2019-20 access and participation plan monitoring

This impact report summarises the progress made by Norwich University of the Arts against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

Norwich University of the Arts's ambition and strategy as detailed in the 2019-20 access and participation plan:

The overall ambition of our strategy as outlined in the 2019-20 access and participation plan was to increase the diversity of students accessing our courses and to provide equality of opportunity to narrow gaps in continuation, attainment, and progression into employment between different groups of students.

Our strategic ambitions for access focussed on enabling entry to HE for all applicants who would benefit from a HE experience at NUA, but particularly for those groups identified in the Assessment of Current Performance outlined in the 2019-20 plan. Namely:

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. Self-assessment of targets

The tables that follow provide a self-assessment by Norwich University of the Arts of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of Norwich University of the Arts's 2019-20 access and participation plan.

Any optional commentary provided against the targets is given in Annex B.

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018 19 milestone	2019 20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	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	2013-14	41.7%	44.0%	45.0%	Percentage	2019-20		Expected progress
T16a_02 (Access)	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	2013-14	17.3%	20.3%	21.0%	Percentage	2019-20	18	Limited progress
T16a_03 (Access)	To increase the proportion of mature full-time undergraduate entrants	2013-14	15.3%	19%	20%	Percentage	2019-20	13.4	Limited progress
T16a_04 (Student success)	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	2013-14	8.0%	4.5%	4.0%	Percentage	2018-19	9.1	No progress
T16a_05 (Student success)	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.	2013-14	13.7%	10.0%	9.0%	Percentage	2018-19	15.5	No progress

T16a_06 (Student success)	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	2013-14	7.9%	5.5%	5.0%	Percentage	2018-19	14.3	No progress
T16a_07 (Access)	Increase the proportion of UK domiciled students from Black, Asian for Minority Ethnic (BAME) origin	2013-14	8.0%	11.0%	11.0%	Percentage	2019-20	11	Expected progress
T16a_08 (Student success)	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.	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%	Percentage	2019-20	0	Expected progress
T16a_09 (Student success)	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.	2013-14	Disabled 61% No disability 74% Diff -13%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Percentage	2019-20	7	Expected progress
T16a_10 (Student success)	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.	2013-14	BAME 61% White 72% Diff -11%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Percentage	2019-20	12	Limited progress
T16a_11 (Student success)	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	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%	Percentage	2019-20	0	Expected progress

T16a_12 (Student success)	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.	2013-14	Disabled 93.4% No disability 94.3%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Percentage	2019-20	6	Limited progress
T16a_13 (Student success)	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	2013-14	BAME - 91.2% White - 94.2%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Percentage	2019-20	3	Expected progress

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018 19 milestone	2019 20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	NUA will develop a programme of CPD and HE training for teachers and will hold one event per year.	2013-14	n/a	1	1	Other	2019-20	1	Expected progress
T16b_02 (Access)	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 targeted activities	2013-14	30	38	40	Other	2019-20	43	Expected progress
T16b_03 (Access)	To develop and renew Progression Agreements with targeted schools and colleges to maintain the current level, which has exceeded the targets set in the Widening Particpation Strategic Assessment	2013-14	35	39	40	Other	2019-20	42	Expected progress
T16b_04 (Access)	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 targeted activites.	2013-14	5	25	25	Other	2019-20	22	Limited progress
T16b_05 (Student success)	Measure to support retention: increase the number of student Peer Assisted Learning (PAL) Mentors	2013-14	70	90	95	Headcount	2019-20	56	Limited progress

T16b_06 (Access)	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.	2013-14	n/a	5	6	Other	2019-20	0	No progress
T16b_07 (Progression)	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).	2013-14	n/a	4	5	Other	2019-20	10	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019 20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£600,000.00	£302,000.00	-50%
Financial Support	£625,953.00	£647,000.00	3%

4. Action plan

Where progress was less than expected Norwich University of the Arts has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	Outreach activities have been supplemented by the issue of physical materials packs to pupils in our regional schools as part of aspiration raising techniques.
T16a_03	This is a focus in our APP 2020-25.
T16a_04	Continuation remains a focus in our APP 2020-25.
T16a_05	Continuation remains a focus in our APP 2020-25.
T16a_06	Continuation remains a focus in our APP 2020-25.
T16a_10	This is a focus in our APP 2020-25.
T16a_12	Future actions are outlined in our APP 2020-25. We are increasing the resource available to students to support improving mental health, resilience and overall well-being.
T16b_04	We will develop a programme of outreach for mature students combining online and physical activity.
T16b_05	This is not a target in our new APP. PALs are an integral part of our learning support and play a role in community building and assisting new students with the transition to HE.

| T16b_06 | This is not a target in our new APP. |

5. Confirmation

Norwich University of the Arts confirms that:

Student engagement
Have you worked with your students to help them complete the access and participation plan monitoring student submission?
Yes
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?
Yes
Verification and sign off
Norwich University of the Arts has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.
Yes

Accountable officer sign off	
Name	Angela Robson
Position	Acting Vice Chancellor

Annex A: Commentary on progress against targets

Norwich University of the Arts's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
No, however, the proportion of increase in absolute terms for new entrants from POLAR 4 quintile 1 is 9% compared to a 4% increase in each of the other quintiles.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
Access and recruitment work was impacted by the restrictions imposed by the Covid-19 national lockdown in 2019-20. Online Open Days and digital outreach has been developed to continue to reach out to students from WP backgrounds.

Target reference number: T16a_03
How have you met the commitments in your plan related to this target?
We have not progressed in line with our targets. We have maintained a consistent level.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
No. Access and recruitment work was impacted by the restrictions imposed by the Covid-19 national lockdown in 2019-20 which closed down the main mechanisms used to reach out to mature entrants (which are our Gallery exhibitions and talks, and the City Lecture Series).

Target reference number: T16a_04
How have you met the commitments in your plan related to this target?
We have not progressed in line with our targets.
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
We changed the distribution and amounts of our bursaries to ensure that students had access to bursary funds at the start of their course in order to purchase laptops to allow engagement in digital learning. Development of our hybrid (blended) learning to support students throughout the Covid-19 pandemic. Digital resources and drop-in Student Support sessions increased to support students through the Covid-19 pandemic.

Target reference number: T16a_05

How have you met the commitments in your plan related to this target?

We have not progressed in line with our targets.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We changed the distribution and amounts of our bursaries to ensure that students had access to bursary funds at the start of their course in order to purchase laptops to allow engagement in digital learning.
Development of our hybrid (blended) learning to support students throughout the Covid-19 pandemic.
Digital resources and drop-in Student Support sessions increased to support students through the Covid-19 pandemic.

Target reference number: T16a_06

How have you met the commitments in your plan related to this target?

We have not progressed in line with our targets.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We changed the distribution and amounts of our bursaries to ensure that students had access to bursary funds at the start of their course in order to purchase laptops to allow engagement in digital learning.
Development of our hybrid (blended) learning to support students throughout the Covid-19 pandemic.
Digital resources and drop-in Student Support sessions increased to support students through the Covid-19 pandemic.

Target reference number: T16a_10

How have you met the commitments in your plan related to this target?

We have not reduced the gap in line with our targets, a position that was recognised and acknowledged in our APP 2020-25. It should be noted that our population of students from BAME backgrounds is relatively small and percentage indicators are disproportionately affected by individual outcomes.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We have implemented our Change Working group which is tasked with identifying interventions and best practice aimed at increasing inclusivity and reducing discrimination and disadvantage for underrepresented groups in HE.

Target reference number: T16a_12

How have you met the commitments in your plan related to this target?

No. The proportion of disabled students who have withdrawn or failed was 11% in 2019-20 compared to 5% of students who did not declare a disability

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

The impact of the Covid-19 pandemic resulted in a move of teaching and student support services to online delivery during the lockdown period. We have built on what has worked to continue to deliver a range of in-person and online support.

Target reference number: T16b_04

How have you met the commitments in your plan related to this target?

We were not able to fulfill our commitments in this plan.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We were not able to fulfill our commitments in this plan due to Covid and the move to digital delivery. We delivered online workshops in June and July, but these were not specifically targeted at mature learners.

Target reference number: T16b_05

How have you met the commitments in your plan related to this target?

We have selected limited progress here as in terms of numbers of PALs recruited we have not met the target. We have, however, enhanced the training of the PALs that we have recruited to improve the confidence and effectiveness of the PALs that are recruited. The numbers, in hindsight, were over-ambitious and not needed given our size.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

PAL mentor training enhanced.

Target reference number: T16b_06

How have you met the commitments in your plan related to this target?

We were not able to fulfill our commitments in this plan.

Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?

We were not able to fulfill our commitments in this plan due to the impact of Covid.

Annex B: Optional commentary on targets

Norwich University of the Arts's commentary on any of the targets listed in Section 2.

Reference Number	Optional commentary
T16a_01	
T16a_02	
T16a_03	
T16a_04	The impact of Covid-19 on different groups of students is largely unknown at the present time and may have impacted on the proportion of students who drop out of higher education altogether during 2019-20.
T16a_05	The impact of Covid-19 on different groups of students is largely unknown at the present time and may have impacted on the proportion of students who drop out of higher education altogether during 2019-20.
T16a_06	The impact of Covid-19 on different groups of students is largely unknown at the present time and may have impacted on the proportion of students who drop out of higher education altogether during 2019-20.
T16a_07	
T16a_08	
T16a_09	
T16a_10	The 2019-20 award profile indicated that the gap has fluctuated since the baseline of 11% in 2013-14 between 9% and 20%. In 2019-20 the proportion of students from a BAME background who achieved a first class degree increased from 15% to 20%. The impact of Covid-19 on BAME students compared to White students is largely unknown at present.
T16a_11	
T16a_12	The impact of Covid-19 on different groups of students is largely unknown, however, from our own experience the proportion of students experiencing a deterioration in mental health is likely to have been a significant factor.
T16a_13	
T16b_01	
T16b_02	
T16b_03	
T16b_04	
T16b_05	

T16b_06	
T16b_07	