

# Norwich University of the Arts

## Access and participation plan for 2019-20

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## 1 Assessment of current performance

The following sections outline an up-to-date assessment of our performance in improving key areas identified by us as priorities for our access, retention and opportunity activities. Mature students, students from low socio-economic background groups, students from Black, Asian and other Minority Ethnic (BAME) backgrounds, students from low participation neighbourhoods (LPNs), students with disabilities and care leavers represent a focus for our specialist arts university.

In analysing the University's performance in supporting the success of our students, we undertake regular monitoring of retention in the first year of UG entry and by implication, the transition to higher education. Progression and attainment at final degree of students from widening participation backgrounds and underrepresented groups is monitored closely and evidence-based measures and interventions put in place to make improvements wherever possible. Each group is compared with peers outside the group under analysis as a control.

In undertaking this assessment the University has taken note of the Office for Students' expectation for providers to examine intersections of different characteristics to identify more accurately gaps in access, success and progression, and we are committed to developing further measures that explore these intersections in 2017-18, specifically for the intersections between age, gender, ethnicity and Low Participation Neighbourhoods.

The following tables summarise our performance to date.

### 1.1 Access for young full-time undergraduate entrants from low socio-economic backgrounds (NS-SEC 4-7)

1.1.1 The University has been monitoring the proportion of young full-time undergraduate entrants from lower socio-economic backgrounds, measured through the NS-SEC measures and focusing on students from backgrounds classified as NS-SEC 4-7. From 2016-17 HESA have withdrawn this measure as a Performance Indicator and no longer publishes indicators or benchmarks in Table T1a.

1.1.2 The University has, therefore, ceased using the measurement of students from NS-SEC4-7 from 2016-17 and will use the Low Participation Neighbourhood indicator until a more suitable alternative is developed.

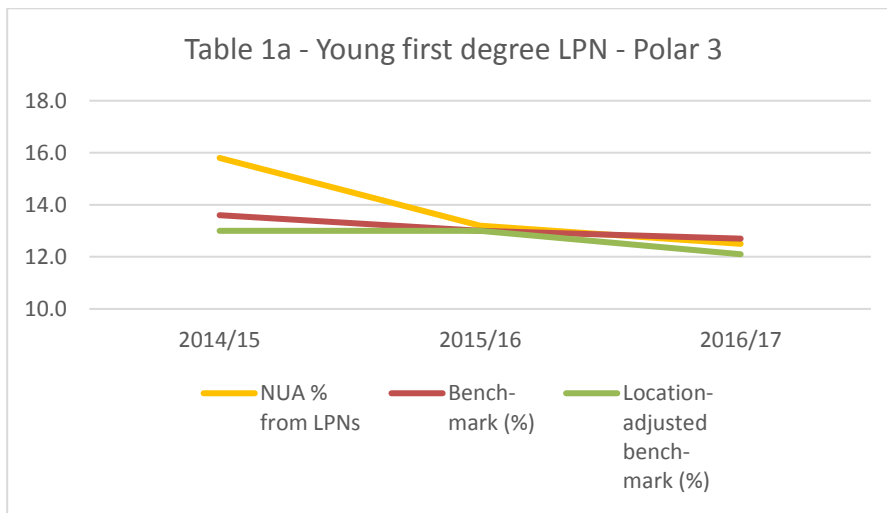
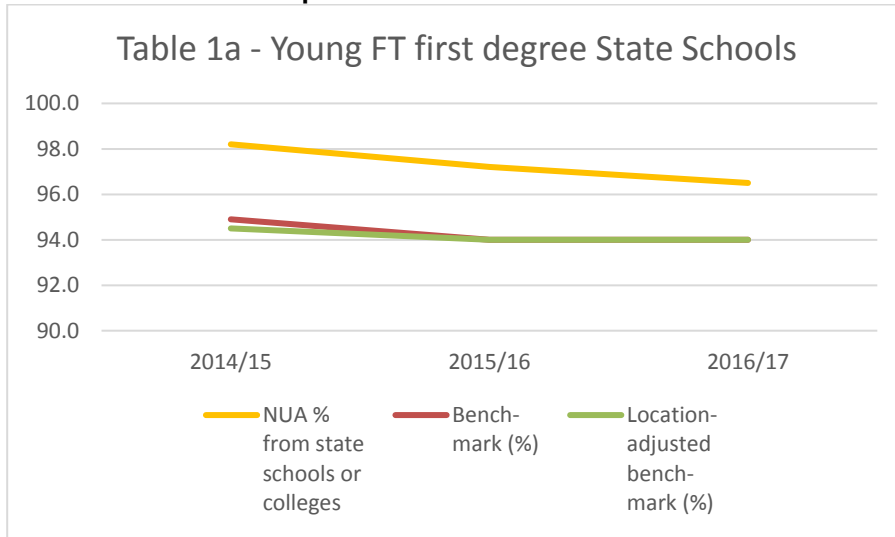
### 1.2 Access for young entrants from Low-Participation Neighbourhoods (LPNs) for Higher Education

1.2.1 Our assessment has led us to develop an aim to increase the proportion of young full-time undergraduate entrants from low participation neighbourhoods (LPNs) and to remain above the location adjusted benchmark in all years (HESA Performance Indicator Table T1a<sup>1</sup>)

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<sup>1</sup> HESA (2017) *UK Performance Indicators 2015/16: Widening Participation, Table 1a: Participation of full-time first degree entrants*. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation>. Release date: 2 February 2017.

## Assessment of current performance



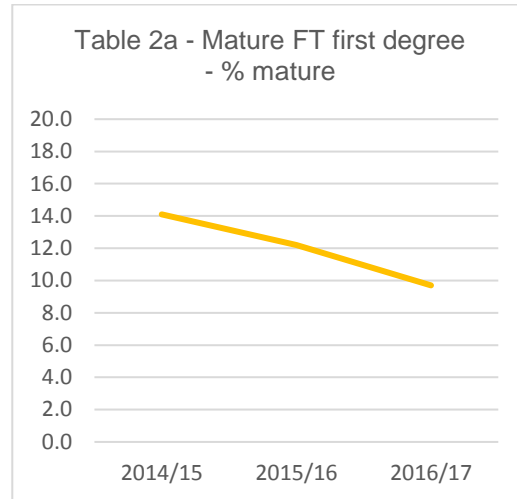
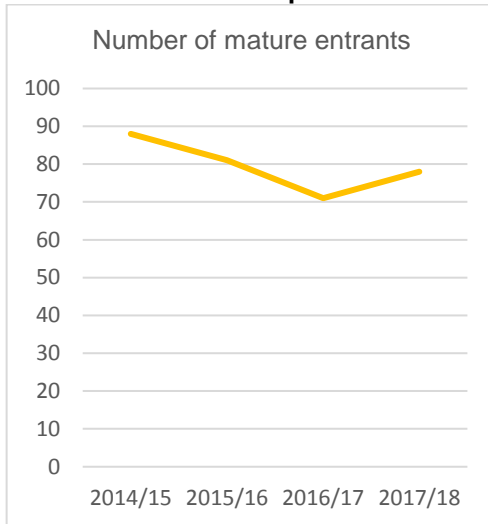
Since 2014-15 the proportion of new students from LPNs has fallen but remains above the HESA location adjusted benchmark for NUA. Additional university provision in Suffolk to support targeted students partly explains this decrease for NUA. Recruitment from schools from Norfolk and Suffolk with high proportions of widening participation pupils show that applications to NUA increased from 438 in 2013 to 488 in 2016/17 entry (an increase of 11%). Figures for 2017-18 entry show that applications have increased again to 578 (an increase of 32% on the 2013 figure). We will continue to target regional schools and colleges with students from low participation neighbourhoods, and we are pleased to note that data for 2017-18 entrants shows that the percentage of young entrants from LPNs has risen to 17.2%. This will remain an area of focus for the University.

### 1.3 Access for mature entrants to undergraduate courses

- 1.3.1 Our assessment has led us to develop an aim to increase the proportion of mature full-time undergraduate entrants aged 21 or above on entry who are studying on an NUA course (HESA Performance Indicator Table T2a - Mature, full-time, first degree entrants<sup>2</sup>).

<sup>2</sup> HESA (2017) *UK Performance Indicators 2015/16: Widening Participation, Table 2a: Participation of full-time first degree entrants*. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation>. Release date: 2 February 2017.

### Assessment of current performance

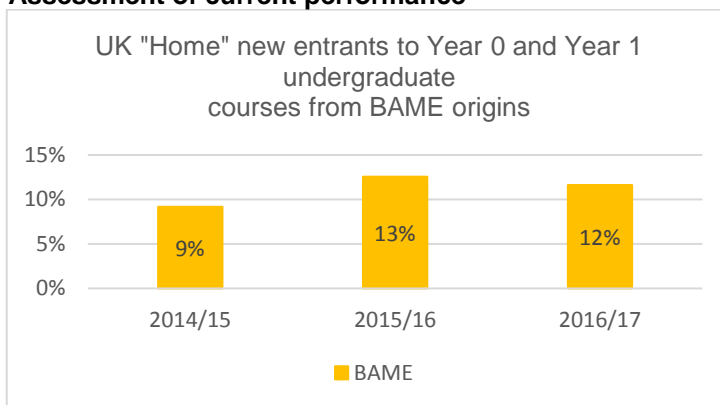


1.3.2 The above charts show the proportion of undergraduate entrants starting an undergraduate course, between 2014/15 and 2016/17, who were aged 21 on entry. In absolute terms the number of mature entrants aged 21 and above dipped in 2016/17 but has resumed to the more consistent level of around 80 per annum in 2017/18. However, in percentage terms (when measured against a 6% increase in the total student population) the percentage has decreased. Whilst we remain committed to strengthening the opportunities for mature entrants to study art, design, media or architecture subjects at NUA, we are aware that applications to art and design subjects from mature applicants nationally have decreased by 2% over 3 years, with a decrease of 5% in the subjects offered by NUA (UCAS, 2016<sup>3</sup>).

### 1.4 Access for Black, Asian and Minority Ethnic (BAME) entrants to undergraduate courses

1.4.1 The University continues to be committed to increasing the proportion of students from BAME backgrounds. Our stated aim is to increase the proportion of UK domiciled students from Black, Asian and Minority Ethnic (BAME) origins and will continue to provide targeted outreach in regional areas with larger numbers of students from BAME backgrounds.

### Assessment of current performance



Source: NUA Student Records System

<sup>3</sup> UCAS (2016), *End of cycle data resources: Provision 2016 "Applications and acceptances for types of higher education course – 2016"*, Subject Group by Age tables (DR3\_013) [internet]. Available from: <https://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-end-cycle-data-resources> [accessed March 2017].

1.4.2 The percentage of new entrants from BAME ethnic origins has been steadily rising over the past five years, from 6% in 2011/12 to 13% in 2015/16 and fell slightly to 12% in 2016/17. This continues to be an area of challenge for us both in terms of the regional demographics (a relatively low proportion of people usually resident in the East of England are from BAME backgrounds compared with the rest of England<sup>4</sup>), and our arts specialism. A benchmarking exercise undertaken by the University noted that BAME students accounted for 22% of new entrants to all subjects, however the proportion of BAME students recruited to art and design subjects in 2013/14 accounted for just 6% of all students recruited to courses in this subject area<sup>5</sup>.

1.4.3 Our progress to date indicates that we are seeing the beginning of an increase in the proportion of BAME students studying at NUA, and we will continue to focus targeted outreach and recruitment activity aimed at increasing the number of BAME students studying and succeeding at NUA.

## 1.5 Student Success targets

1.5.1 One of the key commitments of the University, as expressed through the Mission and Core Values and the Student Agreement is to ensure equality of opportunity for students from diverse backgrounds, providing support where need is identified. In analysing our performance to date, we have focused our analysis on two key indications of success; retention and degree classification outcomes.

1.5.2 We have undertaken monitoring of our retention record over a number of years which has provided us with a good record of data on which to focus our widening participation activity. In analysing our retention record, we have considered young and mature student populations separately in acknowledgement that the challenges facing students in each group can be very different. We have also looked at the comparative data between different groups within the University's undergraduate population, and have been monitoring relative performance through our Access Agreement targets.

1.5.3 Similarly, in considering measures for determining successful outcomes for students, we have been monitoring the differential outcomes for students in different populations by analysing the degree classifications for different groups within each graduating cohort.

## 1.6 Student success: retention of young entrants

1.6.1 We aim to continue to ensure that the percentage of young entrants who drop out of Higher Education is below 5% and the percentage is lower than the HESA benchmark (HESA, 2017, Table 3a<sup>6</sup>). Through a range of retention initiatives we are seeking to ensure that the percentage falls from 7.9% in 2013-14 to 5.0% by 2019/20 and to 4.8% by 2020/21.

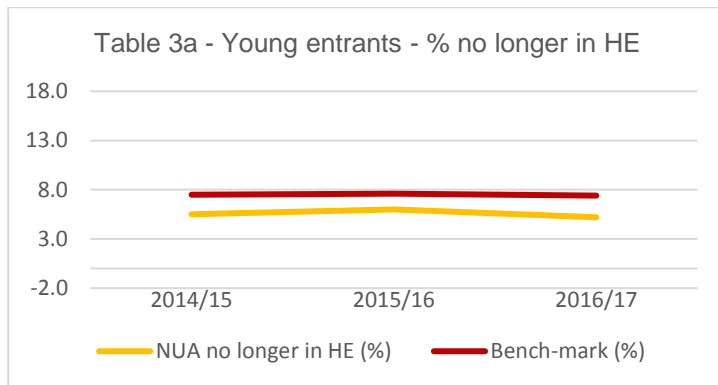
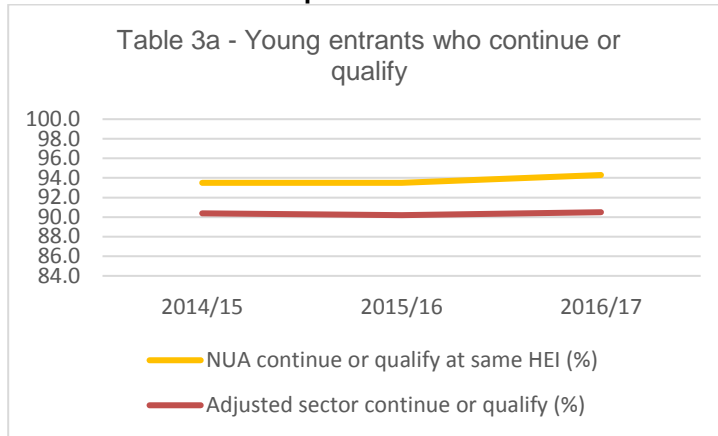
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<sup>4</sup> Comparative data provided by the Office of National Statistics (ONS) and made available through Norfolk Insight ([www.norfolkinsight.org.uk](http://www.norfolkinsight.org.uk)).

<sup>5</sup> Source: HESA statistical release, Table 6a: *Full-time students by subject, level, sex, age, disability and ethnicity*, 2013-14, <https://www.hesa.ac.uk/free-statistics>

<sup>6</sup> HESA (2017) *UK Performance Indicators 2015/16: Non-continuation rates*, Table 3a: *Non-continuation following year of entry: full-time first degree entrants*. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation>. Release date: 9 March 2017.

## Assessment of current performance



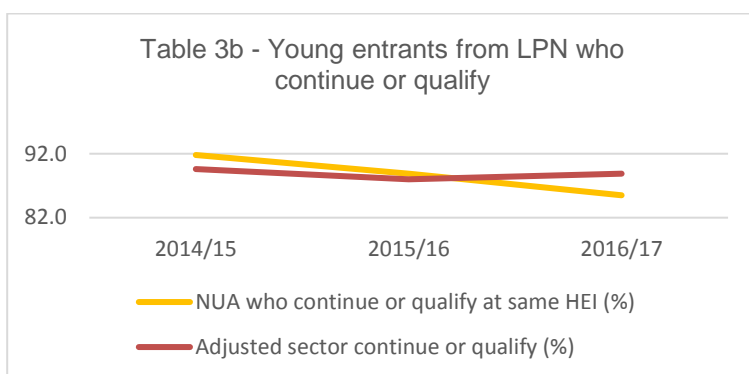
1.6.2 The charts above summarise the percentage of students who were projected to continue or qualify at the University between 2014/15 and 2016/17 and the percentage of students who leave one of our courses during their first year and who do not continue at another institution. The University has demonstrated a strong track record in retaining its students with over 90% retention since 2011/12. The University will continue with targeted work aimed at retention, for example expanding the number of Peer Assisted Learner (PAL) Mentors, to ensure that we maintain our good record in this area.

## 1.7 Student success: retention of young entrants from low participation neighbourhoods

1.7.1 We are committed to reducing the percentage of young entrants from Low Participation Neighbourhoods who drop out of Higher Education to 5% and remain below the HESA benchmark. From baseline data in 2013/14 of 8% we aim to ensure that this is reduced to 5% by 2019/20 and 4.8% in 2020/21.

### Assessment of current performance

1.7.2 The tables below show the percentage of young entrants from low participation neighbourhoods who leave higher education in their first year.



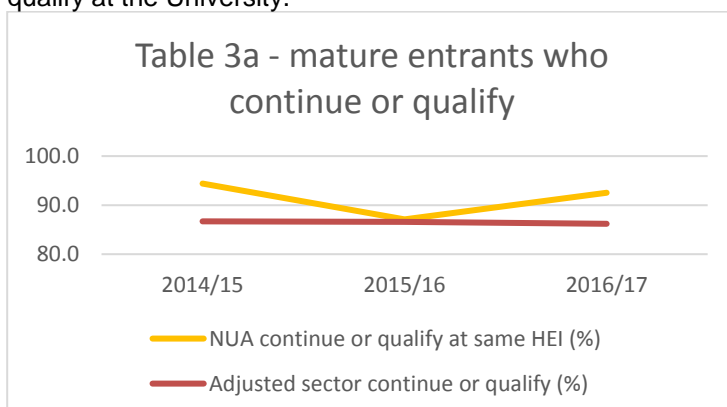
1.7.3 The percentage of young entrants from LPNs in 2016/17 expected to continue or qualify has fallen below the HESA benchmark for the first time since 2010/11. The University will continue to focus on retention initiatives through its inclusive curriculum and PAL Mentor scheme to influence the number of new entrants who withdraw from HE altogether. In 2015/16 the University implemented changes to its curriculum delivery across all of its courses to enhance learning opportunities, and extended its studio and workshop opening times with qualified staff in support during the evenings, to offer students more flexibility for planning their learning activity around personal commitments. The full impact is not likely to become apparent until the end of 2017/18, but we continue to monitor the relative achievements of under-represented groups carefully as part of this impact assessment.

## 1.8 Student success: retention of mature entrants

1.8.1 Retention: to continue to ensure that the percentage of mature entrants who drop out of Higher Education falls below 10% and the percentage is lower than the HESA benchmark (HESA, 2017, Table 3a<sup>7</sup>). In 2013/14 this was 13.7% and we are seeking to reduce this to 10% by 2018/19 and to 8% by 2020/21.

### Assessment of current performance

1.8.2 The table below shows the percentage of mature entrants who are projected to continue or qualify at the University.



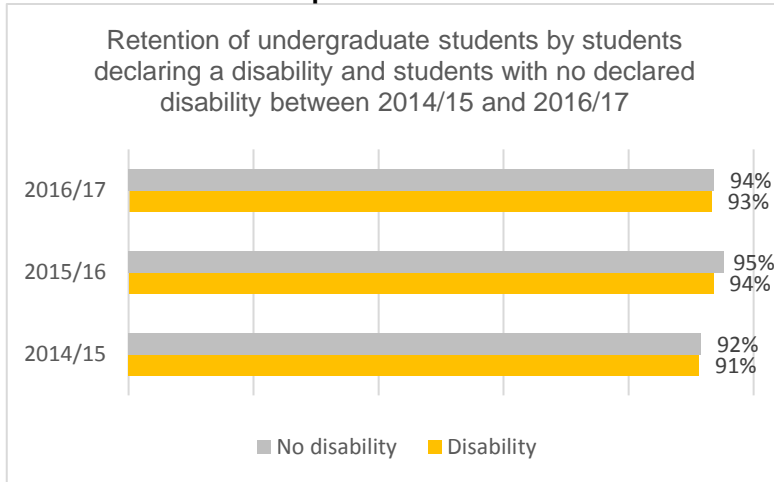
1.8.3 In 2016-17 the percentage of mature entrants projected to continue or qualify returned to above 90%. The small size of the mature cohort makes this indicator more subject to fluctuation than those measured against the larger “young” cohort. The reasons that mature entrants leave our full-time courses are often associated with personal circumstances that are outside the University’s ability to influence. The University has continued to put in measures to help mature students to plan outside commitments around their studies, such as longer opening hours in studios and workshops.

<sup>7</sup> HESA (2017) *UK Performance Indicators 2015/16: Non-continuation rates*, Table 3a: Non-continuation following year of entry: full-time first degree entrants. Available at <https://www.hesa.ac.uk/data-and-analysis/performance-indicators/non-continuation>. Release date: 9 March 2017.

1.9 **Student success: retention of students declaring a disability**

1.9.1 Our assessment has led us to develop an aim to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students declaring a disability. We have consistently achieved this over the past 3 years.

**Assessment of current performance**

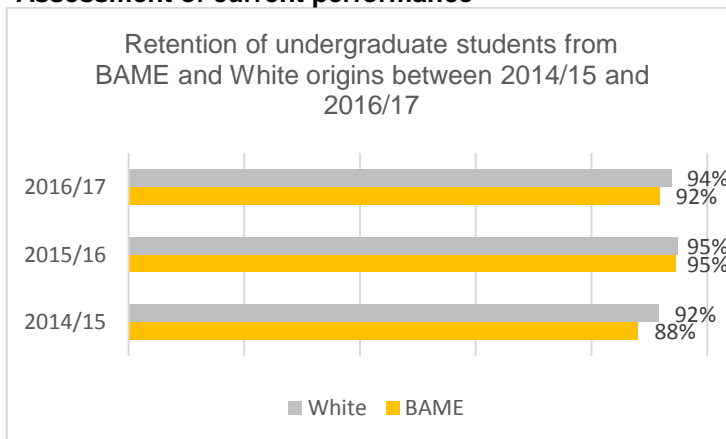


Source: Student Records System

1.10 **Student success: retention of students from Black, Asian and Minority Ethnic (BAME) backgrounds**

1.10.1 We aim to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students from BAME origins. The following chart indicates that whilst the University has remained within its 5% target over the past 3 years, BAME students are more likely to have a lower retention rate than their white peers. This remains an area of focus for us in designing our future retention initiatives.

**Assessment of current performance**



Source: Student Records System



## 1.11 Multiple targets – student success and progression

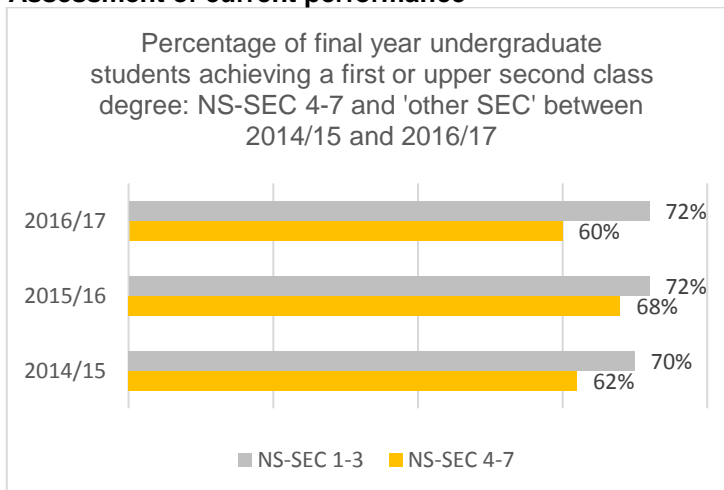
1.11.1 The University considers that the degree classification outcome of its student body is a key measure of both our course success and successful progression into employment. We have been routinely measuring and analysing the degree classifications of students from widening participation backgrounds when compared with their peers for a number of years and see this as a key indicator. In each scenario we have set our aspiration to achieve and retain a margin of differential of within 5% between the achievements of a first class, or higher second class, honours degree.

1.11.2 The following tables outline performance to date.

### 1.12 Student success: degree classification of students from socio-economic group NS-SEC 4-7

1.12.1 The University has been monitoring the outcomes for undergraduate students from lower socio-economic backgrounds since 2013/14 focusing on students from backgrounds classified as NS-SEC 4-7. From 2016-17 HESA have withdrawn this measure as a Performance Indicator and no longer publishes indicators or benchmarks in Table T1a however we have continued to use this measure for students for whom we have data in order to ensure consistency. Our aim was 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 from other socio-economic groups.

#### Assessment of current performance



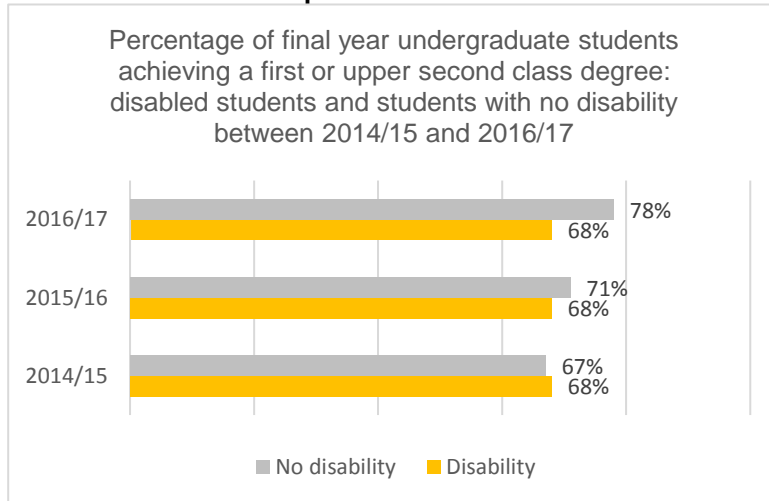
Source: Student Records System

1.12.2 From 2017-18 we will measure the success rates by Low Participation Neighbourhood. The outcomes for 2016-17 indicate that the proportion of students from POLAR quintile 1 who achieved a first degree classification of 2.1 or above was 66%, compared to 76% of students from quintiles 2 to 5.

### 1.13 Student success: degree classification of students with a declared disability

1.13.1 We aim 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.

**Assessment of current performance**



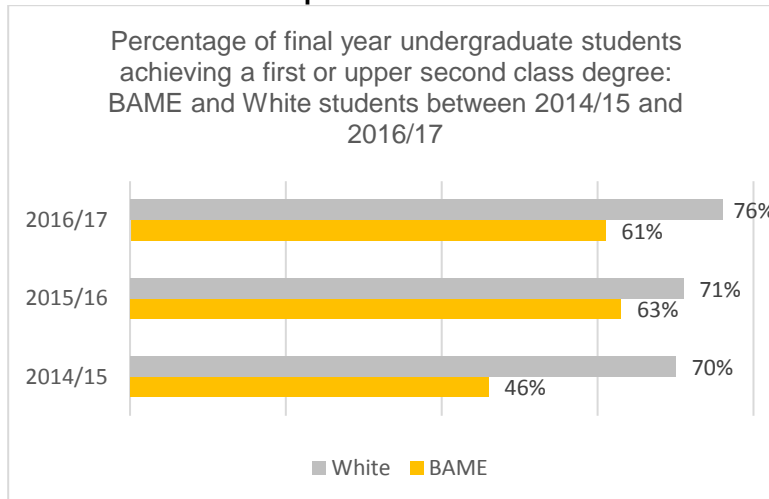
Source: Student Records System

1.13.2 Through its inclusive curriculum and teaching practices, and range of support provided for disabled students, the University maintained the margin of differential that meets its targets to 2015/16. The difference in outcomes has diverged in 2016-17 and we are monitoring differential attainment closely to establish whether this is an anomalous year or a potential trend. During 2016-17, the University also expanded the range and volume of support for learners with a broader range of disabilities than in previous years, but this may also take some time to work through succeeding cohorts of finalists.

**1.14 Student success: degree classification of students from BAME backgrounds**

1.14.1 Again our aim is to ensure that the margin of differential in the percentages of students from BAME backgrounds achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers from a predominantly white background.

**Assessment of current performance**



Source: Student Records System

1.14.2 The achievement of a First or Upper Second class degree for BAME students compared to their white peers is an area that has already been identified as one requiring enhanced intervention by us through our own monitoring processes. Whilst the numbers of BAME students is small in each graduating cohort, the performance to date has resulted in a greater degree of fluctuation than anticipated. We are continuing to monitor the performance of BAME students compared to their White peers. In 2015-16 we improved our in-year reporting and introduced in-year monitoring reports to enable early intervention

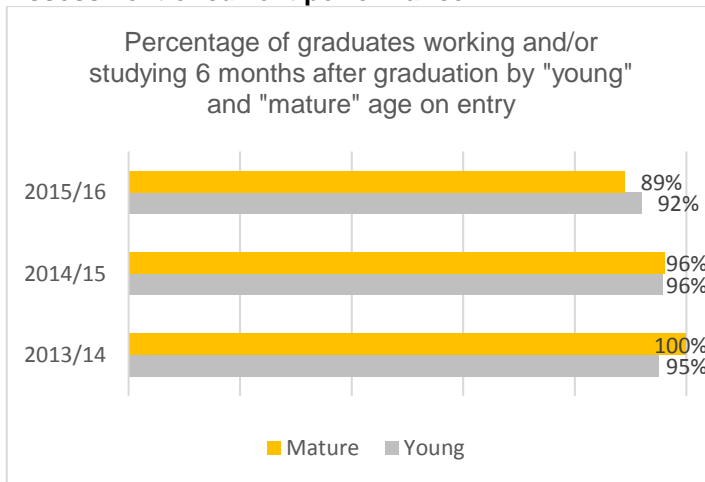
based on provisional results from Year 0 onwards and we were pleased to note that our performance in 2015/16 and 2016/17 of BAME were improvements on 2014/15.

1.14.3 This will remain a key area of focus for our student success initiatives in order to further explore the challenges that may be impacting on BAME students at NUA and support measures that we are able to introduce in an effort to improve the relative performance of BAME students.

1.15 **Progression: employment indicators for students six months after graduation**

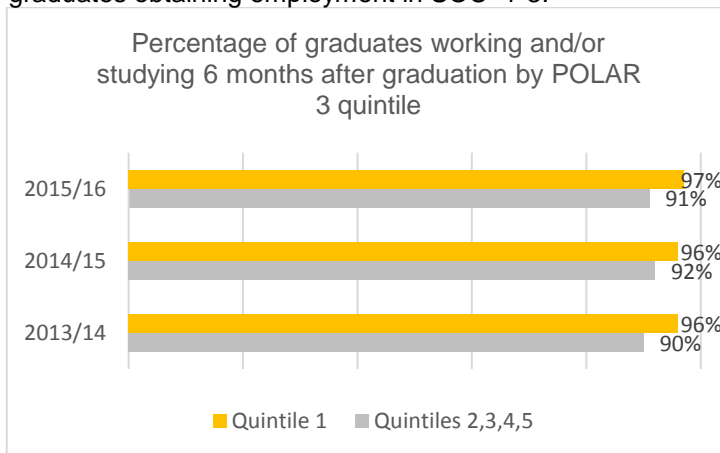
1.15.1 In taking an indicator of success for graduates of the success or otherwise of the various groups of WP students we have provided an analysis on the employment data obtained through the Destination of Leavers from Higher Education Survey (DLHE) conducted on 2013/14, 2014/15 and 2015/16 graduates. The following charts show the percentage of survey respondents who were in work and/or further study 6 months after graduating for young and mature entrants, students from different POLAR3 participation neighbourhoods, students with disabilities and students from Black, Asian, or Minority Ethnic (BAME) backgrounds.

**Assessment of current performance**



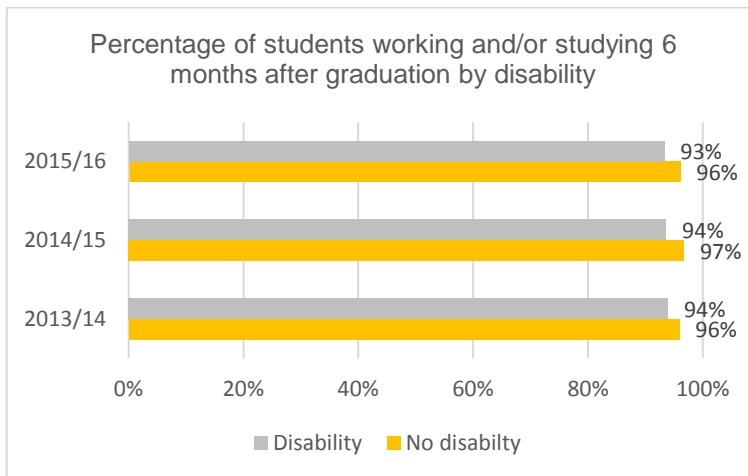
Source: Student Records System DLHE data

1.15.2 From our DLHE results mature entrants do not appear to be at a disadvantage in obtaining employment or further study after graduating. When looking into the type of job that each group are reporting, mature applicants appear to be more likely to obtain professional or managerial employment (Standard Occupational Class (SOC) 1, 2 or 3) with 80% of mature graduates obtaining employment in SOC 1-3.



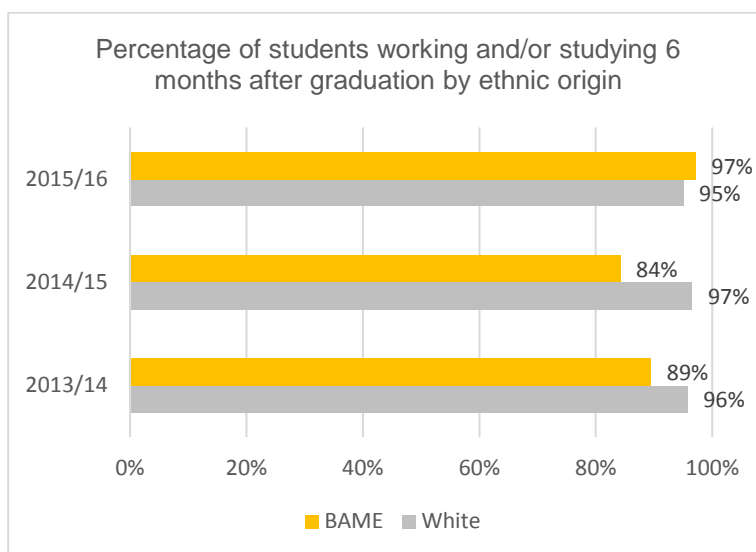
Source: Student Records System DLHE data

1.15.3 Our results have consistently shown that a higher proportion of graduates from Low Participation Neighbourhoods (POLAR3 Quintile 1) were in employment or further study 6 months after graduation, compared to students from other POLAR3 quintiles.



Source: Student Records System DLHE data

1.15.4 The 2015/16 DLHE data indicates that students with disabilities are as likely to be in work or further study 6 months after graduation as student with no declared disability. This has been a consistent trend over the past 3 years. In January 2017, 64% of the 2015/16 graduates with a disability were in professional or managerial employment compared with 65% of non-disabled graduates. This compared with 58% and 60% for 2014/15 and 57% and 68% for 2013/14.



Source: Student Records System DLHE data

1.15.5 The 2015/16 DLHE results indicated that the percentage of students from BAME origins in work and/or further study was commensurate with the percentage of students from White origins for the first time. Previous years had indicated that a lower employment rate in students from BAME origins when compared with their White peers. It should be noted that the numbers of BAME graduates are relatively small making percentage indicators less reliable than for the larger population of white students. When considering the type of employment, 63% of BAME graduates from 2015/16 were in professional or managerial employment compared to 65% of their White peers. In 2014/15 this figure was 67% and 57% respectively.

## 2 **Ambition and strategy**

### 2.1.1 **Our strategic ambitions for access and participation**

Our Access and Participation Plan (APP) outlines how we will respond to the areas identified for development based on an assessment of our current performance. In this section we will outline the changes we aim to achieve and our approach to achieving these changes. We consider the whole student lifecycle and base our approach on quantitative and qualitative data inputs and outputs. Our strategic ambitions for access and participation and how they support the priorities identified by the Office for Students, are outlined below. Actions with targeted groups are proposed with the express purpose of maximising impact and realising NUA's ambition to improve access, progression and success.

Within the framework of this plan we are able to cite a proven track-record in terms of planning, delivery and measurable impact. These past measures have enhanced access, but national data and research undertaken directly by the University has identified particular challenges for access to creative subjects in HE. In particular schools, colleges and centres for adult learners all indicate a move away from art and design subjects in their respective curricula due, in no small measure to shifts in their KPI's and the introduction of the EBacc.

From a specialist arts perspective, this subject-specific challenge serves to accentuate deficits in cultural and/or educational capital that WP learners face. In relation to BAME entrants to our subjects, there are particular cultural factors which make our subjects less likely to receive parental approval at application. For our subjects, around 5% of the applications nationally are made by BAME students. We would like these factors to be noted in relation to our ambitions, strategy and the proportionately substantial investment outlined within this plan.

### 2.2 **Underrepresented groups that we will be specifically targeting and at what stage of the student lifecycle**

We plan our access and outreach activities for groups under-represented in HE based on statistical and contextual information and our drive to be able to measure real progress against key milestones. Our outreach practices are founded on expectations of maximum impact and existing good practice. We continually refine our approach to ensure an appropriate balance of activities relevant to the requirements and philosophy of the APP. We will continue to build on such activities, which are concentrated specifically around WP learner constituencies in the wider community.

Our strategic ambitions for access focus on enabling entry to HE for all applicants who would benefit from a HE experience at NUA, but particularly for those groups identified in our Assessment of Current Performance:

1/ Enhanced *access* and *success* for young applicants and entrants from Low-Participation Neighbourhoods (LPNs) for Higher Education.

2/ Enhanced *access* and *success* for mature applicants and entrants to undergraduate courses.

3/ Enhanced *access*, *progression* and *success* for Black, Asian and Minority Ethnic (BAME) entrants and applicants to undergraduate courses.

4/ Enhanced *progression* and *success* for those with disabilities entering onto undergraduate courses.

5/ Enhanced *progression* and *success* for Care Leavers entering onto undergraduate courses.

### **2.3 How this work will complement work funded through other sources and in collaboration with other organisations**

Collaborative working for NUA involves co-operation with national as well as regional partners who are specialist providers within the HE sector. We continue to be an active member of UKADIA (the UK Arts and Design Institutions Association), which incorporates the National Arts Learning Network (NALN). Research into the provision of the arts in secondary schools with a particular focus on KS3 and KS4 supports the work of NALN and NUA will continue to undertake specialist CPD for teachers of arts, design architecture and media (such as Digital Painting workshops and upskilling events on campus).

We will continue to engage with collaborative activity with other organisations; Higher Education Institutions (HEIs), schools and other public and private sector partners in order to maximise the shared benefits of our work and reduce duplication of effort. As well as participating in existing collaborative activity we are also part of the regional NCOP partnership, the Network of East Anglia Collaborative Outreach (NEACO) with University of East Anglia, Cambridge University, Anglia Ruskin University and University of Suffolk. Our work with Norfolk schools through NCOP targets specific students from GAP wards, identified through HEFCE data, in Years 9 – 13. Activities delivered through NEACO include a progression programme for Year 12 -13 delivered by CAUSEWAY (a Higher Education Access Network), one to one mentoring, resilience and mental health workshops, online platforms for engaging young people, employer engagement and various charity interactions. We are mindful that NCOP is time-limited and our ongoing outreach must remain consistent for this specific target group once/if NCOP concludes.

The University also works with other partners such as the Museums Service, Arts Council and commercial companies 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.

Monitoring and evaluation of measures identified above by the University Senior Management Team ensures continuing effectiveness, measurable improvement, and value for money. The delivery of the commitments outlined in this plan is the responsibility of the whole University community, led by the Senior Management Team, who work collaboratively towards realising the ambitions of the plan, and to ensure the delivery of actions that address the areas for improvement identified through the assessment of current performance. Evaluation of the various activities is the responsibility of the relevant Senior Manager and is undertaken by the teams that are involved in the delivery.

The collaborative activity outlined above complements our own outreach activity and encourages students from underrepresented groups to apply to university, and also, hopefully, to NUA. The initiatives developed through NCOP collaboration will help us to include areas of good practice within our own approach to outreach activities and enable us to enhance the effectiveness of this; The work done through NCOP on monitoring and evaluation will help us to refine our own processes to more effectively monitor the success, or otherwise, of our own activity. Collaboration with organisations that help us to reach to more mature learners, and particularly those with no HE experience, will help us to engage audiences that would otherwise be difficult to reach. This latter area is a challenge for us as the more conventional routes into HE are not necessarily the best routes to reach out to mature students.

### **2.4 How this work will support and benefit our broader equality and diversity strategy**

The APP is an important dimension of the University's commitment to maintaining an inclusive and supportive learning and working environment based on mutual respect and trust. NUA's Equality & Diversity Policy Statement promotes 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 its role in furthering social

inclusion. NUA's commitment to equality and diversity is made explicit throughout our Strategic Plan and Strategy for Learning and is integrated into all aspects of university culture. Individual Senior Managers take responsibility for leading in different areas that impact on the access and participation plan, e.g. equality and diversity, learning and teaching, outreach and recruitment, admissions and employability. Academic and Professional Services staff work with each other, as required, to deliver specific activities and Senior Managers meet regularly as a team to ensure that activities are coordinated and progress is monitored.

We have taken equality issues into account in designing this plan and have paid due regard to the requirements of the Equality Act 2010. The APP will be monitored separately by the Equality and Diversity Committee and feedback delivered to SMT regarding progress and findings.

Our targets include increasing the proportion of UK domiciled students from Black, Asian or Minority Ethnic (BAME) origin. 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, or achievement levels.

## **2.5 How we will ensure continuous improvement, including through the evaluation of our access and participation plan measures and through sustained engagement with schools and employers**

The University has in place an internal APP action plan with aims, targets and milestones. The University's Senior Management Team is the steering group for the APP action plan, holding the appropriate expertise and control to ensure that aims are set strategically, targets pursued diligently and progress measured systematically. The University ensures continuous improvement through regular review of progress against planned targets and reports through the Vice-Chancellor to the University's governing Council.

Students are involved in the evaluation and monitoring of the plan through participation in surveys (for example the new starter survey) and focus groups. The Student Representatives Group is a key part of our formal quality assurance framework and provides a vehicle for engaging in debate and discussion about specific themes. This Group will continue to be involved in the annual review of our Access and Participation Plan. The Student Representatives Group is chaired by a Senior Manager and is attended by the SU President and all of the elected Course Representatives.

Our sustained engagement with schools is articulated through initiatives such as 'Artscape' (as described below), our annual outreach and taster programme and through meetings and exchange between academics and senior managers at partner schools and colleges. Shared work facilitated by NEACO also plays a role in disseminating and promoting best practice across subjects and institutions more widely. The University's free admission East Gallery has an increasing part to play in encouraging both 'drop-in' and organised engagement with schools and mature learners in particular, and this is an area of work that has further potential for development, given the diverse range of exhibitions and cultures on show. Evaluation of outreach and feedback from individuals, community groups and partner schools shapes our evolving offer in this area.

The University's engagement with employers is embedded at subject and faculty level in the form of Creative Industry Liaison Groups (CILG's). These groups of expert employers exist for all individual awards at NUA and play a part in shaping curriculum, graduate outcomes and ensuring that the University understands the needs of contemporary employment for its specialist subjects and emerging graduates. CILG's play an active role in terms of shaping the academic offer, but also in terms of future workforce planning and equality and diversity. CILG's often have a part to play in progression and success of NUA graduates in the world of work, and interns within NUA students taught course of study. To give one such example of this engagement, the University introduced its suite of BSc

awards specifically to respond to industry needs (reinforced by the CILG's) to help address the very real shortage of graduates equipped to work in the rapidly developing creative computing sector.

## **2.6 How we have consulted with students from a range of backgrounds in developing the plan and how we will work with them to deliver it**

The Academic Registrar convened a formal focus group, which included members of the Student Representatives Group. The Students' Union President was also present and contributed to this focus group. At the focus group, a range of support measures that could be offered to students were discussed. Students expressed support for having a menu of financial support options available to them, so that they could decide how to make best use of the funding on offer, based on their own needs and the needs of their course.

The Students' Union President has reviewed our Access & Participation Plan and been given the opportunity to provide comments.

The University also involves students 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 Schools and Outreach 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.

## **3 Access, student success and progression measures**

### **3.1 How we will approach delivering our ambitions and strategy, prioritising the student groups and stages of the student lifecycle where we most need to improve**

The outcomes of the activities outlined in this access and participation plan have been shaped by the Assessment of our Current Performance and our outputs and outcomes are monitored annually as part of the annual reporting return, or other statutory reporting requirements, as outlined by the Office for Students (OfS). In addition to quantitative, data-derived measures above, the University's strategic approach is informed by qualitative methods to enhance institutional understanding and facilitate an action-research approach.

This approach seeks to add-value by ensuring that the voices of applicants, students and graduates are heard. Views of stakeholder groups are elicited through interviews, focus groups and surveys that focus on access, attainment and progression. Evaluation of the effectiveness of activities undertaken to fulfill the University's commitment to fair access and progression plays a major role in the development and implementation of this plan.

The University's target groups takes into account the following characteristics in relation to its routine monitoring and pro-active approach to access, success and progression:

- Low Participation Neighbourhoods
- Mature
- Ethnicity
- Disability
- Care leavers

Our activities to enhance access, progression and student success are part of an inclusive student experience which is aimed at removing barriers for students from underrepresented groups and providing the same opportunities as their peers. Our financial support package is specifically aimed at students from low income households (as assessed by SFE) and students who are care leavers. Students from low income households may also be part of



one or more of our identified target groups, or none. How students engage with the support available will depend on their individual circumstances, needs and choices.

Progress is evaluated by measuring outcomes against the targets and milestones set out in our resource plan, recorded through the University's management information systems, and, where appropriate, benchmarked against published HESA or other sector data and location adjusted benchmarks.

Retention will be evaluated and judged against achievement of the planned targets and milestones using appropriate measures of success (successful progression on course and successful achievement of the named award).

Progress will be reported on an annual basis to the University's Senate. The Students' Union President represents the views of the student body to the Senate.

### 3.2 **An outline of the activities we will undertake to achieve our aims and which underrepresented groups will be targeted**

As a mature institution, our practices to enhance access, success and progression are well-established and we continually refine admissions processes to ensure an appropriate balance of activities divided between providing learner opportunity, recruitment and retention.

Activities that we will undertake with underrepresented groups in order to achieve our aims, typically comprise:

- Outreach sessions
- Taster sessions on campus
- Taster sessions in target host schools and colleges
- Financial support and material resources for 'Artscape' partners and their students
- Portfolio development days
- Interview advisory sessions
- Gallery events and workshops
- Specific events such as Games 'Jams' and 'Hackathons'
- Open Days
- Campus tours
- A menu of academic, material and financial support for current students identified as being at higher risk of intermission, withdrawal or academic failure.
- NUA's Peer Assisted Learning Mentoring Scheme (PAL's)
- Attendance at Parents and Careers evenings within target schools

Whilst we write of well-established practices in terms of planning and assessing impact of measures taken, it is also true to say that for specialist arts subjects in schools, particular, unprecedented challenges, as highlighted previously, are starting to emerge in relation to the EBacc and a resulting clear shift away from arts and humanities in the school curriculum. These challenges compound issues of the deficit in cultural and educational capital experienced by WP learners and again we would like this to be noted in relation to resources, expenditure and the perception that arts subject specialists are having to work disproportionately harder to raise aspiration and attainment in schools in the face of this set of challenges.

Emerging practices in reaching WP students are informed by sector partners and peers, national references and data and more regional feedback from schools, colleges, individual applicants and other public and private sector organisations. Our re-stated intention is to continue to build on such activities, which are concentrated around WP learner constituencies in the wider community.

## Measures to enhance Access

Outreach and access activity is informed by applicant data and feedback from identified partner schools, colleges and other organisations. The University will continue to drive forward its engagement with targeted students at schools and colleges across the academic year, and progression is tracked and verified via the University's admissions and recruitment records and from other available data sources.

The following measures are proposed as the cornerstones of our plan to maximise access:

a/ An enhanced, targeted pre-application outreach and pre-entry taster session programme under the banner 'Artscape'. This sustained, year-round programme of events and activities is to be supported financially by NUA and represents part of an integrated and collaborative approach to applicant preparation, as distinct from the activities we will undertake through the NEACO network, schools and employers. The salient aspects of the Artscape scheme include financial support to provide target groups with transport to and from Open Days, on-campus taster sessions and financial support to enable improved access to art-related study materials.

b/ Specific portfolio and interview preparation and practice sessions for those groups least likely to apply or succeed at interview as a result of depleted social, educational, financial or cultural capital.

c/ Enhanced and targeted orientation/acclimatization sessions through our established and proven Peer Assisted Learner Mentoring Scheme (PAL) for entrants identified as at increased risk of withdrawal/intermission.

d/ An active collaboration with 'Art-pocket' – a local foundation course specifically geared to supporting mature learners into HE.

e/ A public exhibition to be held at NUA for targeted learners from Sixth Forms in partnership with Norfolk County Council's Education Department.

f) The University is introducing targeted financial support in the form of a bursary for care leavers. This reflects part of an enhanced focus on care leavers that is facilitated, in part, by partnership working with UEA, with NUA now co-hosting a 2 day residential summer school for Care Leavers.

g) NUA's New Starter Survey has been revised to seek more accurate information regarding the real or perceived obstacles to HE entry whether these relate to the application process, learner confidence or more practical concerns around transport or accommodation.

h) The University is actively seeking to attract applicants and entrants from BAME groups whilst recognizing the geographic and demographic challenge in being located on the Eastern extreme of the UK mainland. To seek to address this challenge, the University will increase its activities within ethnically diverse areas and conurbations, including visits to 6<sup>th</sup> forms in London, Luton and Bedford.

i) University's use of 'Turning Point' software to enable participants to provide anonymous feedback on outreach, taster sessions and inclusion workshops. This will provide better quality intelligence for future planning activities and investment.

The activities outlined above are aimed both at raising aspirations, and raising attainment, of pupils studying creative arts subjects at school or college. The portfolio and interview sessions specifically address the selection processes operated by many higher education providers with art and design courses, and are aimed at supporting prospective students to

organise their portfolios to maximise their chances of entering a higher education course of their choice, wherever they choose to apply. Our programme of support for creative art and design teachers in schools is specifically aimed at supporting the delivery of creative subjects in schools and raising attainment.

### **Measures to enhance progression and student success**

The University's Learning, Teaching & Quality Committee (LTQC) monitors the progression, retention and attainment of target groups to compare data and seeks to identify any trends or anomalies arising from assessment, by course, term, level or other sub-category. In case of such a trend or instance being identified, the LTQC will take measures to investigate and address particular circumstances or other contextual actors that may be impacting on monitored groups. Success is monitored by unit results, progression and final classification.

- a) Enhanced training for the University's Peer Assisted Learning Mentors (PAL Scheme) regarding assessment and feedback processes. These mentors play a vital, additional role in helping to support learners through the assessment process. They also inform the University's retention activities directly through current student participation in the Peer Assisted Learning Mentoring Scheme (PALs) and engagement with the Student Representatives System and Students' Union.
  - Involvement in the PAL Mentoring Scheme and Student Reps system provides a supportive network of inclusion for those who might otherwise feel marginalised. Students working as PAL Mentors and Student Reps are trained in recognizing and responding to the needs of a diverse population, and we encourage participation by students from under-represented groups (LPN, BME, Disabled Students) in order to ensure that our PAL Mentors and Student Reps include students who can identify with the challenges faced by students from similar backgrounds.
  - PAL Mentors receive enhanced training in safeguarding issues and on where to make referrals if they are concerned about an individual's welfare or academic progress.
  - Our Student Support staff will arrange specific buddy arrangements for students who are care leavers or who are estranged from their parents to provide enhanced support while at University.
  - The Student Representatives system provides a valuable method for monitoring the effectiveness of specific interventions and for gathering feedback on future actions.
  - We work closely with the Students' Union to monitor feedback and consult on our APP.
- b) Increased investment in Student Support and Library and the Learning Support services to support individual learners.
  - Following consultation with the Student Representatives Group we increased the number of Student Support Advisers from one to three, to provide more drop-in sessions and targeted resilience workshops aimed at helping students to cope with mental health difficulties, and for those from disadvantaged backgrounds who may not have the family support networks or financial security to help them with their personal coping strategies.
- c) Increased investment to ensure proportionate engagement with employability, literacy and study skills for target groups of learners. This is to enhance cultural/social capital and preparedness for work or further study, post-graduation.
  - We have increased the number of dedicated dyslexia support hours for students with Specific Learning Difficulties.
  - We have improved the Library website and online resources with enhanced search functions to more clearly signpost students to sources of help and

- support, particularly aimed at students with Specific Learning Differences.
  - We have commissioned a series of 'how to' videos to go alongside existing information to provide information in alternative formats so that students with a diversity of learning methods can access information.
- d) Increased investment in one-to-one, bespoke career planning sessions for target groups.
- From 2017-18 all students will have timetabled employability sessions to ensure that they engage with the service from their first year of study.
  - The University's PROFILE provides students with a framework with which to engage with employability support and build an employability profile. Whilst all students are able to access PROFILE, we have specifically designed the framework to enable students from underrepresented groups to acquire the employability skills and workplace vocabulary needed to maximize their opportunities in finding employment and progressing in their careers. Students are also able to take their PROFILE with them when they graduate and continue to add to it as they develop their career pathways.
  - Through PROFILE, graduates can continue to benefit from the University's Employability service and career planning, and we will continue to engage with targeted groups of students after graduation.

### **Our approach**

Our approach has been informed by our research into creative arts in schools in Norfolk, a summary of which was published by the Higher Education Policy Institute [Last, Professor J, "A crisis in the creative arts in the UK?", HEPI, September 2017]. Through this research we have recognised some of the key challenges facing creative arts education in schools, and this understanding has informed the design of "Artscape". Our enhanced understanding of these challenges has also informed the development of our Year 0 (foundation) and Year 1 curricula to ensure that students with a wide variety of pre-university educational experiences are able to acquire the basic level of skills and knowledge to enable progression from a level playing field into subsequent years.

### **Monitoring our success**

We will engage in a variety of monitoring and evaluation methods which include both qualitative and quantitative methods. Feedback will be obtained from individuals and organisations that we engage with through our outreach activities, and from staff and students involved in teaching, professional services or study at NUA. Quantitative measures will be developed through enhancing our reporting capability from our student records systems. We will build in the outcomes of the evaluation provided by the NCOP to improve our own monitoring and evaluation methods.

For 2019-20

1. We will continue to measure the effectiveness of our outreach activity through surveys and feedback from pupils and teachers that we engage with, as well as monitoring applications to NUA from targeted schools;
2. We will continue to collect and evaluate feedback from students on our courses gathered through a range of mechanisms including annual surveys, ad-hoc polls, student focus groups and our Student Reps Group and Students' Union;
3. We will continue to develop our data analysis capacity to enable us to measure student outcomes using multiple equality measures and POLAR quintiles. We intend to monitor performance in individual units, as well as degree outcomes, for groups defined by gender, age, ethnicity, disability and POLAR quintile in order to establish where there are gaps in attainment.

4. We will continue to monitor employment destinations of the groups defined in (3) and will monitor ongoing engagement with PROFILE to evaluate the effectiveness of this intervention in supporting progression into employment for students from these groups.
5. We will monitor information on disabilities and outcomes, with a particular focus on students declaring mental health disabilities, to enhance our university-wide interventions to build resilience in this group of students.

### 3.3 Financial support that we will offer students, how this contributes to our strategy and how it is informed by evidence

To maximise support for students from under-represented backgrounds the University will provide additional financial support. The University remains committed to the provision of financial support for students as an effective measure to enable them to remain on their course.

Whilst some research has shown that financial support does not have a significant impact on students' choices of institution, or on retention rates, evidence routinely monitored by the University shows that the percentage of students withdrawing from their course who received (or were eligible to receive) financial support is lower than the percentage of students withdrawing who were not eligible to receive financial support.

Academic year	% of students eligible to receive financial support who withdrew during the year	% of students not eligible to receive financial support who withdrew during the year
2013-14	2.1%	4.3%
2014-15	3.8%	6.2%
2015-16	2.9%	7.6%
2016-17	3.2%	5.2%

We acknowledge that this will be attributable to a range of retention measures in operation of which the financial support is but a part. The University will continue to monitor this data to ensure that it is effectively targeting its financial support provision.

We have considered other methods for evaluating the impact of our financial support to students, such as the toolkit resources developed by the Office for Fair Access. However, the methodology described above for evaluating impact was in place before the toolkit was available and we have maintained this evaluation method to ensure continuity of data.

In 2019-20 the University will offer financial support to care leavers and those with a household income of £25,000 or less. Further details of these awards can be found in section 5.

## 4 Investment

- 4.1 We intend to invest c. £2,300,000 in 2019/20 in access, student success and progression measures, along with targeted financial support to key student groups. This includes investment funded through higher fee income as well as from other funding sources, such as Office for Student grant allocations.

- 4.2 Of the total investment of c. £2,300,000, we intend to fund c. £1,550,000 through higher fee income, which represents 26% of our total higher fee income. This c. £1,550,000 has been modelled as being split between access activities (c. £600,000, 39%), student success activities (c. 200,000, 13%), progression activities (c. £125,000, 8%) and financial support (c. £625,000, 40%).

## **5 Provision of information to students**

### **5.1 Financial support available to new entrants in 2019/20**

The University will offer a bursary of £1,000 per annum to new entrants who are care leavers.

For new entrants whose household income is assessed as £25,000 or less, the University will offer a contribution towards the costs of studying at NUA (such as equipment, materials, and other course-related costs). This will be £200 for new entrants to Year 0 and Year 1, and when they progress to Year 2 the award will rise to £300, followed by £500 in Year 3.

In addition to this, the University operates a Financial Support Fund which provides financial support to students to help them to remain in higher education. Students who need financial help to meet extra costs that cannot be met from other funding sources and students who may be considering leaving higher education because of financial difficulties are encouraged to apply. The Fund is intended to act as a safety net for those in financial difficulty rather than as their main source of income.

We will continue to honour existing bursary commitments for continuing students in 2019/20. 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](http://www.offa.org.uk) or on the University website at <https://www.nua.ac.uk/about-nua/info-publication-scheme/governance/>.

### **5.2 Ensuring our plan is easily accessible to both current and prospective students**

The University will publish its plan on both the Governance page of its website (<https://www.nua.ac.uk/about-nua/info-publication-scheme/governance/>) and its Bursaries page (<https://www.nua.ac.uk/study-at-nua/fees-funding/bursaries/>). The Governance page includes Access Agreements for previous years so that students who enrolled before 2019/20 can easily access the agreement that is relevant to them. We explain on this page which agreement applies to a particular student so that they know it is the one for the year in which they first enrolled at the university.

The University is committed to providing timely and accurate advice on its fees and the financial support available to current and prospective students.

The University will publish information on fees and financial support for 2019/20 on the University website and through the UCAS Entry Profiles. In addition, the University updates and refines information entitled 'The Student Experience at NUA' which outlines clearly and explicitly, in plain English, to applicants what is included in the course fee and what is not, and those elements that are optional.

Information on fees and financial support for students who enrolled prior to September 2019 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.

The University undertakes to provide timely and accurate information to UCAS and Student Finance England, to allow them to populate their databases with the most up-to-date information available for potential applicants.

\* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

The University will charge the maximum level of fees on its undergraduate courses, as allowed by government. In subsequent years we may apply inflation to the fees of those who started in 2019/20; if we apply inflation, we would use the Office for Students' recommended measure, which would be based on forecast RPI-X (the retail price index, excluding mortgage interest payments)

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		£9,250
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

**Table 8a** - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	Socio-economic	HESA T1a - NS-SEC classes 4-7 (Young, full-time, first degree entrants)	To increase the proportion of young full-time undergraduate entrants from NS-SEC 4-7 and to remain above the location adjusted benchmark in all years	No	2013-14	41.7%	44.0%	45.0%	N/A			TARGET DISCONTINUED. HESA has withdrawn this measure as a Performance Indicator and no longer publishes indicators or benchmarks in Table T1a. The University has, therefore, ceased its own measurement of students from NS-SEC 4-7 and is looking at alternative means to identify students from disadvantaged backgrounds. At present we have no readily available data on which to base alternative measures to NS-SEC.
T16a_02	Access	Low participation neighbourhoods (LPN)	<b>HESA T1a</b> - Low participation neighbourhoods (POLAR3) (Young, full-time, first degree entrants)	To increase the proportion of young full-time undergraduate entrants from Low Participation Neighbourhoods and to remain above the location adjusted benchmark in all years	No	2013-14	17.3%	20.3%	21.0%	21.3%			2020-21 target added
T16a_03	Access	Mature	<b>HESA T2a</b> - (Mature, full-time, first degree entrants)	To increase the proportion of mature full-time undergraduate entrants	No	2013-14	15.3%	19%	20%	20.2%			2020-21 target added
T16a_04	Student success	Multiple	<b>HESA T3a</b> - 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 falls below 5% and the percentage is lower than the HESA benchmark	No	2013-14	8.0%	4.5%	4.0%	4.0%			2020-21 target added
T16a_05	Student success	Mature	<b>HESA T3a</b> - 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 falls below 10% and the percentage is lower than the HESA benchmark.	No	2013-14	13.7%	10.0%	9.0%	8.0%			2020-21 target added
T16a_06	Student success	Low participation neighbourhoods (LPN)	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 2) (Young, full-time, first degree entrants)	Retention: to reduce the percentage of young entrants from Low Participation Neighbourhoods who drop out of Higher Education to 5% and maintain a percentage lower than the HESA benchmark	No	2013-14	7.9%	5.5%	5.0%	4.8%			2020-21 target added
T16a_07	Access	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Increase the proportion of UK domiciled students from Black, Asian for Minority Ethnic (BAME) origin	No	2013-14	8.0%	11.0%	11.0%	12.0%			2020-21 target added
T16a_08	Student success	Socio-economic	<b>Other statistic</b> - 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	2013-14	SEC 4-7 67% Other SEC 74% Diff: - 7%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%			2020-21 target added
T16a_09	Student success	Disabled	<b>Other statistic</b> - 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	2013-14	Disabled 61% No disability 74% Diff -13%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%			2020-21 target added
T16a_10	Student success	Ethnicity	<b>Other statistic</b> - 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	2013-14	BAME 61% White 72% Diff -11%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%			2020-21 target added
T16a_11	Student success	Socio-economic	<b>Other statistic</b> - Socio-economic (please give details in the next column)	Retention: to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students from socio-economic groups NS-SEC 4-7	No	2013-14	SEC 4-7 95.1% Other SEC - 93.5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%			2020-21 target added
T16a_12	Student success	Disabled	<b>Other statistic</b> - Disabled (please give details in the next column)	Retention: to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students declaring a disability.	No	2013-14	Disabled 93.4% No disability 94.3%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%			2020-21 target added
T16a_13	Student success	Ethnicity	<b>Other statistic</b> - Ethnicity (please give details in the next column)	Retention: to ensure that the margin of differential in the retention of students from under-represented groups and the remainder of the cohort does not fall below -5% for students from BAME origins	No	2013-14	BAME - 91.2% White - 94.2%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%			2020-21 target added



**Table 8b** - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	NUA will develop a programme of CPD and HE training for teachers and will hold one event per year.	Yes	2013-14	n/a	1	1	1			2020-21 target added. This programme of CPD and HE training had previously been undertaken with partners from the Suffolk & Norfolk Collaborative Outreach Network. Although this network has been discontinued, the University will continue to develop these events.
T16b_02	Access	Attainment raising	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 - target expressed as number of targetted activities	Yes	2013-14	30	38	40	43			2020-21 target added
T16b_03	Access	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	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	Yes	2013-14	35	39	40	42			2020-21 target added
T16b_04	Access	Mature	Outreach / WP activity (collaborative - please give details in the next column)	To work with local and regional networks to provide outreach events for mature students, to raise awareness of, and aspirations to, study at undergraduate level - target expressed as number of targetted activiites.	No	2013-14	5	25	25	27			2020-21 target added
T16b_05	Student success	Multiple	Operational targets	Measure to support retention: increase the number of student Peer Assisted Learning (PAL) Mentors	No	2013-14	70	90	95	100			2020-21 target added
T16b_06	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	To work with at least one local primary school in long-term outreach activity aimed at a targeted cohort of students from Key Stage 2 with a range of activities to raise awareness and encourage aspirations to progress to higher education.	Yes	2013-14	n/a	5	6	7			Actual number of sessions per year. 2020-21 target added.
T16b_07	Progression	Multiple	Other (please give details in the next column)	To deliver employability sessions through the Employability Adviser specifically aimed at WP groups in Years 1, 2 & 3, to provide tailored opportunities to engage with employability preparation and career planning (in addition to regular professional practice covered within the curriculum).	No	2013-14	n/a	4	5	6			2020-21 target added