has been at or above the HESA sector benchmark since 2006-07 for both young and mature students. In 2012/13 the percentage of young first degree entrants in 2011/12 who continued or qualified at the University was 94.6% compared with an adjusted benchmark of 90.9% and for mature first degree entrants this was 92.0% compared with an adjusted sector benchmark of 88.4%. The University monitors retention of under-represented groups as part of its ongoing commitment to the WPSA.
- 4.2.8 Whilst achievement, retention, diversity and social mobility are all key elements within the glossary of widening participation and fair access, the University also feels that integration is a further, and often neglected, driver for inclusion, curriculum design and the delivery of day-to-day services for students. The nuanced and potentially invisible investment made to promote integration with a student body, we believe should also be 'counted' within the vocabulary of fair access and student opportunity.
- 4.2.9 The University's priority areas for widening participation are consistent with previous reporting and are as follows:
- To encourage access to students from low participation neighbourhoods and socio-economic groups 4 to 7 through its targeted outreach activities with designated schools and colleges (4.3.2).
 - Ensuring access from mature students through targeted outreach activities (4.3.8).
 - To ensure that students with disabilities are given opportunities for fair access through increased intervention and support prior to interview (2.2) and reasonable adjustment post-acceptance. .
 - To encourage access, applications and enrolments to students from

Black, Asian or Minority Ethnic (BAME) backgrounds through targeted outreach work in areas with a high percentage of BAME pupils, including London, Bedford and Luton (4.3.9).

- To focus resources to address the differential in retention and achievement for students from widening participation backgrounds. This work will have a particular focus on students from Low Participation Neighbourhoods and will build on work which concentrates retention and student success activity (4.4.6).
- To review the Undergraduate Framework to more firmly embed enterprise, entrepreneurship and preparation for freelance working within the curriculum and to promote these as viable and accessible employment routes, particularly for students from underrepresented groups.

In addition to previously identified priorities, the University has identified a further area of activity:

- To actively promote applications from care leavers through targeted outreach and dedicated advice, guidance and support (4.3.10).

4.3 Overview of investment in outreach and access

4.3.1 The University's outreach activities over the forthcoming period are based on statistical evidence and measurement of success of established and emerging practices in reaching WP students and are informed by feedback from schools, colleges, individual applicants and other public and private sector organisations. Our continued intention is to carry on building on such activities, which are concentrated around WP learner constituencies in schools, colleges and the wider community. 2012-13 saw a greater engagement between the University and a range of workplaces in a drive to develop WP initiatives which are relevant to vocational learners and in line with NUA's course offering.

4.3.2 The University will continue to work with regional schools and colleges originally identified as priority partners through its AimHigher and NALN work between 2006-7 and 2008-9. In addition, a small number of new partners will be identified and engaged using the indices of multiple deprivation. Particular focus will be placed on local schools where art and design remains a key feature of the curriculum and which have been identified as underperforming. The university has recently set-up a Student Success Fund (SSF) of around £30k per annum to support and enhance the access, retention and attainment for WP students. The removal of former TQEF and TESS funding has led the University to create its own Learning and Teaching Fund from central funds to support a range of initiatives such as Learning and Teaching Days which have focused on a range of themes to support staff in inclusive practices in teaching learning and assessment.

4.3.3 Some of the most persuasive evidence gathered has been in the form of feedback on outreach activities (methodology: questionnaires and semi-structured interviews) gained from participants in 'taster' sessions and portfolio advisory sessions where pre- and post-activity sessions were

conducted with participants from Low Participation Neighbourhoods (LPNs). In a significant number of cases, pre-activity participants who stated that they were not considering applying to HE, had changed their minds as a result of experiencing a 'taster' or other outreach session, and stated that they subsequently did intend to make an application to HE. It should be noted that this decision to apply did not solely pertain to the University, but that many then had a wider aspiration to enter UK HE within and beyond the region. One of the most successful initiatives was a large, community-based exhibition and workshops over a 10 day period in April 2012, held at the Forum in Norwich; this event attracted 62,000 visitors (data courtesy of The Forum Trust, Norwich) and participants from across the region and beyond.

- 4.3.4 In addition to a continued presence at key Information, Advice and Guidance (IAG) events across the region and beyond, the University works closely with an ever increasing range of feeder institutions, schools, colleges and community groups to engage with those groups who would not naturally consider Higher Education as a future prospect.
- 4.3.5 The Schools and Colleges Day in June each year is maintained and has gained increasing momentum over the past three years as a way to offer current IAG and to engage with teachers, advisors and education and industry professionals from feeder and partner institutions to encourage informed progression to HE. The maintenance of the significant number of Progression Agreements that the University has in place, is considered essential to supporting WP applicants' entry into HE. This maintenance involves curriculum updating as well as engagement with school pupils and FE students from year 9 onwards, prior to any application being made.
- 4.3.6 In addition, in terms of 'reaching in' to schools at all levels, the Schools and Colleges Day and other associated events represent vital opportunities to provide accurate, clear and essential information to those (teachers) who carry great influence in terms of key career and subject choices for pupils from Primary to Tertiary level. School teachers are therefore not only given information regarding creative careers, but are also inducted into how to usefully interpret this information for their charges.
- 4.3.7 The University continues with its commitment to the established and very successful Student Ambassador scheme as an effective tool for communicating with prospective applicants, interviewees and other visitors to the University. Since its inception some 8 years ago, the Student Ambassador Scheme has gone from strength-to-strength and is considered to have been a resounding success with prospective and current students and with staff from schools, colleges, and within the University community.
- 4.3.8 Taster sessions and short courses targeted towards attracting mature learners with no prior HE experience into a University environment continue to be extremely popular, and these were continued and expanded during 2012-13. In addition, the University will continue to work with local adult education providers delivering Access courses, and provide bespoke portfolio workshops for mature applicants to provide additional support through the application process.

- 4.3.9 The University strives to enhance its engagement with potential applicants of Black, Asian and Minority Ethnic (BAME) origin, and this has included outreach sessions at a number of feeder sources with BAME and WP demographic. In 2012-13, the University built on existing activity in Luton and Bedford with a further programme of outreach activities with schools and colleges based in London in order to reach out to students from BAME backgrounds. The impact and effectiveness of these will continue to be monitored.
- 4.3.10 Targeted outreach activities aimed at raising aspiration among applicants who have been in local authority care, and provision of dedicated advice, guidance and support aimed at supporting care leavers through the application and admissions process. In 2013-14 the University delivered CPD sessions on higher education opportunities to Norfolk Social Workers responsible for managing care leavers' pathway plans, and we will continue to work with the local authority to target outreach activity aimed at raising aspirations of young adults leaving local authority care.

4.4 Overview of investment in student retention

- 4.4.1 The University's retention record and our accompanying data confirm that we continue to exceed our adjusted sector benchmark for young, mature, Low Participation Neighbourhoods and overall aggregated entrants.
- 4.4.2 The retention activities outlined in this section are specifically intended to support those HE students originating from WP backgrounds who are statistically more prone to withdraw from higher education during their course of study, but will by the inclusive nature of our delivery benefit all students.
- 4.4.3 In the light of changes to the fee regime, and in order to maintain current levels of retention, the University anticipates it will need to continue to increase its ongoing support to students from under-represented groups in various forms.
- 4.4.4 A cornerstone of the University's retention strategy is its continuing support for the Peer Assisted Learning Mentoring Scheme (PALs), which provides training for undergraduate and postgraduate students to become subject-based mentors for students in successive year groups. The PAL Mentoring scheme has been implemented across all undergraduate courses at NUA since 2006, and in conjunction with refinements to student support, finance, disability support, pastoral guidance and counselling, retention has steadily risen to its current level of 93% average across all years of study. For 2012-13 the former PALs scheme was revamped and re-named as the PAL Mentoring Scheme, as this better describes the role of the mentors. PAL Mentors are supported by a dedicated PAL Mentor Coordinator whose responsibility is to organise training for the mentors and to provide an academic and pastoral lead for the scheme. The PAL Mentor Coordinator will continue to focus retention initiatives and support towards students from under-represented groups in HE and will be supported by the Academic Registry in terms of relevant data sets where appropriate.

4.4.5 In 2013-14 the University continues its specific retention initiative aimed at better supporting first year undergraduate students which is specifically targeted at students within the priority groups (4.2.7). We will continue this during 2015-16. The project will continue to concentrate on enhancing the effective coordination of existing student support in all its aspects. This includes working more closely with the SU Student Welfare Committee and the NUA Coordinated Support Group, to better understand some of the more subtle, underlying issues that face students entering into, and adjusting to, Higher Education. The NUA Coordinated Support Group comprises senior academics, managers and professional services staff and targets support specifically towards learners from WP backgrounds. The NUA Coordinated Support Group has proven itself as a mechanism which effectively identifies and supports WP students who statistically, are more likely to withdraw from their HE course of study. The University is committed to making reasonable adjustments, wherever possible in order to encourage and accommodate learners from WP backgrounds. The integrated approach to the identification and support of students with additional needs was recognised as a feature of good practice by the QAA (QAA Institutional Audit Report, November 2010). As part of this initiative, during 2012-13, the University financially supported the expansion of the Students Union staffing to ensure that the student voice was heard. Particular initiatives developed by the SU and NUA in partnership over this period have included work on Black History Month and the formation of the University LGBT society.

4.4.6 In addition, the following retention initiatives are planned to support WP learners have been delivered since 2012-13 and will continue during 2015-16:

- During the reporting period, the University continued to invest in proven retention activities for WP learners that were intended to have maximum impact rather than investing in areas which may have had some merit, but which might not have represented a countable return on the investment that we, as an institution, were able to make. Focus on outreach activities for year 9 to 13 pupils at schools, colleges and academies identified as high priority through the Indices of Multiple Deprivation saw applications increase by 82% from 2007-08 levels with enrolments at NUA increasing by 25% over the same period.
- The programme of CPD for academic and professional services staff has served to better support the integration of study skills delivery to WP students has been implemented. This consisted of additional funding for extra taught sessions delivered specifically to WP students to ensure that the skills of study and cultural capital required for academic success were appropriately reinforced. Although all data capture from this initiative is not completed at the time of writing, initial indications are that fewer WP students are being referred or are failing written coursework. This evidence is visible through retention rates and achievement statistics for student from WP backgrounds.

- The programme of staff CPD to support improved Behaviourial Management in classroom and workshop contexts has seen such issues mediated at an earlier stage by trained staff. This activity initially engaged those courses that have a higher proportion of learners from WP and SpLD backgrounds, but given improvements in early resolution and incident rates it is proposed that we roll out across all academic areas in the forthcoming reporting period.
- The University established a pilot scheme to support employability under the banner of the University 'Job Shop'. In 2011-12 the NUA Careers Service established a 'Job Shop' to offer targeted support to WP students in finding employment that is concurrent to, and compatible with, their course and pattern of study. The usefulness of this, combined with the relocation of the Careers Service to a more user-friendly location within the campus will be monitored closely during the annual monitoring cycle.
- New investment by the University of £30,000 to replace the TESS allocation (previously supported through HEFCE funding) to create a replacement fund to support staff and students in projects with a clear focus on Widening Participation and student attainment. This fund, mentioned earlier in this report, was named the 'Learning and Teaching Fund' and over the past year has supported a wide range of initiatives in support of WP, fair admissions, student focus groups and professional development for staff.
- As previously reported, the University was successful in applying to participate in a JISC-supported project to review and improve communication mechanisms within the University which particularly focused on WP students. The project was being managed by staff and students from a course (BA Hons Textiles) with a high WP profile, including a significantly high proportion of students with dyslexia and dyspraxia. The University invested additional resources to support this project. The findings of this project were rolled out by JISC and NUA staff at the Learning and Teaching Day in July 2013 and its findings were seen as incredibly influential; essentially significant changes have been implemented to the University intranet as a result of this project with WP learners. With the support of IT and academic staff, WP students effectively re-designed the NUA intranet Course and Library pages. The outcomes of this project are being used to inform the redesign of the Academic Registry section of the University's intranet.
- Participation in a new initiative partially funded through UKADIA (under which the NALN activity now resides) which specifically explored case histories of students from WP backgrounds. The project resulted in an exhibition in London and coincided with the UKADIA 2014 annual Conference.

4.5 Overview of investment in student progression to employment or further study

- 4.5.1 Our students progress to careers which engender their creativity. These may be through entrepreneurial routes in their own business or on funded projects, through employment within the creative economy or within other businesses or organisations providing creative thinking. Employability is a key strand within our curricula, with live project briefs and projects undertaken throughout the course, many through our design consultancy ideasfactory@NUA. This enables students to develop commercial, client-facing skills; to work to a specific brief and timetable.
- 4.5.2 Business and Professional Skills is a compulsory component for all UG and PG students at the University, and annually, students receive sessions from HM Revenue & Customs, banking organisations, IP and Patent Attorneys and other professionals associated with creative industries. Portfolio working and freelance careers are also encompassed as part of this work, which can present particular challenges for WP students in terms of history, experience and confidence.
- 4.5.3 Taught sessions on pricing work and creative services to business are also encompassed, with expert advice to support students in making the transition from HE to employment. Opportunities such as New Designers, the Designers and Art Directors Awards (D&AD) and Graduate Fashion Week are also seen as key opportunities for learners to embark on their careers.
- 4.5.4 Since the introduction of the ERASMUS Widening Participation premium for students, NUA undergraduates from under-represented backgrounds have been successful in receiving these targeted awards to support their mobility in studying in a European partner University
- 4.5.5 The NUA Business Strategy identifies targets for the number of students across all courses who have worked on ideasfactory@NUA projects, with commercial partners, supported by the Business Director and their academic tutors.
- 4.5.6 Ideasfactory@NUA is furthermore supported by strong links to the city's vibrant industry meet-up groups, such as Hot Source and Synchron Norwich, as well as start-up networks such as Eastern Enterprise Hub, Archant's Future 50 Group, and the Hethel Centre.
- 4.5.7 The University has recognized the importance of support through progression into employment and entrepreneurship and is investing in an ambitious project to bring graduating students through business start-up and providing the necessary support until they are ready to grow their businesses and take up commercial premises. Our new Digital Incubation Unit for digital creative businesses is supported by the HEFCE and the Regional LEP (New Anglia). Uniquely, it provides facilities for collaboration within the unit with other start-ups, current students and with NUA staff. It provides high quality shared facilities and access to NUA's extensive professional facilities and equipment.

This will offer the structure and network they need to establish their enterprise. The new Digital Creative Incubation unit will open in 2015. From the perspective of internal progression to further study, a number of in-house events are held each year to acquaint undergraduate students with information regarding Postgraduate Taught (PGT) and Postgraduate Research (PGR) opportunities within the University and within the HE sector more widely in terms of subjects not offered by NUA.

4.6 Long-term outreach

- 4.6.1 The University has continued to work with its existing AimHigher schools in delivering outreach including taster sessions, portfolio sessions and general information session to students in years 9 – 11 and will continue this activity. During the 2012-13 academic year the University delivered outreach to 750 pupils within this age range.
- 4.6.2 The University will be seeking to strengthen its collaborative partnerships in order to develop longer-term outreach over the forthcoming period. This is in order to ensure that resources are directed towards the most effective outreach initiatives which represent genuine value for money.

4.7 Financial support

4.7.1 Norwich University of the Arts financial support package

To maximise support from students from under-represented backgrounds the University will provide additional financial support. The University remains committed to the provision of bursaries for students with low household incomes as an effective measure in encouraging students to remain on their course. Evidence routinely monitored by the University shows that the percentage of students withdrawing from their course who are eligible for bursaries is lower than the percentage of students withdrawing who are not eligible for financial support. In 2010-11, 4% of students who were eligible for a bursary withdrew from study compared with 10% who were not. In 2011/12 the differential was 2.6% of students eligible for a bursary withdrawing compared with 3.2% of students who were not eligible. In 2012-13 the percentage of bursary recipients who withdrew was 3% compared with 5% of students who were not in receipt of a bursary. This will be down to a range of retention measures in operation of which the bursary is but a part. However, evidence from a survey of bursary students indicates that 100% of respondents were clear that the bursary has had a positive impact on their ability to study and make the best use of the learning opportunities available. The University will continue to monitor this data to ensure that it is effectively targeting its bursary provision.

In 2015-16 the University will target its bursary provision to support new entrants from priority widening participation backgrounds. Priority groups will include new entrants from low participation schools or colleges, mature entrants and care leavers from low income backgrounds. Full details of the

bursaries available for 2015-16 will be published on the University's website prior to the 2015-16 admissions round.

Whilst some research has shown that bursaries have not influenced students' choices of institutions under the current system, we believe that linking our bursaries to the maintenance grant assessment has played a significant role in our successful retention of students.

We will continue to honour existing bursary commitments for continuing students in 2015-16. These students should refer to the earlier years Access Agreements for the terms of these bursaries, which can be found at www.offa.org.uk.

5. Targets and milestones

5.1 Measures to support access

The overarching aim of the University is to ensure that students from under-represented groups continue to feel able to aspire to higher education study and that this remains a viable option for students from these groups. This will be achieved through a combination of outreach activity, inclusive admissions procedures and high quality information, advice and guidance to encourage applicants from all groups in society to apply to NUA. The following targets and milestones are designed to measure the success in terms of the outcomes of measures to support access to higher education. The targets reflect the uncertainty about how the changes to the fees and student support arrangements will impact on participation of students from under-represented groups over the next 5 years (see paragraph 1.2) and allows for a potential reduction in national participation rates over the next three years. In the event of a significant reduction in national participation of students from under-represented groups, the University will at least maintain its relative position with respect to the HESA location adjusted benchmarks.

The targets have been set over to cover the period 2014-15 to 2016-17.

- 5.1.1 Target: to increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from SEC 4-7, and to remain above the Location Adjusted Benchmark in all years (HESA Table T1b). In 2009-10, the proportion of young entrants from SEC4-7 was 34.4% compared with a HESA location adjusted benchmark of 33.1%.

Milestones:

- 2014-15 - Young NS-SEC 4-7 = target of 33% and to exceed the HESA location adjusted benchmark by at least 1.3%
- 2015-16 - Young NS-SEC 4-7 = target of 34% and to exceed the HESA location adjusted benchmark by at least 1.3%
- 2016-17 - Young NS-SEC 4-7 = target of 35% and to exceed the HESA location adjusted benchmark by at least 1.4%

5.1.2 Target: to increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from Low Participation Neighbourhoods (LPNs), and to remain above the Location Adjusted Benchmark in all years (HESA Table T1b). In 2010-11, the proportion of young entrants from LPNs was 15.5% compared with a HESA location adjusted benchmark of 12.5% (POLAR3).

Milestones:

- 2014-15 - Young LPN = 17 % and to maintain at least 3.1% above the HESA location adjusted benchmark
- 2015-16 Young LPN = 18% and to maintain at least 3.2% above the HESA location adjusted benchmark
- 2016-17 Young LPN = 18.6% and to maintain at least 3.3% above the HESA location adjusted benchmark

5.1.3 Target: to increase, by 2016-17, the absolute proportion of mature full-time undergraduate entrants with no previous HE and from Low Participation Neighbourhoods (LPNs), and to remain above the Location Adjusted Benchmark in all years. (HESA Table T2a). In 2010-11, the proportion of mature entrants from LPNs with no previous HE was 10.1% compared with a HESA location adjusted benchmark of 7.2% (POLAR3).

Milestones:

- 2014-15 - Mature with no HE/from LPN = 12% or at least 1.6% above the HESA location adjusted benchmark
- 2015-16 Mature with no HE/from LPN = 12.5% or at least 1.8% above the HESA location adjusted benchmark
- 2016-17 Mature with no HE/from LPN = 13% or at least 2% above the HESA location adjusted benchmark

5.1.4 Target – outreach: to continue to work with regional schools and colleges identified as high priority through the Indices of Multiple Deprivation (IMD) to target potential students from under-represented groups and raise awareness of, and aspirations for, undergraduate study.

Milestones:

| Year | Number of schools/colleges | Number of students benefitting |
|---------|----------------------------|--------------------------------|
| 2014-15 | 35 | 900 |
| 2015-16 | 40 | 1,000 |
| 2016-17 | 40 | 1,000 |

5.1.5 Target – outreach: to work with local and regional networks to provide taster sessions for mature students with no previous experience of Higher Education to help raise awareness of, and aspirations to, study at undergraduate level.

Milestones:

| Year | Number of students benefitting |
|---------|--------------------------------|
| 2014-15 | 500 |
| 2015-16 | 500 |
| 2016-17 | 520 |

- 5.1.6 Target – outreach: to develop, maintain and renew Progression Agreements with targeted schools and colleges to maintain the current level, which has exceeded the targets set in the Widening Participation Strategic Assessment. It is worth noting that the University has committed itself to increasing the number of projected Progression Agreements for the forthcoming period. This is in line with a revised assessment on the impact of existing agreements, and an increase in the interest expressed by feeder courses in putting these in place for the future.

Milestones:

| Year | Number of ongoing Progression Agreements |
|---------|--|
| 2014-15 | 26 |
| 2015-16 | 28 |
| 2016-17 | 30 |

- 5.1.7 Target – outreach: to increase the proportion of UK domiciled students from Black, Asian or Minority Ethnic origin to 10% by 2016-17, through targeted outreach activity at potential feeder courses outside the Eastern Region.

Milestones:

| Year | Proportion of students as a percentage of intake |
|---------|--|
| 2014-15 | 8.0% |
| 2015-16 | 9.0% |
| 2016-17 | 10.0% |
| 2017-18 | 10.0% |

5.2 Measures to support retention and success

The overarching aim of the University is to ensure that students from under-represented groups are supported to remain ‘on course’ and achieve their full potential in their chosen award. This University supports all students through its inclusive curriculum and student support services, but recognises that some students from less advantaged backgrounds may need additional support measures to enable them to achieve to their full potential. These have been implemented during 2012-13 in the form of additional support for academic writing for WP students in years 2 and 3 of undergraduate study.

- 5.2.1 Target - retention: to ensure that the margin of differential for the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% in these categories (SEC 4-7, students with a declared disability, Black, Asian or Minority Ethnic Groups).

Milestones:

| | |
|---------|--|
| 2014-15 | - Margin of differential to remain at or above -5% |
| 2015-16 | Margin of differential to remain at or above -5% |
| 2016-17 | Margin of differential to remain at or above -5% |
| 2017-18 | Margin of differential to remain at or above -5% |

5.2.2 Target – retention: to continue to ensure that the percentage of young entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark.

Milestones:

2014-15 - Percentage no longer in HE 4.3%

2015-16 Percentage no longer in HE 4.2%

2016-17 Percentage no longer in HE 4.0%

5.2.3 Target – retention: to continue to ensure that the percentage of mature entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark

Milestones:

2014-15 - Percentage no longer in HE 3.6%

2015-16 Percentage no longer in HE 3.5%

2016-17 Percentage no longer in HE 3.5%

5.2.4 Target – retention: to reduce the percentage of young entrants from low participation neighbourhoods who drop out of Higher Education and continue the University's successful performance in this area of retaining drop out levels below the HESA benchmark.

Milestones:

2014-15 - Percentage no longer in HE 7.0%

2015-16 - Percentage no longer in HE 6.8%

2016-17 - Percentage no longer in HE 6.4%

5.2.5 Target – retention: to increase the number of student peers on the Peer Assisted Learners scheme (PALs - see paragraph 4.4.4).

Milestones:

2014-15 - 75

2015-16 - 80

2016-17 - 85

5.2.6 Target – retention: to continue to support students with disabilities by increasing, by 2016-17, the proportion of students in receipt of DSA and to remain above the HESA benchmark in all years (HESA Table T7).

Milestones:

2014-15 - Proportion of students in receipt of DSA 12.8% and to exceed the HESA benchmark

2015-16 Proportion of students in receipt of DSA 13% and to exceed the HESA benchmark

2016-17 Proportion of students in receipt of DSA 13.5% and to exceed the HESA benchmark

- 5.2.7 Target - success: to ensure that the margin of differential for student achievement levels from under-represented groups in HE compared with their peers not from these groups does not fall below -5%.

Milestones:

2014-15 - Margin of differential to remain at or above -5%

2015-16 Margin of differential to remain at or above -5%

2016-17 Margin of differential to remain at or above -5%

2017-18 Margin of differential to remain at or above -5%

6. Equality and diversity

- 6.1** The University is committed to creating an inclusive and supportive learning and working environment based on mutual respect and trust. Our Equality & Diversity Policy Statement looks at ways to positively promote equality of opportunity and to challenge and strive to eliminate unlawful discrimination. The University acknowledges the duty of higher education in promoting equality of opportunity and furthering social inclusion, and our commitment to equality and diversity is made explicit throughout our Strategic Plan and Student Experience Strategy and is integrated into all aspects of our culture.
- 6.2** We have taken equality issues into account in designing this agreement and have paid due regard to the requirements of the Equality Act 2010.
- 6.3** Our targets include increasing the proportion of UK domiciled students from Black, Asian or Minority Ethnic origin (5.1.7) and the proportion of our students in receipt of DSA (5.2.6). We have also set targets to ensure that the margin of differential for students from such under-represented groups does not fall below the rest of the student population for either retention (5.2.1), or achievement levels (5.2.7). In addition to this, the University Gallery continues to actively promote community awareness of wider cultural and social equality issues through its programme which has included the work of African women photographers, the culture and social context of Mexico at the time of the 1968 Olympic Games, The Art of Japanese paper, and its recent Tate Lecture series on Lesbian, Gay, Bisexual and Transgender (LGBT). Last year's Tate Lecture on 'Queer Art' was widely acclaimed by communities from all sides both in terms of the student audience, but perhaps more importantly from audiences who came into the University specifically for this subject and for many attendees, this was their very first experience of UK HE.

7. Monitoring and evaluation

- 7.1** The outcomes of the activities outlined in this Access Agreement will be monitored annually and reported on as part of the WPSA or other statutory reporting requirements as outlined by OFFA.
- 7.2** Progress will be evaluated by measuring outcomes against the targets and milestones set out in section 5, gauged against the University's management information data, and where appropriate, benchmarking against published HESA data and location adjusted benchmarks.

- 7.3 Outreach activity will be monitored on the numbers of targeted students at schools and colleges reached in each academic year, and management information data on the University's admissions and recruitment records.
- 7.4 Retention measures will be evaluated and judged against achievement against the milestones and targets and also using measures of success (successful progression on course and successful achievement of the intended award).
- 7.5 In addition to statistical measures, methods of evaluation involving interviews, focus groups and surveys of participants of both outreach and retention activities will be used to provide an evaluation of the effectiveness of activities undertaken to fulfill the University's commitment to its Access Agreement.
- 7.6 Progress will be reported on an annual basis to the University's Senate. The Students' Union President will represent students on the Senate.
- 7.7 The delivery of the commitments outlined in this Agreement is the responsibility of the whole University community, led by the Pro Vice-Chancellor (Student Experience) and monitored by the Strategic Management Team. Deans of Faculty and teaching staff, staff in Marketing and Recruitment and staff in Academic Registry, Course Administration, Student Support and Careers work collaboratively towards the success of measures outlined above.

8. Student involvement in the Access Agreement

- 8.1 The University has consulted with its Students' Union in the drafting of the 2015-16 Access Agreement. In addition to this, the University has engaged the SU President Elect in this process for the first time in order to ensure appropriate future 'buy in'.

The Students' Union President has asked that we include the following declaration within this agreement:

As President of the Students' Union at Norwich University of the Arts and a member of NUA's Equality and Diversity Committee, I can confirm that I have been part of the discussions and consideration of fair access and widening participation.

The Students' Union has an ongoing commitment to equality and diversity, both in terms of access to higher education and support throughout a student's time at university. Progressive action is being taken across the student movement, with the NUS's "A Black Students' Officer in every Union" campaign as well as the introduction of Liberation Officers in almost every Students' Union across the UK. We are looking forward to introducing these positions to help support members of NUA's student community and prevent discrimination in any form.

We are particularly pleased to see documentation showing transparency in relation to course costs in what is becoming an increasingly difficult economic climate for students. It is essential that we continue to support diversity in the student body and to focus our energies on those with ability who most deserve the opportunity of

Higher Education, regardless of ethnic or socio-economic origin, postcode or background.

Tom Richards

Students' Union President
Norwich University of the Arts

- 8.2 The University involves students directly in the implementation of the Access Agreement through their direct participation in outreach activities with local schools and colleges; leading discussion groups, working with small groups, or assisting in practical skills workshops under the supervision of the Recruitment Officer. In addition, in November/December of each year, focus groups of Undergraduate students by course are hosted by senior managers of the University to ensure student awareness of the overall strategy and focus.
- 8.3 Students also play a vital role in helping to support the University's retention activities directly through participation in the Peer Assisted Learning mentoring Scheme (PALs) as outlined in section 4, paragraph 4.4.4, and through participation in the Student Representatives System and Students' Union.

9. Provision of information to prospective students

- 9.1 The University is committed to providing timely and accurate advice on its fees and the financial support available to prospective and current students.
- 9.2 The University will publish information on fees and financial support for 2015-16 on the University website and through the UCAS Entry Profiles. In addition, the University is developing an advisory section within its information entitled 'The Student Experience at NUA' which outlines clearly and explicitly to applicants what is included in the course fee and what is not, and those elements that are optional.
- 9.3 Information on fees and financial support for students who enrolled on a course of study prior to September 2014 will be published on the University intranet for current students, and on the University website to assist any student who wishes to apply for a transfer into the University from another course of study.

Norwich University of the Arts

Appendix 1 – 2015-16 Access Agreement

List of schools, colleges and other adult education organisations involved in NUA outreach activities

Name of school/college or adult education organisation

| |
|---|
| Acle High School |
| Alderman Peel High School |
| Archbishop Sancroft High School |
| Bellerbys College |
| Boston College |
| Boston Grammar school |
| Boston High School |
| Broadland High School |
| Bungay High School |
| Cambridge Regional College |
| City College Norwich |
| City of Norwich School |
| College of West Anglia |
| Cromer High School |
| Dereham 6th Form College |
| Dereham Neatherd High School |
| Diss High School |
| East Norfolk Sixth Form |
| Fakenham College |
| Flegg High School |
| Framlingham College |
| Giles Academy |
| Great Yarmouth College |
| Great Yarmouth VA High School |
| Greshams School |
| Gurnsey Grammar School |
| Hautlieu School |
| Hellesdon and Taverham 6 th Form College |
| Hellesdon High school |
| Hertford Regional College |
| Hertsmere School |
| Hewett School |
| Highlands College |
| Hills Road Sixth Form |
| Hockwold and Methwold Community School |
| Holbeach Academy |
| Kett 6th Form College |

Name of school/college or adult education organisation

Kingston College

Langley School

Lincoln College

Litcham High School

Long Road Sixth Form

Lowestoft 6th Dorm College

Newham College

Northgate High School

Norwich High School for Girls

Norwich School

Notre Dame High School

Open Academy

Ormiston Venture Academy

Palmers 6th Form College, Essex

Paston College

Reepham College

Reepham High School

SEEVIC College

Sewell Park College

Sheringham High School

Sir John Leaman High School

Smithdon High School

Sommervale School

Sprowston Community High School

Stalham High School

Suffolk New College

Sussex Downs College

The Hewitt School

Thetford Academy

University Academy Holbeach

Wensum Lodge

West Norfolk College

West Suffolk College

Wymondham College

Wymondham High School

Access agreement 2015-16 resource plan (submission 1st May 2014)
(Table 7) Targets and milestones

Institution name: Norwich University of the Arts

Institution UKPRN: 10004775

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

| Number | Please select target type from the 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) |
|--------|---|--|---------------------------------|---------------|---------------------|---|---|---|---------|---------|---|
| | | | | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | |
| 1 | HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants) | To increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from SEC 4-7, and to remain above the Location Adjusted Benchmark in all years. | No | 2009-10 | 34.4% HESA 33.1% | To achieve a proportion of 33% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.3%. | To achieve a proportion of 34% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.3%. | To achieve a proportion of 35% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.4%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.4%. | | | TARGETS HAVE NOT CHANGED; AMENDMENT TO COMMENTARY Whilst early indications from UCAS indicate that there is no significant change in the proportion of applicants from disadvantaged backgrounds (UCAS End of Cycle Report, 2012) in the first year of higher tuition fees (2012/13 entry), there is still some uncertainty as to whether this trend will continue in future years. The targets for recruitment of young students from NS-SEC 4-7 have not been altered but remain set to indicate the aspirational levels of participation that the University intends to maintain in absolute terms, with a minimum level above the location adjusted benchmark should participation from under-represented groups reduce to levels that make this aspiration unsustainable. |
| 2 | HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants) | To increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from LPNs, and to remain above the Location Adjusted Benchmark in all years. | No | 2010-11 | 15.5% HESA 12.5% | To achieve a proportion of 17% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3.1%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3.1%. | To achieve a proportion of 18% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3.2%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3.2%. | To achieve a proportion of 18.6% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3.3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3.3%. | | | TARGETS ADJUSTED UPWARDS; Whilst early indications from UCAS indicate that there is no significant change in the proportion of applicants from disadvantaged backgrounds (UCAS End of Cycle Report, 2012) in the first year of higher tuition fees (2012/13 entry), there is still some uncertainty as to whether this trend will continue in future years. The targets for recruitment of young students from Low Participation Neighbourhoods have been adjusted upwards to indicate the aspirational levels of participation that the University intends to maintain in absolute terms, with a minimum level above the location adjusted benchmark should participation from under-represented groups reduce to levels that make this aspiration unsustainable. BASELINE ADJUSTED TO CHANGE FROM POLAR2 TO POLAR3 PARTICIPATION RATES. |

| | | | | | | | | | | | |
|---|---|---|----|-----------------------|---------------------|---|---|---|--|--|---|
| 3 | HESA T2a - (Mature, full-time, all undergraduate entrants) | To increase, by 2016-17, the absolute proportion of mature full-time undergraduate entrants with no previous HE and from LPNs, and to remain above the Location Adjusted Benchmark in all years. (HESA Table T2a) | No | 2009-10 PIs | 12.9% HESA 10.3% | To achieve a proportion of 12% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.6%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.6%. | To achieve a proportion of 12.5% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.8%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.8%. | To achieve a proportion of 13% in absolute terms and to at least exceed the Location Adjusted Benchmark by 2%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 2%. | | | TARGETS HAVE NOT CHANGED; AMENDMENT TO COMMENTARY Early indications from UCAS indicate that there is has been a reduction in applications from applicants aged 20 and over ('How have applications for full-time undergraduate higher education in the UK changed in 2012', UCAS (July 2012)). The University has not changed its targets for recruitment of mature students at this stage but has retained these at the aspirational levels of participation that the University intends to maintain in absolute terms, with a minimum level above the location adjusted benchmark should participation from under-represented groups reduce to levels that make this aspiration unsustainable. BASELINE ADJUSTED TO CHANGE FROM POLAR2 TO POLAR3 PARTICIPATION RATES. |
| 4 | HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants) | Retention: to continue to ensure that the percentage of young entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark | No | 2008-09 (2009-10 PIs) | 4.9% HESA 7.6% | 4.3% | 4.2% | 4% | | | |
| 5 | HESA T3a - No longer in HE after 1 year (Mature, full-time, first degree entrants) | Retention: to continue to ensure that the percentage of mature entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark | No | 2008-09 (2009-10 PIs) | 3.8% HESA 11.8% | 3.6% | 3.5% | 3.5% | | | |
| 6 | HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants) | Retention: to reduce the percentage of young entrants from low participation neighbourhoods who drop out of Higher Education and continue the University College's successful performance in this area of retaining drop out levels below the HESA benchmark. | No | 2008-09 (2009-10 PIs) | 7.7% HESA 9.4% | 7% | 6.8% | 6.4% | | | |
| 7 | HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants) | Retention: to continue to support students with disabilities by increasing, by 2016-17, the proportion of students in receipt of DSA and to remain above the HESA benchmark in all years (HESA Table T7). | No | 2009-10 | 12.3% HESA 9.2% | 12.8% in receipt of DSA and to exceed the HESA benchmark | 13.0% in receipt of DSA and to exceed the HESA benchmark | 13.5% in receipt of DSA and to exceed the HESA benchmark | | | |

| | | | | | | | | | | |
|----|--|--|----|------------------------------------|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---|
| 8 | Other statistic - Ethnicity (please give details in the next column) | Increase proportion of UK domiciled students from a Black, Asian or Minority Ethnic (BAME) origin | No | 2008-09 | 6.6% | 8.0% | 9.0% | 10.0% | 10.0% | TARGET READJUSTED TO REFLECT PREVIOUS LEVELS SET. The latest ethnicity data available on HEIDI shows that for students entering first degrees in 2010/11, 20.2% (87,390) were from BAME backgrounds. Of these, 6.7% (5,895) entered a first degree in JACS Subject Code H, which represents 1.4% of all students entering a first degree in 2010/11. An analysis of the regional distribution of BAME students by institution shows that 19 institutions out of 136 institutions (14%) recruiting onto JACS Subject Code H First Degree courses accounted for 59.1% of all BAME JACS H students in 2010/11. These 19 institutions were all located in city locations in or around London, Birmingham, Manchester and Nottingham. The University will continue to target outreach activity to attract a higher proportion of BAME students as part of its ongoing widening participation commitment. However, the location and subject mix of the University presents specific challenges in recruiting students from BAME backgrounds. |
| 9 | Other statistic - Socio-economic (please give details in the next column) | Success: to ensure that the margin of differential in the percentages of students from socio-economic group NS-SEC 4-7 achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers not from other socio-economic groups. | No | 2007-08 cohort (completed 2009-10) | Percentage achieving a 2:1 or above: SEC4-7 - 57.6% Other SEC - 60.1% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | This is not a new target but has been disaggregated from the target covering 'Success' in the previous Access Agreement which included the three discrete categories of students within one target. This is to enable more precise gathering of evidence and allow measurement of progress against more finely calibrated indicators. |
| 10 | Other statistic - Disabled (please give details in the next column) | Success: to ensure that the margin of differential in the percentages of students with a declared disability achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers who have not declared a disability. | No | 2009-10 (NUA MIS data) | Disabled - 54.7% No disability - 62.3% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | This is not a new target but has been disaggregated from the target covering 'Success' in the previous Access Agreement which included the three discrete categories of students within one target. This is to enable more precise gathering of evidence and allow measurement of progress against more finely calibrated indicators. |
| 11 | Other statistic - Ethnicity (please give details in the next column) | Success: to ensure that the margin of differential in the percentages of students from a Black, Asian or Minority Ethnic (BAME) origin achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers from a predominantly white background. | No | 2009-10 (NUA MIS data) | BAME - 66.7% White - 60.2% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | This is not a new target but has been disaggregated from the target covering 'Success' in the previous Access Agreement which included the three discrete categories of students within one target. This is to enable more precise gathering of evidence and allow measurement of progress against more finely calibrated indicators. |
| 12 | Other statistic - Socio-economic (please give details in the next column) | Retention: to ensure that the margin of differential in the retention of students from underrepresented groups and the remainder of the cohort does not fall below -5% for students from socio-economic groups NS-SEC 4-7 | No | 2009-10 (NUA MIS data) | SEC 4-7 completing year = 91.8% Other SEC completing year = 91.7% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | This is not a new target but has been disaggregated from the target set for 'Retention' in the previous Access Agreement which included the three discrete categories of students within one target. This is to enable more precise gathering of evidence and allow measurement of progress against more finely calibrated indicators. |

| | | | | | | | | | | |
|----|---|---|----|------------------------|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|--|
| 13 | Other statistic - Disabled (please give details in the next column) | Retention: to ensure that the margin of differential in the retention of students from underrepresented groups and the remainder of the cohort does not fall below -5% for students declaring a disability. | No | 2009-10 (NUA MIS data) | Declared disability completing year = 90.2% No declared disability completing year = 92.3% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | This is not a new target but has been disaggregated from the target set for 'Retention' in the previous Access Agreement which included the three discrete categories of students within one target. This is to enable more precise gathering of evidence and allow measurement of progress against more finely calibrated indicators. |
| 14 | Other statistic - Ethnicity (please give details in the next column) | Retention: to ensure that the margin of differential in the retention of students from underrepresented groups and the remainder of the cohort does not fall below -5% for students from BAME origins | No | 2009-10 (NUA MIS data) | BAME completing year = 91.7% White completing year = 91.6% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | Margin to remain at or above - 5% | This is not a new target but has been disaggregated from the target set for 'Retention' in the previous Access Agreement which included the three discrete categories of students within one target. This is to enable more precise gathering of evidence and allow measurement of progress against more finely calibrated indicators. |

Notes

Alongside applicant and entrant targets, we encourage you to provide targets around outreach and student success work (including collaborative work where appropriate) or other initiatives to illustrate your progress towards increasing access, student success and progression. These should be measurable outcomes-based targets and should focus on the number of beneficiaries reached by a particular activity/programme or the number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Table 7b - Other milestones and targets.

| Number | Please select target type from the 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) |
|--------|--|--|---------------------------------|---------------|-------------------------|--|--|--|---------|---------|---|
| | | | | | | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | |
| 1 | Outreach / WP activity (collaborative - please give details in the next column) | To continue to work with regional schools, colleges and academies identified as high priority through the Indices of Multiple Deprivation Index (IMD) to target pupils from under-represented groups and raise awareness of and aspirations to undergraduate study from year 9 through to year 12/13 | No | 2009-10 | 22 schools and colleges | 35 schools and colleges 900 pupils | 40 schools and colleges 1000 pupils | 40 schools and colleges 1000 pupils | | | Whilst the yearly milestones are set around targetted inputs, the aim is to reach increasing numbers of pupils from year 9 to year 12/13. Whilst the University can partially evaluate the success of its outreach activities by measuring the numbers of pupils applying to study at NUA, it is not easy to capture information on pupils that have applied to institutions other than NUA. The University will continue to develop its evaluation mechanisms. |
| 2 | Outreach / WP activity (other - please give details in the next column) | To work with local and regional networks to provide taster sessions for mature students with no previous experience of Higher Education, to raise awareness of, and aspirations to, study at undergraduate level | No | | | Number of students benefitting 500 | Number of students benefitting 500 | Number of students benefitting 520 | | | This is a new measure that is intended to promote the value of higher education to mature learners with no previous experience of Higher Education. The success will be evaluated by monitoring the numbers of mature entrants that are recruited to NUA courses and will be measured in conjunction with the statistical measure identified in the table above related to HESA Table 2a. |
| 3 | Strategic partnerships (eg formal relationships with schools/colleges/employers) | To develop and renew Progression Agreements with targetted schools and colleges to maintain the current level, which has exceeded the targets set in the Widening Participation Strategic Assessment | No | 2009-10 | 17 | 26 | 28 | 30 | | | The success of the Progression Agreements will be evaluated through continuous monitoring of students recruited from these schools and colleges. |

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| 4 | Other (please give details in the next column) | Measure to support retention. Increase the number of student PAL Mentors per annum | No | 2012-13 | 70 | 75 | 80 | 85 | | <p>This replaces the original milestone (above). The original target was based on the number of PAL Mentors participating in external training events. The University has now made investment in its 'in-house' support for PAL Mentoring and now delivers this training as part of its PAL Mentor induction and continuous training sessions throughout the academic year. The University considers the success of the PAL Mentor scheme as integral to its retention activity and that the target should be amended to ensure that PAL Mentor recruitment is continuously improved. The University PAL's scheme is accredited as part of the national PASS (Peer Assisted Study Support) scheme and students are able to appropriately cite this within their HEAR.</p> |
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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.