

# Norwich University of the Arts

## Access and participation plan 2025-26 to 2028-29

### Introduction and strategic aim

Norwich University of the Arts is a higher education provider based in the city of Norwich, that specialises in delivering practice-based courses. We have 2,800 students (2,700 undergraduate and circa 100 postgraduate students) studying across 21 courses at undergraduate level and 7 courses at postgraduate level. Students are recruited mainly from the East of England (circa 60%) which has a high proportion of students from low participation areas and lower socio-economic backgrounds<sup>1</sup>. Our courses cater for students with a range of educational experiences, including those taking qualifications traditionally labelled as vocational (BTEC, Foundation Diplomas, and more recently T-levels).

This Access and Participation Plan (APP) builds on the progress made in the period covered by our prior Plan. In our previous APP, we successfully met targets on increasing the proportion of Black, Asian and Minority Ethnic<sup>2</sup> students being recruited onto courses, and reduced gaps in continuation between young and mature students, students with disabilities, and students from highest and lowest participation areas (POLAR4). We also delivered progress in reducing gaps in continuation and attainment for students from different ethnicities, students from IMD quintile 1 and 5, and attainment for students with mental health disabilities, with these areas remaining slightly below the targets we set. The interventions outlined in the previous plan contributed to our strong student outcomes data, recognised in the Teaching Excellence Framework 2023 with the award of a Gold rating overall, with Gold ratings for both student experience and student outcomes. Among other commendations, the TEF panel particularly mentioned as outstanding the effective and excellent support to students to succeed and progress beyond their studies, outstanding continuation and completion rates, career focused educational gains, and our outstanding approach to supporting students to achieve these gains.<sup>3</sup>

This plan outlines five key areas of work in continuing and in new areas:

1. Increased ambition to expand diversity in our student population through higher participation from students from different ethnicities and geographic locations.
2. As we become more diverse, our intention is to maintain focus on our performance data to ensure our educational experience provides opportunities for people with different identities and lived experience to succeed and thrive.
3. Review and improve our work on supporting students with a disability and with mental health conditions in particular, in response to the higher-than-average proportion of students studying creative subjects with us, and the disproportionate ongoing impact of Covid on this particular group.
4. Renewed focus on males from a low socioeconomic class, both in terms of access and student success, as numbers within the University and on some courses are historically very low.
5. A new focus on female employability, particularly for females from a low socio-economic class, which will enable us to initiate an exciting gender-focussed reset of current award-winning work.

Success for our students is embodied in our Strategic Plan through which we have set out a commitment to become the place where the debate about the future of creativity and creative arts education is most passionately engaged. We are strongly committed to creating a culture that

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<sup>1</sup> Explore Education Statistics, participation rate in HE by age 25 in 2021-22, <https://explore-education-statistics.service.gov.uk/find-statistics/participation-measures-in-higher-education#dataBlock-1125c330-261d-436a-49-08dbaf7a657b-charts>

<sup>2</sup> This was the definition adopted for the previous Access & Participation Plan. For the current plan we have adopted the OfS definition of Asian, Black, Mixed and Other ethnic group.

<sup>3</sup> TEF 2023 outcomes for Norwich University of the Arts accessible at <https://tef2023.officeforstudents.org.uk/open-ancillary/?id=aef873b-5189-ee11-be36-0022481b55ca&finaloutcome=e54d5da4-9d53-ee11-be6f-0022481b5984>

supports all our staff and students in their intellectual, creative and personal growth, being mindful that their health and well-being is at the core of our project and the delivery of our ambitions.

Our ambition for our graduates is one that inculcates in them a sense of confidence in their education, skills, critical creativity, and their futures as reflective professionals and practitioners in any field. At the core of our mission is a belief that diversity in all its forms – national, cultural, socio-economic, political, sexual, physical, neurological, and experiential – is the very heart of creative endeavour, enabling us to debate with one another, see the world differently, and create new possibilities for more equal and sustainable futures.<sup>4</sup>

We believe that all students should be able to achieve to their full potential through studying at Norwich and not be disadvantaged by factors relating to their individual characteristics, educational background or life experiences. This belief underpins our approach to access and participation. We do this through a whole institutional approach to preparing prospective students for university, and the learning, teaching and support for our students when they study. We enable our students to develop as authentic, confident and resilient individuals through their engagement with their discipline and through the wide range of opportunities the University offers while they are with us and beyond into their experience as alumni.

We have a diverse student body from a range of backgrounds and lived experiences. Our student profile<sup>5</sup> is summarised below:

61% of students are female, 35% male, and 4% are non-binary  
88% of students are young (below 21) when they enter education  
13% of students are from Asian, Black, Mixed or Other ethnic minorities  
28% of students have declared a disability  
10% of students have declared a mental health disability  
7% of students are neurodiverse  
35% of students identify as LGBTQ+  
47% of students are from TUNDRA quintiles 1 and 2 (lowest participation)  
31% of students are from IMD quintiles 1 and 2 (most deprived)  
13% of students were eligible for free school meals (2021-22)

We are committed to giving every student who chooses Norwich University of the Arts the best opportunity for them to succeed and achieve their personal ambitions and goals.

This Access and Participation Plan has been developed in accordance with Regulatory Notice 1. The risks to equality of opportunity have been identified through an analysis of the APP dataset published by the OfS and the Equality of Opportunity Risk Register. The interventions have been designed by groups of staff and students who have come together to research and design interventions that are appropriate to our operation.

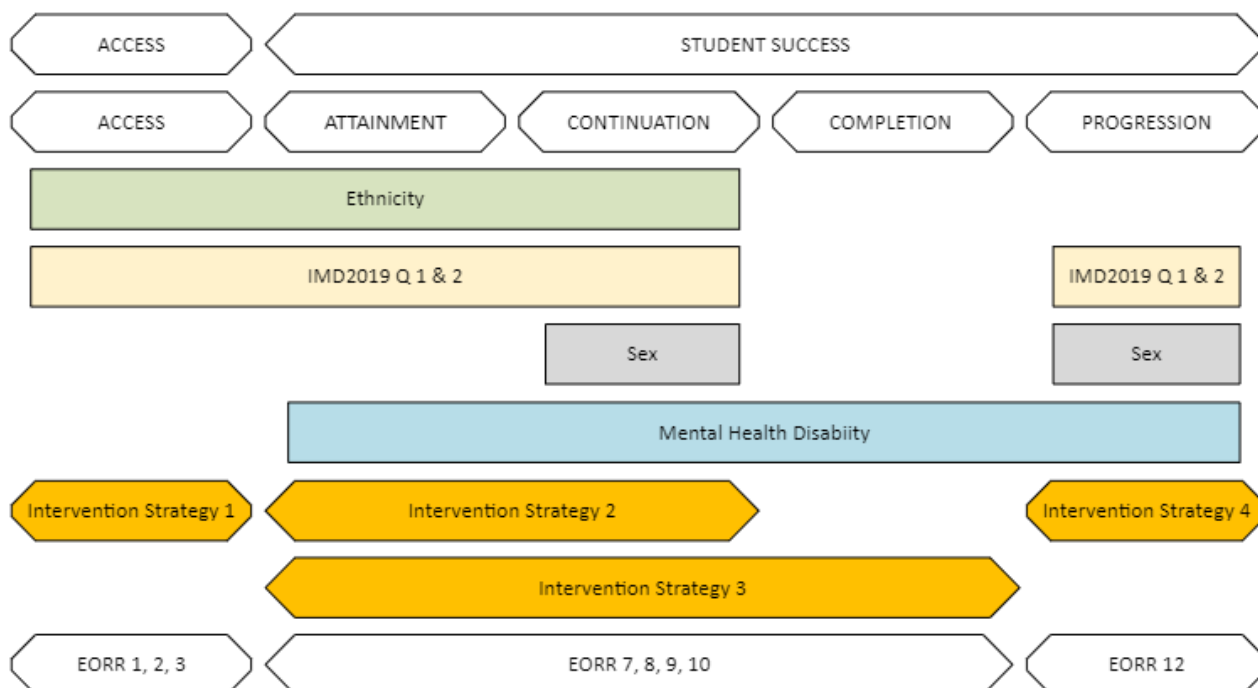
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<sup>4</sup> Norwich University of the Arts, Strategy 2022-2027 – plain text - <https://norwichuni.ac.uk/about-us/info-publication-scheme/governance/strategy-plain-text-version/#:~:text=Our%20community%20will%20be%20caring,ideas%2C%20ambitions%2C%20and%20futures>

<sup>5</sup> Norwich University of the Arts student records system

## Risks to equality of opportunity

The following target groups have been identified through evaluation of the OfS APP data <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>; a full breakdown of our data is included in Annex A. Our conclusion is that a focus on the following four groups: ethnicity, areas of multiple deprivation, sex and mental health disability, and the intersectionality that exists between these four groups, will have the largest impact on addressing the gaps in access and student success that are shown in our data. We have summarised our findings below:



The risks that we are tackling directly are summarised below:

**Risk 1** - the proportion of students from Asian, Black, Mixed, or Other ethnic minority populations is not reflective of the regional or national populations. Whilst we have made progress through our previous Access & Participation Plans and met our previous targets, we are still not representative. Evidence shows there is an under representation of students from Asian, Black, Mixed and other ethnic origins taking creative courses at higher education<sup>6</sup> with 82% of students being accepted to university for a creative course identifying as white. This imbalance is due to a variety of factors such as cultural barriers, arts education being undervalued in favour of STEM subject prioritisation, a lack of knowledge about employment opportunities, and also a lack of role models.<sup>7</sup> . See **Objective 1**.

**Risk 2** – that the attainment gap for students from Asian, Black, Mixed and Other ethnic groups and continuation, completion and attainment of students from underrepresented groups is below that of other groups. Research clearly shows that belonging, community and inclusion are key to improving the success of students from Asian, Black, Mixed or Other ethnic origins. See **Objective 2** and Annex A.

<sup>6</sup> Comunian, R (Prof) et al (2023) *Making the Creative Majority: A report for the All-Party Parliamentary Group for Creative Diversity*, Kings College London, October 2023 available at <https://www.kcl.ac.uk/cultural/resources/reports/making-the-creative-majority-2023/making-the-creative-majority-full-report-2023.pdf>

<sup>7</sup> Alberts, N (Dr) & Atherton, G (Dr) (2016) *The more colours you add, the nicer the picture*, Access HE, London, available at <https://www.accesshe.ac.uk/yYdix0u7/The-more-colours-you-add-AccessHE-Creative-report.pdf>

**Risk 3** – that completion and attainment gaps for students with mental health disabilities, and continuation gaps for male students from IMD quintiles 1 and 2, remain above those of students not in those groups. We intend to investigate the possibility of poor mental health as the causal factor in the lower success rates for male students from lower IMD quintiles. Furthermore, we contend that by designing an intervention to tackle success for students with mental health disabilities, we could also have an advantageous impact on this group specifically. Factors around mental health and wellbeing are adversely impacting on student engagement, confidence and resilience and we have designed a range of interventions that build on our previous work done on wellbeing in the curriculum. See **Objective 3**.

**Risk 4** - that female students are not progressing to highly skilled employment. This is evident for female graduates from all backgrounds and it becomes particularly apparent for female students from IMD quintiles 1 and 2. Research has pointed to a range of factors that may be causal to this, some of which are not within our control. Given that our female students have higher attainment rates than our male students, performance is not the reason, but the disparity may be due to be the inter-related areas of confidence, resilience, and aspiration. See **Objective 4** and Annex B.

## Objectives

**Objective 1** – we will increase the proportion of students from Asian, Black, Mixed and Other ethnic origins to reflect the forecast regional ethnic profile by 2029 (22% -based on ONS data for 10 – 14-year-olds in 2021) through a programme of activity designed to improve the information about the creative subjects, creative industries, and role models from Asian, Black, Mixed and Other ethnic origins. (See **Intervention Strategy 1**)

**Objective 2** - we will create an environment that positively impacts on the opportunities for success for Asian, Black, Mixed and Other ethnic groups and reduce the gap in attainment to within 5% by 2029 (See **Intervention Strategy 2**)

**Objective 3** - we will create an environment that positively impacts on the mental health and wellbeing of students and results in a reduction in the gaps in completion and attainment for students with mental health disabilities. Our intervention to address this risk will also have positive benefits for male students from IMD quintiles 1 and 2, reducing gaps in continuation for this group. We will reduce the gap by 5 percentage points by 2029 (See **Intervention Strategy 3**)

**Objective 4** – we will reduce the gap between female and male graduates from IMD quintiles 1 and 2 progressing to highly skilled employment through a programme of intervention targeting female students and graduates aimed at increasing confidence and aspiration through personal development, networking, and career planning. In designing this programme of interventions, it is likely to also benefit students with mental health disabilities. (See **Intervention Strategy 4**)

## Intervention strategies and expected outcomes

### Intervention strategy IS1: Improving access for Asian, Black, Mixed-race and Other ethnic minority students

#### Objective

To increase applications and conversion to enrolment from Asian, Black, Mixed and Other ethnic minority students. We are aware of challenges due to the location and subject specialism of the university, and consequently are aiming for a long-term approach through systematic change for a deep-rooted cultural shift, rather than a sharp uptick in numbers. The target set is ambitious but reflective of our commitment to diversity being at the core of creative pedagogy.

## Target

PTA\_1 - Proportion of Asian, Black, Mixed and other students to reflect the regional ethnic profile by 2029 as a percentage of student population (22%).

2021-22 baseline	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
13.2%	15.0	17.0	19.0	22.0

### Risks to equality of opportunity

*EORR Risk 1: Knowledge and Skills: Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.* According to research<sup>8</sup>, arts education is not ethnically diverse within secondary school education, with only 2.5% of named artists referenced in GCSE Art exam papers from Black or South Asian backgrounds. It has also been reported that 90% of teachers surveyed identified that supplementary teaching resources dedicated to the work of minority ethnic artists would aid their teaching. With this lack of diversity in the curriculum and students not seeing role models from their communities, and with their backgrounds, students are less likely to continue with a creative education at school and therefore have the skills to be accepted at HE. We will deliver an ongoing series of CPD sessions for creative arts teachers, co-designed with them, to assist in diversifying their curriculum.

*EORR Risk 2: Information and Guidance: Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choices about their higher education options.* We know there is a scarcity in ethnically diverse role models from the creative industries that are encountered by school students, and that this can be a barrier to HE (see Annex B, Theory of Change 1). The CPD activity we develop for creative arts teachers will include inclusive learning resources for teachers to support their students with information and guidance about the creative industries that highlights the significant contributions and destinations of diverse creative practitioners.

*EORR Risk 3: Perception of higher education: Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified.* In the context of Norwich University of the Arts, students may not be able to see themselves as part of our community. Our student ambassadors tell us that they are often asked what it is like in Norwich, which is known to have a predominantly white population, and prospective students are concerned about not feeling welcome. We have designed our intervention to increase our own awareness of the issues and reservations that prospective students from target groups (and their families) may have.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p>1.1 WORKSHOPS</p> <p>Free online CPD workshops (X3) for teachers who work with students from Asian, Black, Mixed, and Other ethnic groups, focused on building aspiration, integrating preparation for auditions/ interview/ portfolio.</p> <p>Develop a centralised online portal where teachers can access additional resources,</p>	<p>Academic time</p> <p>Outreach staff costs</p> <p>CRM time</p> <p>Resources</p> <p>Ambassador staff time</p>	<p>Teachers have greater awareness regarding barriers for students from diverse ethnic backgrounds.</p> <p>Teachers understand the additional barriers to creative career paths for ABMO students.</p> <p>Teachers have access to resources specific to ABMO people in industry, role-models, etc.</p>	

<sup>8</sup> Begum, Dr S et al (2024) Visualise: race and inclusion in secondary school art education available at <https://www.runnymedetrust.org/publications/visualise-race-and-inclusion-in-secondary-school-art-education> Runnymede Trust, 2024

success stories, and continuous professional development materials.			
<b>1.2 PEER POSITIVE REINFORCEMENT</b> Identify Student Ambassadors from Asian, Black, Mixed and Other ethnic groups to support outreach activities with an emphasis on students from Asian, Black, Mixed and Other ethnic backgrounds and provide extra training in the area.	Recruitment staff time Student Ambassadors pay costs Academic staff time Travel costs for ambassadors	Improved role-modelling and confidence in understanding the steps into HE from an Asian, Black, Mixed or Other ethnic diversity learner and family perspective.	
<b>1.3 TARGETED MARKETING</b> Development of targeted marketing materials <ul style="list-style-type: none"> <li>Norwich's approach to anti-racism visually highlighted on the website and initiated from leadership</li> <li>Diversity embedded throughout the marketing strategy, of not just the university, but the city</li> <li>Develop creative campaign collateral to include case studies, profiles and marketing assets for use in targeted campaigns, social media and outreach</li> <li>Career development opportunities highlighted on the website</li> <li>Ensure all marketing materials prominently feature diverse student profiles and success stories.</li> </ul>	Staff time Marketing (New student recruitment marketing Officer in 2025) Proportion of marketing budget	Create programme identity that has a positive impact on key target student groups  Increased enquiries from prospective applicants from Asian, Black, Mixed or Other ethnic groups.  Increased applications from Asian, Black, Mixed or Other ethnic origin applicants.  Increased conversion	<b>IS2</b>
<b>1.4 COMMUNITY OUTREACH</b> <ul style="list-style-type: none"> <li>Expand community engagement (on and off campus) to events, exhibitions and performances. Support and contribute to key community events with diverse audiences in local areas such as Great Yarmouth and Lowestoft.</li> <li>Offer subsidised access for targeted learners to other recruitment activity such as Open Days, Applicant days and interviews</li> </ul>	Staff time Sponsorship costs Travel Bursary Student Ambassador time	Increase interactions within a community setting.  Increase attendance at core recruitment events from participants from Asian, Black, Mixed or Other ethnic groups.	
<b>1.5 ENHANCEMENTS OF THE APPLICATION AND INTERVIEW PROCESS</b> <ul style="list-style-type: none"> <li>Continued developments under task and finish group</li> <li>Programme of training and implementation into processes if required</li> </ul>	Belonging Group (inc. colleagues from WP and Admissions, Student Recruitment) Staff time Student time Training programme	Staff attendance and engagement with unconscious bias training and check-in meetings.  Staff increased awareness of unconscious bias and equitable admissions practice.  Improved Black applicant experience (as measured via feedback and focus groups)	<b>IS2</b>

		Increased offers and acceptances	
1.6 CHANCELLOR SCHOLARSHIP Promotion and enhancement of the Chancellor scholarship award Engage past recipients of the scholarship in promotional activities to provide insights and encouragement to new applicants.	Planned and targeted communications to prospective applicants via open days, experience days, applicant events and social media, Chancellors Scholars to provide feedback and testimonials. Focus groups with prospective applicants, current applicants and current Chancellors Scholars. Updated Scholarship promotional webpage.	Increased number of non-white attendees at open days, applicant days and experience days  Increased awareness of Scholarship across partners and members of practitioner network.  Increased number of eligible applicants.	

**Total cost of activities and evaluation for intervention strategy: £156,000**

### Summary of evidence base and rationale:

Based on the most recent UCAS data (2021/22), Norwich University of the Arts' applications comprised 13.2% Asian, Black, Mixed, and Other applicants, and 86.8% White applicants. The conversion to enrolment was lower for applicants from Asian, Black, Mixed, and Other ethnic groups applicants, leading to lower than the regional profile percentages of students from these groups enrolling in 2022 and 2023.

Evidence (see Annex B) shows that widening participation activities focusing on equipping schools and colleges in raising aspiration and increasing students' motivation and self-belief are effective. Offering CPD to teachers on motivation and aspiration offers a potential long-term approach to the issue, whilst simultaneously promoting our activities as an HE provider. Delivering activities with offer holders and current students from Asian, Black, Mixed and Other ethnic origins will increase a sense of belonging and help quell fears about moving to an area with a high white majority. Further evidence is outlined in Annex B, Theory of Change 1.

### Evaluation

We will use data from UCAS and our own student records system to assess the level of impact in terms of increased applications and conversion to enrolment. Data for the 2023 admissions cycle (2023-24 enrolment) will provide the empirical baseline.

Perceptions related to a sense of community and quality of information, advice and guidance through the application process will be measured through use of questionnaires, using the TASO ASQ where applicable. We will use data generated during the 2025 application cycle (activities undertaken during 2024-25) to provide a baseline for ongoing evaluation.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).
1.1 WORKSHOPS Free online CPD workshops and resources for teachers who work with students from Asian, Black, Mixed, and Other ethnic groups	Teachers have greater awareness regarding barriers for students from diverse ethnic backgrounds.  Teachers understand the additional barriers to creative career paths for ABMO students.  Teachers have access to resources specific to ABMO people in industry, role-models, etc.	Type 1: Effectiveness of increasing knowledge and understanding of teachers measured through participant surveys.

<p><b>1.2 PEER POSITIVE REINFORCEMENT</b> Identify Student Ambassadors from Asian, Black, Mixed and Other ethnic groups to support outreach activities with an emphasis on students from Asian, Black, Mixed and Other ethnic backgrounds and provide extra training in the area.</p>	<p>Improved role-modelling and confidence in understanding the steps into HE from an Asian, Black, Mixed or Other ethnic diversity learner and family perspective.</p>	<p>Type 1 &amp; 2: Evaluation through survey of new entrants using TASO ASQ</p>
<p><b>1.3 TARGETED MARKETING</b> Development of targeted marketing materials</p> <ul style="list-style-type: none"> <li>Norwich's approach to anti-racism visually highlighted on the website and initiated from leadership</li> <li>Diversity embedded throughout the marketing strategy, of not just the university, but the city</li> <li>Develop creative campaign collateral to include case studies, profiles and marketing assets for use in targeted campaigns, social media and outreach</li> <li>Career development opportunities highlighted on the website</li> <li>Ensure all marketing materials prominently feature diverse student profiles and success stories.</li> </ul>	<p>Increased enquiries from prospective applicants from Asian, Black, Mixed or Other ethnic groups.</p> <p>Create programme identity that has a positive impact on key target student groups</p> <p>Increased applications from Asian, Black, Mixed or Other ethnic origin applicants.</p> <p>Increased conversion from Asian, Black, Mixed or Other ethnic origin applicants.</p>	<p>Type 1 &amp; 2: Evaluation through New Entrant survey / TASO ASQ</p> <p>Empirical data on applications and conversion will be used to establish whether there is a causal relationship.</p>
<p><b>1.4 COMMUNITY OUTREACH</b></p> <p>Expand Community engagement (on and off campus) to events, exhibitions and performances. Support and contribute to key community events with diverse audiences in local areas such as Great Yarmouth and Lowestoft.</p> <p>Offer subsidised access for targeted learners to other recruitment activity such as Open Days, Applicant days and interviews</p>	<p>Increase interactions within a community setting.</p> <p>Increase attendance at core recruitment events from participants from Asian, Black, Mixed or Other ethnic groups.</p>	<p>Type 1 data generated through survey of attendees.</p> <p>Type 2: Above combined with empirical data from University's CRM measuring levels of interactions and engagement.</p>
<p><b>1.5 ENHANCEMENTS OF THE APPLICATION AND INTERVIEW PROCESS</b></p> <p>Continued developments under task and finish group</p> <p>Programme of training and implementation into processes if required</p>	<p>Staff attendance and engagement with unconscious bias training and check-in meetings.</p> <p>Staff increased awareness of unconscious bias and equitable admissions practice.</p> <p>Improved Black applicant experience (as measured via feedback and focus groups)</p> <p>Increased offers and acceptances</p>	<p>Evaluation will use a mix of Type 1 data:</p> <p>Staff awareness generated through survey of training.</p> <p>Black student experience measured through surveys and focus groups.</p> <p>Type 2 data generated through evaluation of above with empirical data generated by offers and acceptances.</p>
<p><b>1.6 CHANCELLOR SCHOLARSHIP</b></p> <p>Promotion and enhancement of the Chancellor scholarship award Engage past recipients of the scholarship in promotional activities to provide insights and encouragement to</p>	<p>Increased number of non-white attendees at open days, applicant days and experience days</p> <p>Increased awareness of Scholarship across partners and members of practitioner network.</p> <p>Increased number of eligible applicants.</p>	<p>Type 1 data generated through feedback from applicants.</p> <p>Increased applicants measured through empirical data.</p> <p>Population unlikely to be of a size to generate Type 2 data.</p>



new applicants.		
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Each intervention will be evaluated on an annual basis to assess progress against targets and to identify enhancements or changes necessary to improve efficacy. We will publish on our website an annual evaluation report alongside the APP.

**Intervention Strategy 2 (IS2): to reduce the continuation and attainment gaps for students from Asian, Black, Mixed and Other ethnic groups.**

**Objective**

We will reduce the identified continuation and attainment gaps through working with students from Black, Asian, Mixed, and Other ethnic backgrounds to increase their sense of belonging and community at the University. We will focus initially on working with Black students as this is where our largest gap in belonging is evident.

**Target**

PTS\_1 To reduce the gap in attainment to within 5% for students from Asian, Black, Mixed and Other ethnic origins compared to students from White ethnic origins by 2029

2021-22 baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
12%	11%	9%	7%	5%

PTS\_2 To reduce the gap in continuation to within 5% for students from Asian, Black, Mixed and Other ethnic origins compared to students from White ethnic origins by 2029

2021-22 baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
7%	6%	5%	4%	3%

**Risks to equality of opportunity**

*Risk 7: Insufficient personal support – students may not receive sufficient personalised non-academic support or have sufficient access to extracurricular activities to achieve a positive outcome.* In the context of the University, we have identified that students from Asian, Black, Mixed and Other ethnic groups are likely to be disproportionately more at risk due to the relatively small population of students at the University and the lack of diversity within the staff. We have identified this as a specific challenge that we will address in this plan through a programme of widening the cultural reach of Student Support (see **Intervention Strategy 2**).

*Risk 8: Mental health - Students may not experience an environment that is conducive to good mental health and wellbeing.* The University has signed up to the Student Minds Universities Mental Health Charter (UMHC) and will continue to work towards meeting the expectations of the UMHC Framework. This risk is mitigated through the whole institutional approach to supporting students' mental health and wellbeing, and we have included a specific intervention in the Plan (see **Intervention Strategy 3**).

*Risk 9: Ongoing impacts of coronavirus - Students may be affected by the ongoing consequences of the coronavirus pandemic, through disruption to schooling.* Research into the disproportionate impact on different ethnic minorities of disrupted education, and the consequences for developing resilience and the acquisition of socialising skills<sup>9</sup> identifies that we are likely to see ongoing confidence, resilience and socialisation issues in cohorts that will need to be supported through the curriculum.

*Risk 10: Cost pressures - Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade,* which particularly impacts students from low-income

<sup>9</sup> ,Holt, L & Murray, L, "Children and Covid 19 in the UK" in *Children's Geographies*, Volume 20, Issue 4, Taylor & Francis, 2021

backgrounds (more likely to be from IMD quintiles 1 & 2 and those eligible for Free School Meals). Increased cost pressures directly affect students' mental health. Risk 10 will continue to be addressed through our financial support measures (see **Whole Institutional Approach**).

Our data shows that there are still gaps in continuation and attainment outcomes for students who identify as Asian, Black, Mixed or Other ethnicity. We are very conscious that our lower-than-average proportion of students from these ethnic origins can result in them feeling isolated and not included, resulting in challenges to engage effectively with learning. We also recognise the risks of implicit racism if we are not taking positive action to address bias in our curriculum, our service provision and our policies and procedures.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p><b>2.1 STUDENT SUPPORT CULTURAL REACH</b> Widen the cultural reach and information provided by Student Support to ensure that we are meeting the needs and expectations of students from Asian, Black, Mixed and Other ethnic origins.</p> <p>Increase visibility of support services through targeted communications and involvement in campus events.</p>	<p>Staff time</p> <p>Content development and delivery resources</p> <p>External training provider</p> <p>Creative Access training Unconscious bias training</p>	<p>Support staff have a deeper understanding of their responsibilities and the cultural context of students' journeys.</p>	IS3
<p><b>2.2 WELCOME AND INDUCTION</b> Develop a comprehensive and inclusive welcome and induction programme specifically designed to support students from Asian, Black, Mixed and Other ethnic origins:</p> <ul style="list-style-type: none"> <li>• Welcome packs with tailored information, including guides on navigating university resources</li> <li>• Pair new students with senior student mentors</li> <li>• New programme of events</li> <li>• Workshops on academic skills, mental health, and social integration</li> <li>• Organise sessions for parents to understand the support available and encourage family involvement in the student's journey</li> </ul>	<p>Staff time Staff training Student Support</p> <p>BAME society (Students' Union) collaboration event with guest speaker</p>	<p>New entrants will have clear expectations of the University and are well informed about their own role in their learning</p> <p>Students are confident in their learning and in how to engage with learning</p> <p>Students develop stronger networks and social connections with their peers</p> <p>Reduced gaps in continuation and attainment</p> <p>Reduction in common wellbeing issues such as anxiety, depression, and loneliness</p>	IS1
<p><b>2.3 VISIBILITY AND CULTURE</b> Enhance the visibility and cultural representation of Asian, Black, Mixed and Other ethnic origin students through campus initiatives.</p> <ul style="list-style-type: none"> <li>• achievement wall featuring notable figures and alumni from the Asian, Black, Mixed and other ethnically diverse communities</li> <li>• Regular cultural events and discussions to celebrate diversity</li> </ul>	<p>Staff time</p> <p>Student time Student Ambassadors Academic Staff Support Staff Students' Union Resources-funding, materials, time</p> <p>Asian, Black, Mixed and Other ethnic origin achievement wall, notable Norwich figures and Black</p>	<p>Increased visibility and recognition of achievements of individuals from Asian, Black, Mixed and Other ethnic origins.</p> <p>Greater cultural awareness and appreciation among the student body.</p> <p>Enhanced sense of belonging and community for students from Asian, Black, Mixed and Other communities.</p>	IS1

<ul style="list-style-type: none"> <li>Partner with local cultural organisations to host events and exhibitions (East Gallery and Bank Plain)</li> </ul>	<p>history month event schedule</p>	<p>Increased participation in cultural events by students from Asian, Black, Mixed and Other ethnic origins.</p>	
<p>2.4 COURSE SPECIFIC INCLUSIVITY</p> <p>Embed our Inclusive Curriculum Framework and work with course teams to meet expectations of:</p> <ul style="list-style-type: none"> <li>Creating an accessible curriculum</li> <li>Enabling students to see themselves reflected in the curriculum</li> <li>Equipping students with the skills to positively contribute to and work in a global and diverse environment</li> </ul> <p>Academic programme action plans to focus at course level on continuation by ethnicity</p> <p>Review of policies, improved training for staff and students and a no tolerance approach to racism and harassment</p>	<p>Staff time</p> <p>Where needed, bids will be made for additional funds for new activity arising from recommendations, through the annual resource allocation process.</p>	<p>Prioritise and continue with inclusive curriculum development review</p> <p>Review of interventions to understand impacts and effectiveness, with learning shared internally.</p> <p>Staff to identify interventions which address risk factors to continuation.</p> <p>Increased continuation rates for students from Asian, Black, Mixed and Other ethnic origins on courses with greatest gaps.</p>	

**Total cost of activities and evaluation for intervention strategy: £57,000**

**Summary of evidence base and rationale:**

Evidence indicates that effective actions to address gaps in attainment need to focus on addressing challenges faced by students from different ethnic groups in navigating the learning environment. This intervention focuses on addressing inclusivity in the curriculum and learning environment. Further information is included in Annex B, Theory of Change 2.

**Evaluation**

This University will use data from its own student records system and the APP dataset to assess the level of success in terms of decreasing gaps in continuation and attainment.

We will generate type 2 evaluation data through use of our annual Belonging survey that took inspiration from Kings College London’s ‘Big Six’ project, supplemented by focus groups to generate qualitative data. By running the survey at enrolment and reenrolment we will generate a body of data that will allow more robust evaluation than exists currently.

We have recently implemented a Student Support Case Management System to enable more robust reporting on the volume and type of cases and disclosures that are coming from our student body. We will develop our reporting capability to make use of this structured data to allow us to track progress against the aims of the interventions.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).
<b>2.1 STUDENT SUPPORT CULTURAL REACH</b> Widen the cultural reach and information provided to increase the visibility of Student Support and ensure that we are meeting the needs and expectations of students from Asian, Black, Mixed and Other ethnic origins.	Support staff have a deeper understanding of their responsibilities and the cultural context of students' journeys.	Staff surveys (Type 1)
<b>2.2 WELCOME AND INDUCTION</b> Develop a comprehensive and inclusive welcome and induction programme specifically designed to support students from Asian, Black, Mixed and Other ethnic origins: <ul style="list-style-type: none"> <li>• Welcome packs with tailored information, including guides on navigating university resources</li> <li>• Pair new students with senior student mentors</li> <li>• New programme of events</li> <li>• Workshops on academic skills, mental health, and social integration</li> <li>• Organise sessions for parents to understand the support available and encourage family involvement in the student's journey.</li> </ul>	New entrants will have clear expectations of the University and are well informed about their own role in their learning.  Students are confident in their learning and in how to engage with learning  Students develop stronger networks and social connections with their peers  Reduced gaps in continuation and attainment  Reduction in common wellbeing issues such as anxiety, depression, and loneliness	Evaluated through a combination of student surveys and empirical data.  Measured through annual Belonging Survey completed at enrolment and reenrolment and in year student surveys to generate Type 1 data.  Volume and type of engagement with Student Support measured through reporting from the Case Management System.  Type 2 data generated through combining survey results with Year 1 assessment results to determine whether there is any change year on year.  Impact measured through student outcomes data (OfS datasets).
<b>2.3 VISIBILITY AND CULTURE</b> Enhance the visibility and cultural representation of Asian, Black, Mixed and Other ethnic origin students through campus initiatives. <ul style="list-style-type: none"> <li>• achievement wall featuring notable figures and alumni from the Asian, Black, Mixed and Other ethnically diverse communities</li> <li>• Regular cultural events and discussions to celebrate diversity</li> <li>• Partner with local cultural organisations to host events and exhibitions (East Gallery and Bank Plain)</li> </ul>	Increased visibility and recognition of achievements of individuals from Asian, Black, Mixed and Other ethnic origins  Greater cultural awareness and appreciation among the student body  Enhanced sense of belonging and community for students from Asian, Black, Mixed and Other communities  Increased participation in cultural events by students from Asian, Black, Mixed and Other ethnic origins	Sense of belonging measured through annual Belonging Survey completed at enrolment and reenrolment and in year student surveys to generate Type 1 data.  Type 2 data generated through combining survey results with Year 1 assessment results to determine whether there is any change year on year.  Impact measured through student outcomes data (OfS datasets).
<b>2.4 COURSE SPECIFIC INCLUSIVITY</b> Embed our Inclusive Curriculum Framework and work with course teams to meet expectations of: <ul style="list-style-type: none"> <li>• Creating an accessible curriculum</li> <li>• Enabling students to see themselves reflected in the curriculum</li> <li>• Equipping students with the skills to positively contribute to and work in a global and diverse environment</li> </ul>	Prioritise and continue with inclusive curriculum development review  Review of interventions to understand impacts and effectiveness, with learning shared internally  Staff to identify interventions which address risk factors to continuation	Impact measured annually through empirical evidence on continuation rates at course level.

	Increased continuation rates for students from Asian, Black, Mixed and Other ethnic origins on courses with greatest gaps	
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**Intervention Strategy 3 (IS3): addressing the completion and attainment gaps for students with mental health disabilities and continuation gaps for males from IMD quintiles 1 & 2**

**Objective**

We will focus on wellbeing in the curriculum for all students with a programme that has been redesigned with mental health and wellbeing at the core. We will target follow up interventions for students with mental health disabilities and male students from IMD quintiles 1 & 2, through a combination of targeted surveys, Student Support check-ins, and invitations to focus groups.

**Targets**

**PTS\_3** To reduce the gap in continuation rates between male students from IMD2019 quintiles 1 and 2 and male students in other quintiles by 5 percentage points by 2029.

2021-22 baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
17	16	15	14	12

**PTS\_4** To reduce the gap in attainment between students with mental health disclosures and those with no disability by 5 percentage points by 2029.

2021-22 baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
15	14	13	12	10

**PTS\_5** To reduce the gap in completion rates between students with mental health disclosures and those with no disclosed disability by 5 percentage points by 2029.

2021-22 baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
19	18	17	16	14

**Risks to equality of opportunity**

Our data indicates that students with mental health disabilities are not achieving the same outcomes as students with other disabilities or students without disabilities (see Annex A). Students with mental health disabilities need an environment that can support their learning, help with socialisation, and increase their well-being and ability to manage their mental health condition in order to engage with their course. Students from more socially and economically disadvantaged backgrounds also find it difficult to engage with their course, and a combination of cost pressures, associated mental health difficulties, and the need to work<sup>10</sup> results in undermining course engagement.

*EORR Risk 8: Mental health - Students may not experience an environment that is conducive to good mental health and wellbeing.* The University has signed up to the Student Minds Universities Mental Health Charter and will continue to work towards meeting the expectations of the UMHC Framework. Intervention Strategy 3 has been specifically developed as an addition to our existing mental health provision to support our efforts to improve outcomes for students with mental health disabilities.

<sup>10</sup> Hill, K, Padley M, and Freeman J, (2024) A Minimum Income Standard for Students, available at <https://www.hepi.ac.uk/2024/05/09/a-minimum-income-standard-for-students/> Higher Education Policy Institute and Centre for Research in Social Policy Loughborough University

**EORR Risk 9: Ongoing impacts of coronavirus - Students may be affected by the ongoing consequences of the coronavirus pandemic, through disruption to schooling.** Research on the disproportionate impacts on pupils from different socio-economic backgrounds and the impact of disrupted education on both resilience and the acquisition of socialising skills<sup>11</sup> shows that we are likely to see ongoing confidence, resilience and socialisation issues in cohorts that will need to be supported through the curriculum.

**EORR Risk 10: Cost pressures - Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.** This particularly impacts students from low-income backgrounds (more likely to be from IMD quintiles 1 & 2 and those eligible for Free School Meals). Increased cost pressures directly affect students' mental health. Risk 10 will continue to be addressed through our financial support measures (see Whole Institutional Approach).

Activity	Inputs	Outcomes	Cross intervention strategy?
<p><b>3.1 WELLBEING IN THE CURRICULUM</b> Development and implementation of an institutional mental health and wellbeing initiative that incorporates an enhanced Wellbeing in the Curriculum programme for Undergraduate students, tailored to individual disciplines and mainly delivered by academic staff in-course.</p> <p>The programme of delivery will include the following for each year group:</p> <ul style="list-style-type: none"> <li>Year 1: Introduction to wellbeing, fostering a sense of belonging, and building resilience through workshops and community-building activities.</li> <li>Year 2: Revisiting wellbeing principles, encouraging creative risk-taking, and enhancing teamwork and conflict management skills.</li> <li>Year 3: Empowering students to take control of their learning, balancing studies with wellbeing, and improving confidence and communication for personal and professional growth.</li> </ul>	<p>Research and data analysis Staff time Stakeholder consultation Resources - funding, materials</p> <p>External consultation</p> <p>UMHC membership</p> <p>Need to Know scheduled sessions</p> <p>Wellbeing and safeguarding all staff training video</p> <ul style="list-style-type: none"> <li>Staff time to develop training – 40 hours total</li> <li>Student commission to deliver video</li> </ul> <p>External training</p> <ul style="list-style-type: none"> <li>Consent training with Art of Consent</li> </ul>	<p>Students with mental health disabilities are able to engage with their course leading to a reduction in continuation and completion gaps</p> <p>Males from IMD quintiles 1 &amp; 2 are able to seek support where needed and engage with course, leading to a reduction in continuation and attainment gaps</p> <p>Reduction in common wellbeing issues such as anxiety, depression and loneliness for these groups</p> <p>Improved student experience in accessing inclusive and responsive support services. (improved NSS outcomes for Q26 (mental health and wellbeing support services))</p>	IS2
<p><b>3.2 TARGETED STAFF TRAINING</b> Undertake review to inform the development and implementation of targeted staff development and training for mental health across Student Support, academic staff and other support areas.</p>	<p>Staff time Staff training Student Support External training</p>	<p>Staff able to access training and resources to improve understanding and awareness of mental health issues.</p> <p>Students with mental health disabilities receive informed support that enables them to engage with their learning</p>	

<sup>11</sup> Holt, L & Murray, L, "Children and Covid 19 in the UK" in *Children's Geographies*, Volume 20, Issue 4, Taylor & Francis, 2021

Train academic staff in mental health awareness and mental health first aid to raise confidence in managing challenging situations and triaging issues ..		leading to improved student outcomes.	
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**Total cost of activities and evaluation for intervention strategy: £64,000**

**Summary of evidence base and rationale:**

The intervention strategy builds on work that we have undertaken in the area of building wellbeing and resilience in our student body. Evidence to support this intervention is outlined in Annex B, Theory of Change 3.

**Evaluation**

This University will use data from its own student records system and the APP dataset to assess the level of success in terms of decreasing gaps in continuation and completion rates.

We will generate type 2 evaluation data through use of the annual Belonging survey that was inspired by Kings College London’s ‘Big Six’ project and through use of the ASQ developed by TASO. This will be supplemented by focus groups to generate qualitative data. By running a combination of surveys and qualitative data gathering, it is envisaged that we will generate a volume of user data that will enable us to produce informative evaluations.

We have also, recently, implemented a Student Support Case Management System to enable more robust reporting on the volume and type of cases and disclosures that are coming from our student body. We will develop our reporting capability to make use of this structured data to allow us to track progress against the aims of this intervention.

Over the next two years, the University will be seeking to implement a learning analytics platform to enable better use of a range of student data to measure engagement. The system is primarily aimed at increasing engagement and identifying effective interventions. The design, implementation and use of this platform directly relates to, and will support, the work that we are undertaking as part of this APP and will enable us to refine and improve our evaluation of our interventions.

Activity	Outcomes	Method(s) of evaluation Include type of evidence you intend to generate e.g. empirical (Type 2).
3.1 WELLBEING IN THE CURRICULUM PROGRAMME: Development and implementation of a new University mental health and wellbeing programme	<p>Students with mental health disabilities are able to engage with their course leading to a reduction in continuation and completion gaps</p> <p>Males from IMD quintiles 1 &amp; 2 are able to seek support where needed and engage with course, leading to a reduction in continuation and attainment gaps</p> <p>Reduction in common wellbeing issues such as anxiety, depression and loneliness for these groups</p> <p>Improved student experience in accessing inclusive and responsive support services. (improved NSS</p>	<p>Wellbeing measured through annual Belonging Questionnaire and ASQ TASO questionnaire</p> <p>Volume and type of engagement with Student Support measured through reporting from the Case Management System.</p> <p>Student Support User surveys used to gather feedback for enhancement.</p>

	outcomes for Q26 (mental health and wellbeing support services))	
3.2 TARGETED STAFF TRAINING Develop and implement targeted staff development and training for mental health across Student Support, academic staff and other support areas.	Staff able to access training and resources to improve understanding and awareness of mental health issues.  Students with mental health disabilities receive informed support that enables them to engage with their learning leading to improved student outcomes.	Effectiveness of training measured through staff take up rates and evaluation questionnaires before and after training (Type 1)  Evaluation of impact on students will be gathered through surveys and case data from the Case Management System.

Evaluation will incorporate all data generated above and be compiled as an annual report. As the programme develops, it is intended that further approaches to demonstrating causal relationships through engagement with TASO evaluation methodologies will be applied on a more longitudinal basis<sup>12</sup>.

#### **Intervention Strategy 4 (IS4) – to reduce the gap in progression to highly skilled employment between females and males from IMD quintiles 1 & 2.**

This intervention is designed through using our already proven Digital Profile platform (see the Whole Provider Approach section “Progression to Employment”). Digital Profile provides a platform for students to identify and evaluate their own skill levels and monitor their acquisition of employability skills. The platform provides us with a valuable source of data on students’ own perceptions of their strengths and weaknesses, and their level and rates of learning gain. Our APP data indicates a significant gender-based difference in outcomes for males and females from low socio-economic backgrounds that does not correlate with academic attainment, and therefore Digital Profile data offers us a unique opportunity to incorporate a gender informed approach to our evaluation of our careers and employability programme.

#### **Objective**

To reduce the gap between male and females from IMD quintiles 1 and 2 progressing to highly skilled employment to 10% by 2029. In designing this programme of interventions, it is also likely to benefit students with mental health disabilities.

#### **Targets**

Gap in progression to highly skilled employment between females and males in IMD2019 quintiles 1 and 2 to reduce to within 10 percentage points by 2029.

2021-22* baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
16	15	14	12	10

\* 2020 graduating cohort were surveyed by the Graduate Outcomes Survey in Autumn 2021 (15 months after graduation)

#### **Risks to equality of opportunity**

*Risk 12: Progression from higher education - Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience.* For Norwich University of the Arts, gaps exist between young and mature students (9%) with young students less likely to progress to highly skilled employment. Students with mental health disabilities have the lowest progression to highly skilled employment compared to students with other disabilities or no disability (60% compared to 65% or over for other groups). Our data shows that there is a higher prevalence of mental health declarations for females than males (17% vs 10%). We believe that the measures that we are taking in IS3 will help to address these gaps.

<sup>12</sup> TASO Quasi experimental designs available at <https://taso.org.uk/evidence/evaluation-guidance-resources/introduction-to-quasi-experimental-designs/>



For Norwich University of the Arts, the most notable and impactful gap is between male and female graduates, as overall 8% of males are more likely to progress to highly skilled employment *despite this being the reverse when measuring attainment*. This is particularly apparent when measuring the gap between males and females in IMD quintiles 1 and 2, where the gap increases to 16%. This is the focus of our intervention.

Activity	Inputs	Outcomes	Cross intervention strategy?
<p><b>4.1 PROMOTING CAREERS AND EMPLOYABILITY PROGRAMME</b> Highlight the benefits of female students engaging with the careers and employability curriculum and Profile Digital.</p> <p>Review how we use data analytics to identify and target specific segments of the female student population who are less engaged.</p> <p>Share testimonials and case studies of female students who have benefited from these programs.</p>	<p>Research and data analysis</p> <p>Staff time</p> <p>Stakeholder consultation</p> <p>Resources - funding, materials</p> <p>External consultation</p>	<p>More female students engaging with Careers and Employability while on course including an increased engagement with Profile Digital by the end of Year 2.</p>	IS3
<p><b>4.2 ANNUAL CONFERENCE EVENT</b> Showcase female practitioners and industry specialists from diverse backgrounds. Include workshops, panel discussions, and Q&amp;A sessions to allow for more interaction and engagement. Provide options for remote participation to increase accessibility.</p>	<p>Staff time</p> <p>Staff training</p> <p>Student Support</p> <p>Resources - funding, materials, time</p>	<p>More female students and graduates engaging with Profile Digital.</p>	
<p><b>4.3 ALUMNI CAMPAIGN</b> Develop networking events for students and graduates. Events to be based around specific themes or industries to attract diverse alumni and student interests.</p> <p>Develop podcast series to include topics on career progression, overcoming workplace challenges, and balancing personal and professional life.</p>	<p>Staff time</p> <p>Staff training</p> <p>Student Support</p> <p>Resources- funding, materials, time</p>	<p>Increased confidence and aspiration in female graduates leading to a reduction in the gap between males and females entering highly skilled employment by 2030.</p>	
<p><b>4.4 CAREERS AND EMPLOYABILITY "CHAT ROOM"</b> Provide a chat room with trained student advisers who can direct participants to sources of help or other support services.</p> <ul style="list-style-type: none"> <li>Extend the chat room hours to provide support around the clock.</li> <li>Offer short courses or webinars through the chat platform on topics like resume writing, interview</li> </ul>	<p>Academic Staff:</p> <p>Support Staff</p> <p>Training Student Advisers:</p> <p>Materials and Funding:</p>	<p>Female graduates demonstrate higher confidence and aspirations, contributing to a reduction in the employment gap between males and females by 2030.</p>	

<p>skills, and job search strategies.</p> <ul style="list-style-type: none"> <li>Implement a system for gathering feedback from users to continuously improve the service.</li> </ul>			
<p><b>4.5 INCREASE OPPORTUNITIES FOR IN-DEPTH WORK EXPERIENCE</b> Promote the benefits of the he Level 5 Diploma in Creative Professional Development</p> <p>Increase the number of placement providers who commit to offering students placements.</p>	<p>Staff time Promotional materials New placement providers</p>	<p>Increased number of places available for students who will benefit from engagement with specialist year of industry preparation and work experience.</p> <p>Increase in take up from the target group leading to increased confidence and aspiration and a reduction in the gap between males and females entering highly skilled employment.</p>	

**Total cost of activities and evaluation for intervention strategy: £277,000**

#### Summary of evidence base and rationale:

Evidence to support the intervention is outlined in Annex B, Theory of Change 4.

#### Evaluation

We will use data from our own student records system and the APP dataset to assess the level of success in terms of decreasing gaps in progression to highly skilled employment.

We will generate type 2 evaluation data through reporting from the Profile Digital platform to measure levels of student engagement. Students are also surveyed as part of this process to gather feedback for the purposes of annual enhancement. Where appropriate, we will use the ASQ developed by TASO to survey our Year 3 students and recent graduates on how prepared they feel for employment.

We will triangulate this with the responses to the HESA Graduate Outcomes Survey to assess how confident our graduates are at the point of the survey and their perceptions of how the University prepared them for employment. We will use responses to the survey from graduating cohorts, who have not been through this iteration of the programme, as a baseline for evaluating the impact of this intervention.

Over the next two years, the University will be seeking to implement a learning analytics platform to enable better use of a range of student data to measure engagement. The system is primarily aimed at increasing engagement and identifying effective interventions. The design, implementation and use of this platform directly relates to, and will support, the work that we are undertaking as part of this APP and will enable us to refine and improve our evaluation of our interventions.

Activity	Outcomes	Method(s) of evaluation
<p><b>4.1 PROMOTING CAREERS AND EMPLOYABILITY PROGRAMME</b> Highlight the benefits of female students engaging with the careers and employability curriculum and Profile Digital.</p>	<p>More female students engaging with Careers and Employability while on course including an increased engagement with Profile Digital by the end of Year 2.</p>	<p>Include type of evidence you intend to generate e.g. empirical (Type 2).</p> <p>Surveys of students engaging with the programme will be used to generate Type 1 data.</p> <p>Data on skills acquisition and confidence levels from Profile Digital will be evaluated with survey results to test for any correlation</p>

		between participation and increased Profile Digital scores to generate Type 2 data. Surveys of students engaging with the programme will be used to generate Type 1 data.
4.2 ANNUAL CONFERENCE EVENT Showcase female practitioners and industry specialists from diverse backgrounds.	More female students engaging with Careers and Employability while on course including an increased engagement with Profile Digital by the end of Year 2.	See above
4.3 ALUMNI CAMPAIGN Develop networking events for students and graduates. Events to be based around specific themes or industries to attract diverse alumni and student interests.	Increased confidence and aspiration in female graduates leading to a reduction in the gap between males and females entering highly skilled employment by 2030.	Surveys of students and graduates engaging with the programme will be used to generate Type 1 data.  Progression rates will be measured through the APP dataset.
4.4 CAREERS AND EMPLOYABILITY "CHAT ROOM" Provide a chat room with trained student advisers who can direct participants to sources of help or other support services.	Female graduates demonstrate higher confidence and aspirations, contributing to a reduction in the employment gap between males and females by 2030.	Surveys of students and graduates engaging with the programme will be used to generate Type 1 data.
4.5 INCREASE OPPORTUNITIES FOR IN-DEPTH WORK EXPERIENCE Promote the benefits of the Level 5 Diploma in Creative Professional Development  Increase the number of placement providers who commit to offering students placements.	Increased number of places available for students who will benefit from engagement with specialist year of industry preparation and work experience.  Increase in take up from the target group leading to increased confidence and aspiration and a reduction in the gap between males and females entering highly skilled employment.	Surveys of students engaging with the Level 5 Diploma will be used to generate Type 1 data.  Results will be evaluated against data from Profile Digital and assessment outcomes to test for correlation between programme participation and increase in Profile Digital scores to generate Type 2 data.

Evaluation will incorporate all data generated above and be compiled as an annual report. We will consider whether the adoption of difference-in-difference approach to evaluating the new programme can be applied.

## COLLABORATIVE OUTREACH - RAISING ATTAINMENT IN SCHOOLS

The University has committed to addressing attainment gaps in schools through its collaborative outreach activities. The University is part of the Network for East Anglia Collaborative Outreach (NEACO) partnership (<https://www.takeyourplace.ac.uk/about-us/about-neaco/>) and works alongside Anglia Ruskin University, Cambridge University, University of East Anglia, University of Suffolk, and further education colleges in the region to deliver attainment raising activities and outreach targeting students eligible for Free School Meals. Given our size and subject specialism, we can make the most impact in raising attainment through our collaborative work rather than working in isolation. The following intervention is funded through NEACO and Norwich University of the Arts and has been included here to show the work that we are doing in this area alongside our Access & Participation Plan. This forms part of the **supporting creative subjects** theme for attainment raising<sup>13</sup>

<sup>13</sup> NEACO Annual Report 2023, <https://www.takeyourplace.ac.uk/media/dgupgeeb/neaco-annual-report-2023-final.pdf>

## Objective:

To deliver targeted 1:1 support at NEACO identified schools to improve target group students' performance and aim at the achievement of a minimum of grade 4 at GCSE. Activities will be specific to targeted students' art practice and aimed at improving metacognitive skills.

Target groups will be students who fall into outreach categories in years 10 and 11 in 3 Norwich schools and 1 rural school who are struggling to reach grade 4 in Art, therefore reducing their ability to progress in education to a higher level.

## Targets

- Target group students will have achieved an art GCSE with a grade 4 or above.
- Target group students will have attained at least 2 grades above the predicted grade that they had at the start of the programme.
- Target group students will begin a course at sixth form or college having chosen a course that suits their aspirations.

Activity	Inputs	Outcomes	Cross intervention strategy?
Targeted 1-1 support for students in NEACO target groups (eligible for free school meals): <ul style="list-style-type: none"><li>• Introductory session.</li><li>• 206 to 215 lessons supported in class alongside art lessons</li><li>• Parent/carer sessions</li><li>• Information, Advice and Guidance lesson - next steps</li><li>• Visit to local college and/or university with a current student at the college or university</li><li>• Completion of programme awards/presentation</li></ul>	<ul style="list-style-type: none"><li>• 1 FTE Higher Education Champion</li><li>• Student ambassadors</li><li>• 0.1 FTE Head of Recruitment &amp; Outreach</li><li>• Resources &amp; materials</li></ul>	<ul style="list-style-type: none"><li>• Students' coursework is of a consistently improved standard.</li><li>• Students demonstrate increased confidence.</li><li>• There is an increase in the amount of work students do at home.</li><li>• Students understand what is required for coursework and their exams.</li><li>• Students know what they will do after their GCSEs.</li></ul>	Free school meal eligible students could also be Asian, Black, Mixed, or Other ethnic groups.

## Evaluation

The success of all NEACO activity is undertaken as part of the NEACO programme and most recent reports are available at <https://www.takeyourplace.ac.uk/about-us/reports-and-research/>.

## Whole provider approach

Our whole provider approach places our students at the heart of what we do and encompasses all areas of their student experience. Our approach to equality of opportunity and addressing risks is driven from the top by the University's Board of Governors and Vice-Chancellor, through the Academic Board and its sub-committees, the Senior Management Team and across the University. Equality, Diversity and Inclusion remains a key strategic priority for the University as it is central to our mission as outlined in section 1. The success of our approach is evidenced through our strong student outcomes data and TEF Triple Gold award, and through the range of awards, prizes and industry recognition that our students and graduates achieve on an annual basis<sup>14</sup>.

This Plan has not been developed in isolation but is embedded in everything that we do. Staff and students have worked together on the development of the interventions through the Integrated Project Planning Groups (see Student Consultation section) which is overseen by a Steering Group, including the two Students' Union Presidents as members.

<sup>14</sup> For examples see our news pages <https://norwichuni.ac.uk/about-us/all-news/>

Academic, technical, and professional services staff collaborate on the design and delivery of teaching, learning and support services. Students are partners and co-creators of their educational experience and are strongly involved in designing their learning, teaching and support needs. The University operates a system of course representatives who engage directly with their course teams to provide feedback on the course and work with the Students' Union and senior leaders of the University on policy and procedural development. During 2023-24, we introduced paid positions for students as Creative Education Student Advisors to enable students to give time to work with the University in these areas.

The close collaboration with the Students' Union is an important feature of our whole University approach, both in terms of providing a programme of extracurricular activities to enrich students experience while studying, and in supporting community building, wellbeing and belonging. The University has increased investment in the Union to provide a stronger resource base from which to operate and enhance its impact on the student experience. This has allowed the Union to employ for the first time a small team of permanent staff, led by a General Manager, to support the work of the sabbatical officers and increase the range of opportunities for students to participate and get involved.

## **Access**

Recruitment and admissions processes provide all students with the information, advice and guidance they need to consider university as an option for them, and to consider Norwich specifically as a place to study. We have a small team of recruitment officers who work regionally with schools and colleges, providing outreach and information sessions. This team is supplemented by paid Student Ambassadors who offer prospective applicants the chance to hear directly from students who are studying. Prospective students can also talk directly to Ambassadors online through the Unibuddy scheme.

Norwich University of the Arts recruits a significant proportion of its full-time students from the East region (65%), with 30% coming from Norfolk. Over the last 12 months, we have expanded our recruitment focus both West and South with two new dedicated recruitment officers to increase applications and conversions from more diverse backgrounds through targeted outreach and recruitment activity. We expect to start seeing the impact of this work from 2025-26.

The Recruitment and Outreach Team collaborates extensively with various organisations to ensure young people in Norfolk have access to creative and cultural activities that might otherwise be unavailable to them. Notably, we engage with the three Local Cultural Education Partnerships for Norfolk and Suffolk—Norfolk 2040, PEACH, and ENJOY—and other prominent entities like Young Norfolk Arts, Out There Arts, First Light Festival, The Forum Trust, and Creative Arts East. As partners of the Norfolk Higher Aspiration Scheme, we provide post-16 learners with valuable events and information on university applications and degree apprenticeships. To further support educators, we co-organise the Network of East Anglian Arts Teachers, offering sessions and CPD activities, and collaborate with the Norfolk Computing Hub to aid computer science teachers in the region.

We believe that the best opportunity to decide about a university is to visit, through an Open Day, school/college visit, or through an Applicant Day. To make visits to Norwich more accessible to students from low socioeconomic backgrounds, we have introduced a Travel Bursary scheme that provides a non-means tested payment for prospective students travelling from 50 miles or more.

We aim to make our admissions processes fair and transparent. All applicants have access to the Admissions Portal as soon as they apply, through which they can access all information relating to the admissions process, including the options for assessment of their application and the support for reasonable adjustments. For courses that require a portfolio assessment, we offer a choice between on campus interview, online interview, and direct portfolio upload. This enables students to select the process that best fits them and with which they are most confident and comfortable.

Students who disclose a disability are contacted by our Student Support service and offered the opportunity to discuss any support needs early in the application process.

## **Onboarding**

The University provides a dedicated set of resources on the website to welcome applicants (<https://norwichuni.ac.uk/welcome/>) that provide information on preparing for university, what to expect when students arrive, and specific course-based information. This site also includes the programme of welcome events that prospective students can sign up to before they arrive which are free of charge.

This engagement continues once they are enrolled, with academic and technical staff working closely with students to co-design their support as they progress through the course. We continue to monitor and engage with students through tutorials, attendance monitoring, and assessment, to ensure that we identify when an individual is at risk of academic failure or may require more specialised support or intervention. This onboarding continues throughout the year as students make the transition to HE (see below).

## **Student success**

### Learning and teaching

The University Strategy 2022-27 contains a clear commitment to academic excellence which ensures educational gain. We aim to support students to succeed as partners and activists in their educational journey and enable them to graduate with the energy and confidence to activate change and transformation, shaping the worlds in which they live. Educational gain is actioned through the course design and curriculum at Norwich. The curriculum provides clear progression routes from year to year through clustered areas of study, or curriculum areas, which broadly define the syllabi, and themed Learning Outcomes, which articulate where students can achieve learning gain. Consistent use of thematic Learning Outcomes with progressively complex demands, will enable student to track their learning through the course. Our career-focused approach to educational gain and the support that we offer was recognised as outstanding features by the Teaching Excellence Framework panel in 2023.

In 2022-23 the University approved a new Creative Learning Strategy that embodies the Norwich Creative Pedagogy. This outlines the University's approach to delivering an integrated curriculum utilising digital teaching and learning as a complement to practical process and materials-based learning on campus. The Creative Learning Strategy outlines the vision, values and six key objectives:

1. Establish criticality in practice, using dialogue, conversation and debate as key pedagogic strategies
2. Use our campus, Norwich and its environs as the fundamental material through which our model of creative education is delivered
3. Equip our graduates to become skilled navigators, ready to engage with the unfamiliar and energised to shape our world
4. Facilitate collaboration, interdisciplinary events and global challenge projects
5. Nurture a creative community of practice with wellness, equity and belonging at its centre
6. Embed an evaluative and research-led approach to enhancement, curriculum development and delivery

Objectives 5 and 6 are particularly pertinent to this Access & Participation Plan, embodying a series of commitments around inclusive curriculum design, building resilience, integration of wellbeing into the curriculum and promoting equity and embracing diversity, and an overarching commitment to improving our evaluation capability to ensure the efficacy of our interventions.

Enhancing the transition to higher education has been a focus over the past 5 years. Over this time, discrete initiatives designed to help students settle into university have been brought together into a *Wayfinding Week*. Each year group now takes part in a week of orientation and community

building activities to help them navigate the year ahead, addressing one of the six themes of the *2022 A Student Futures Manifesto*<sup>15</sup>. This helps students to feel part of a community of creative learners and reinforces their sense of belonging. *Wayfinding Week*'s impact is amplified by social and society events hosted by the Students' Union. As of 2022-23 we have seen an overall increase in our rates of completion increase in all years of study, but particularly in Year 0 (72% to 80%) and Year 1 (87% to 91%).<sup>16</sup>

Co-creation and community building is revisited during *Wayfinding Week* through the *Make it Manifest(o)* project. *Make it Manifest(o)* brings all undergraduate students together in a creative project that encourages cross-course engagement, collaboration and opportunities to build friendships. Two *Interchange* weeks take place later in the year which take these opportunities further as students across years and differing disciplines work together on global challenge projects and workshops.

To support the whole student experience, we have embedded a programme of wellbeing in the curriculum, which has become our *Need to Know* initiative. This was developed in collaboration with the Students' Union as a vehicle to embed wellbeing practices, life skills and study strategies directly into curriculum delivery. The programme is delivered through a combination of in-person sessions and on-demand resources. It was originally targeted at incoming Year 0 and Year 1 students and has now been extended to all years of study. The original programme developed in 2021-22 has undergone a significant redesign for 2024-25 with a specific focus on mental health and community building. The new programme is outlined in Intervention Strategy 3 and the impact on different groups of students will be monitored through this APP (see IS3).

Students have access to tailored support through academic tutorials, engagement with technical staff in the workshops and computer laboratories, and through a range of study support. The library provides a range of on-demand and one-to-one support that can be tailored by students to meet their needs. A programme of asynchronous Information Literacy (IL) sessions is complemented with face-to-face practical workshops with specialist Subject Librarians. A comprehensive Study Skills programme covers a range of topics such as time management, effective reading, critical thinking, academic writing, and getting the most out of lectures, which is delivered through a combination of one-to-one sessions, group study sessions, workshops and online guides and videos. Engagement with study skills has increased by 25% between 2020-21 and 2022-23 with over 2500 engagements. Early evaluation of impact<sup>17</sup> shows that study skills support has a positive impact on student attainment with an average 4 percentage point improvement for 61% of students attending one or more sessions. Student satisfaction with our Library and specialist workshop provision receives consistently high (above benchmark) positive ratings in the National Student Survey (87.5% (IT); 90.2% (Library); 88.8% (Specialist resources)).<sup>18</sup>

### Mental Health and Wellbeing

In addition to the embedded academic support delivered through the curriculum, students can access a range of individual support through Student Support services. This includes wellbeing guidance, disability support (including help with Disabled Students' Allowance applications), SpLD and Mental Health/Autistic Spectrum Condition Mentor support, study skills, financial advice and support (through hardship funds and bursaries), and accommodation services. Student Support also work with course teams to enhance curriculum delivery to create more inclusive environments and experiences.

A high percentage of our students declare disabilities (increased from 25.5% in 2016/17 to 28.7% in 2022/23) with an increasing number declaring a mental health-related disability as one of their

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<sup>15</sup> A Student Futures Manifesto, UPP Foundation / Student Futures Commission, P8 <https://upp-foundation.org/wp-content/uploads/2022/02/A-Student-Futures-Manifesto-Final-Report-of-the-Student-Futures-Commission.pdf>

<sup>16</sup> Internal student data sourced from Student Records System

<sup>17</sup> Based on internal evaluation of 2022-23 assessment data from 308 students who had 1-2-1 study skills sessions, comparing the average marks of students before and after their first study skills session

<sup>18</sup> National Student Survey provider level dashboard (Q19, Q20 and Q21) available at <https://www.officeforstudents.org.uk/data-and-analysis/national-student-survey-data/provider-level-dashboard/>

categories. Mental health was identified as a significant contributory factor to gaps in progression and attainment for disabled and ethnic minority students in our Access and Participation Plan 2020 – 2025 and we have made enhancements to our service in response to this evaluation. These include increasing the team of dedicated mental health Student Support Advisers, recruiting a Mental Health and Safeguarding Manager, and working with a range of partners, including youth charities, support agencies, counselling services and NHS mental health services to provide a broad range of services in those areas that fall outside of our in-house specialisms. NSS 2024 saw the positivity rating of Q26 (How well communicated was information about [the] university's mental wellbeing support services?) increase by 7% to 78.6%.

We have developed a range of in-house resources that students can use to identify their own support needs and build their resilience, allowing them to work through challenges and find their own enablers to better mental health. The Student Support team regularly collaborates with students and alumni to co-create resources intended to support them. Recent examples include a set of animated resources, featuring an engaging character 'Blue' who experiences common triggers to anxiety and a student-designed anti-bullying and harassment campaign to increase the sense of safe community on campus.

### Cost of living and access to resources

Cost of living is a challenge that is increasingly impacting on our students. Research conducted by Cybil and Wonkhe shows that nationally 45.6% of students are undertaking paid work, and that the proportion of students working 35 hours or more per week has gone up from around 5% in 2013 to just under 25% in 2023.<sup>19</sup> ONS Student Cost of Living Insights Survey reported that 68% of students were in receipt of a student loan but of those 58% reported that it did not cover their living costs.

The University seeks to mitigate the cost-of-living challenges through a combination of financial support, paid work opportunities, and a cost of living package that provides subsidised bus fares, laundry costs in our halls, and resources to help students make the most of their money and budget effectively. The University also supports the work of the Students' Union in this area by funding basic foods for the Students' Union Community Pantry and setting up a payment scheme to enable staff to contribute directly to a fund to support the purchase of additional supplies.

### Bursaries, scholarships and other financial support

The University offers a financial bursary to new UK students with a household income of less than £25,000 split across three academic years:

- £500 in Year 0 and Year 1
- £300 in Year 2
- £200 in Year 3

We also provide a Care Leavers and Estranged Students Bursary of £1000 per annum to new entrants who are under 25 when they start their course and are a care leaver or who are formally estranged from their families.

### Paid employment opportunities

We recognise that most of our students need to work while studying to maintain sufficient funds. We offer students employment opportunities such as Student Ambassadors who work with prospective students to provide information at Open Days and other recruitment events. Ambassadors are available to discuss aspects of the course with applicants and currently we have 150 students employed across all courses. In 2022 we enhanced the Ambassador scheme by offering Creative Education Advisers, Student Library Assistants, Gallery Assistants and Technical Assistant roles to students interested in working in these areas. We also employ students in our

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<sup>19</sup> What's shaping how students spend their time, paper delivered at the WonkHE Secret Life of Students, February 2024, available at <https://wonkhe.com/wp-content/wonkhe-uploads/2024/03/Whats-shaping-how-students-spend-their-time.pdf>



accommodation as Student Resident Assistants, to provide pastoral advice. As a Real Living Wage employer, all our student employees are paid the Real Living Wage.

### Financial Support (Hardship) Fund

We offer direct support for students facing severe hardship through our hardship fund. In 2023-24 we increased the assumptions on reasonable cost of living in line with NASMA recommendations to ensure we were assessing levels of hardship fairly. In 2018-19 our hardship fund made 26 awards totalling £36K. In 2022-23 we made 70 awards totalling £78K (including the £27.5K awarded from OfS allocation). Initial analysis of continuation rates of students in receipt of hardship awards indicates that 92.5% of students in receipt of hardship awards successfully completed the academic year, which is slightly higher than our overall average for all years of study.

### Scholarships

We also support a range of awards and scholarships that are open to different groups of students. These are published on our website and advertised to applicants and students

<https://norwichuni.ac.uk/study-at-norwich/fees-funding/scholarships-and-bursaries/>. Of particular note for this Plan are the Chancellor's Scholarship and the Arts Scholarship programme (through the Black Heart Foundation) that provides financial support for Black or Black/mixed students, and the Dubery and Brogden scholarships that provide financial support for students on Fine Art, Illustration, Fashion, and Textile Design.

### **Progression to employment**

The Careers and Employability service provides academic support through timetabled sessions in the integrated employability curriculum and additional bookable one-to-one tutorials with the Careers and Employability team gives tailored support depending on individual needs.

### Profile

*Profile* is our gamified employability programme, developed in 2017 through work with employers to identify the most sought-after transferable skills. *Profile* uses physical 'props' (specially designed playing cards, board games and VR experiences), which were co-designed with students, to help facilitate reflection on skills. *Profile* uses a common language that enables students to decode complex and unfamiliar employability language and communicate effectively with employers. We use *Profile* as the starting point for one-to-one consultation with employability advisers. *Profile* encourages students to consider their career futures by facilitating high-quality person-to-person interactions.

### Profile Digital

*Profile* is supported by *Profile Digital*, a bespoke learner driven system that allows users to track and develop their employability skills throughout their course. The system enables learners to take charge of their own development, logging skills evidence from their course experience and their life outside of university. The system helps students to prepare for evidence-based job applications or interviews. *Profile Digital* is available on our VLE and is located alongside a creative jobs board where employers in our network can advertise jobs free of charge. Currently around 80% students use the system each year. Profile Digital provides live data for the duration of the students' period of study, allowing timely interventions where we identify assistance is required at cohort or individual level.

### Level 5 Diploma in Creative Professional Development

Preparation for employment is also supported through our Level 5 Diploma in Creative Professional Development, which was launched in 2023 for students studying on any course<sup>20</sup> between their second and final year of study. The diploma is a year-long taught course, organised around two work placements with creative organisations.

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<sup>20</sup> This does not include students from BA (Hons) Architecture as these students follow the Architects Registration Board Part 1 prescribed course on their route to qualification and will undertake professional practice between Part 1 and Part 2 qualifications.

The course was designed in response to research conducted with students that indicated many had little or no relevant experience of work, particularly in the creative sector. The university works hard to recruit students from different backgrounds, but we know that some find it hard to access work, either because they lack the personal networks to access opportunities or the 'cultural capital' to be able to make the most of them.

The Careers and Employability team work directly with employers to identify and design appropriate placement opportunities. Students are supported through close liaison with the employer hosts, resulting in productive, successful placements where the student can narrate what they have learnt. Moreover, the host employers report that the scheme has given them an excellent insight into how to get the best from early-stage creatives joining their team. This is a first step in helping employers to move away from 'recruiting in their own image' - a well-recognised phenomenon that results in the creative sector remaining narrow in its demographic and often failing to recruit the best new talent.

### Alumni

The transition to alumnus is supported by seminars and podcasts delivered by recent graduates offering resilience strategies for creative graduates. Alumni retain access to *Profile Digital*, along with all other employability and start-up support. This is supported by our Graduate Academy, a free programme of interactive talks targeting graduates who want to refresh their employability approach. Six months after graduation, we carry out the Graduate Outcomes Predictor Survey, using the format of the HESA Graduate Outcomes Survey. Graduates are contacted by our Careers team to collect data and engage them in Careers services and resources.

### Knowledge Exchange

Creative graduates add value to all sectors of industry using the skills in critical thinking, analysis, problem-solving, active learning, resilience, and flexibility that are intrinsic to our creative curriculum. We promote Knowledge Exchange (KE) projects that offer students and recent graduates the chance to develop their creative practice within the context of other economic sectors. In 2018 we developed an innovative approach to business problems, which began with a project with the international insurance business, Marsh. A cross-university team of staff and students offer design-led solutions through a creative thinking approach which demonstrates the value that creative graduates can add to many different workplaces. We went on to launch Connecting Creative Capability (2020/21) funded by New Anglia LEP, which comprised workshops and student internships within non-creative sector businesses.

Crucial to our employability approach is the way that the University has developed its strong sense of place through its campus and links to regional creative industry. Students experience learning in a physical place where creative business is evident all around them. Over the last 10 years, the University has invested in the regeneration of Norwich's 'Creative Quarter', not just to create future-facing, state of the art teaching facilities, but also to attract creative entrepreneurs to Norwich. Most recently we have acquired a new building, 20 Bank Plain, which in addition to providing a central hub for our own community, marks a new approach in our civic mission, opening the University up to the business community, knowledge base partners and the citizens of Norwich

## **Student consultation**

Student consultation has taken place, in collaboration with the Students' Union, through sessions with the Student Reps Group which meets termly to discuss what matters to students.

During 2023-24 as part of this preparation, the Student Reps group considered institutional issues around disabled access, mental health and issues with access to services, cost of living and the impact of having to work on engagement, and curriculum changes to improve the learning experience.

Interventions were designed through the Integrated Project Planning groups which included student members as full contributors. The groups were organised into key themes; Access and Outreach, Belonging, Curriculum, Assessment, and Employability. These groups met during Spring 2024 to explore the data, identify issues, discuss solutions and develop interventions that directly addressed the findings in the data.

Once approved, the plan will be published to all students. Evaluations, progress reports and issues arising from activities outlined in the plan will be shared with the Students' Union and Student Reps' group and feedback taken into consideration in any intervention redesign.

Consultation with students will continue as we progress with the plan through sharing our annual reports on progress and intervention evaluations being shared with the Students' Union and Student Representatives.

## **Evaluation of the plan**

As a specialist provider traditionally delivering creative practice-based courses we have limited resources dedicated to scientific testing or social scientific research methods. We expect to see this capacity increase with the implementation of a learning analytics platform and we will engage with external expertise to introduce more scientific rigour into our evaluation as we progress through the plan. This is a key commitment of our Creative Learning Strategy (objective 6) as outlined in the Whole Provider Approach section above, which commits us to strengthening our data and evaluation capability over the next 5 years.

Our primary methodologies for evaluation will be through use of TASO resources and, where applicable, the ASQ combined with our own surveys and other data available through our student records system, Case Management System, and other sources of engagement data. We are also exploring options relating to strengthening evaluation and the validity of data that we collect through quasi experimental means outlined by TASO<sup>21</sup>. We will be looking to engage external expertise to support us in increasing our capability and institutional understanding in this area.

In terms of assessing our capability as it stands at present, we have identified the following risks and mitigations:

- Our resource dedicated to data analysis remains relatively small compared to other providers – mitigated through sourcing one-off external consultancy where data requirements exceed our capacity for in-house evaluation.
- We do not have Social Science research teams to design experiments or evaluation processes – mitigation will be through engagement with TASO resources and use of ASQ where appropriate and through annual review of current interventions against TASO evidence-base to ensure that our interventions designed in accordance with best practice.

## **Provision of information to students**

Information on student fees and financial support is published on the University website<sup>22</sup>, and is made available to applicants through the University's applicant portal. These pages include information on how fees may increase in future years and a commitment to advising students in advance before increases are applied. Information on tuition fees is also linked to course pages along with information on course related costs that are not included in the tuition fee. Fee information is also shared with UCAS and the Student Loans Company to enable prospective students to find information easily.

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<sup>21</sup> TASO Introduction to quasi-experimental design - <https://taso.org.uk/evidence/evaluation-guidance-resources/introduction-to-quasi-experimental-designs/>

<sup>22</sup> Norwich University of the Arts Fees and Funding <https://norwichuni.ac.uk/study-at-norwich/fees-funding/>

Fee information is also included in our Undergraduate Student Tuition Fees Payment Policy which is published on our website and made available to applicants before they sign-up to a course through our applicant pre-enrolment portal.

Information on financial support provided by the University is published on our Scholarships and Bursaries pages.<sup>23</sup> We also provide information on how we will assist students with cost of living challenges while they are studying.<sup>24</sup>

Information is also provided to prospective applicants through our Open Days, and our Student Support team are available to assist applicants and students with help in understanding fees and applying for tuition fee and maintenance loans, and other sources of funding such as Disabled Students' Allowance.

This Access and Participation Plan will be published on our internet alongside information on fees and funding to the public and signposted from pages that prospective students will visit.

The Plan will be published to our current students through publication on our intranet. Our Student Reps Group will be made aware of the Plan at the first meeting of each academic year and invited to respond directly to reports on progress each year.

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<sup>23</sup> Norwich University of the Arts Scholarships and Bursaries <https://norwichuni.ac.uk/study-at-norwich/fees-funding/scholarships-and-bursaries/>

<sup>24</sup> Cost of Living Support Package 2024-25 <https://norwichuni.ac.uk/about-us/news/cost-of-living-support-package-2024-25/>

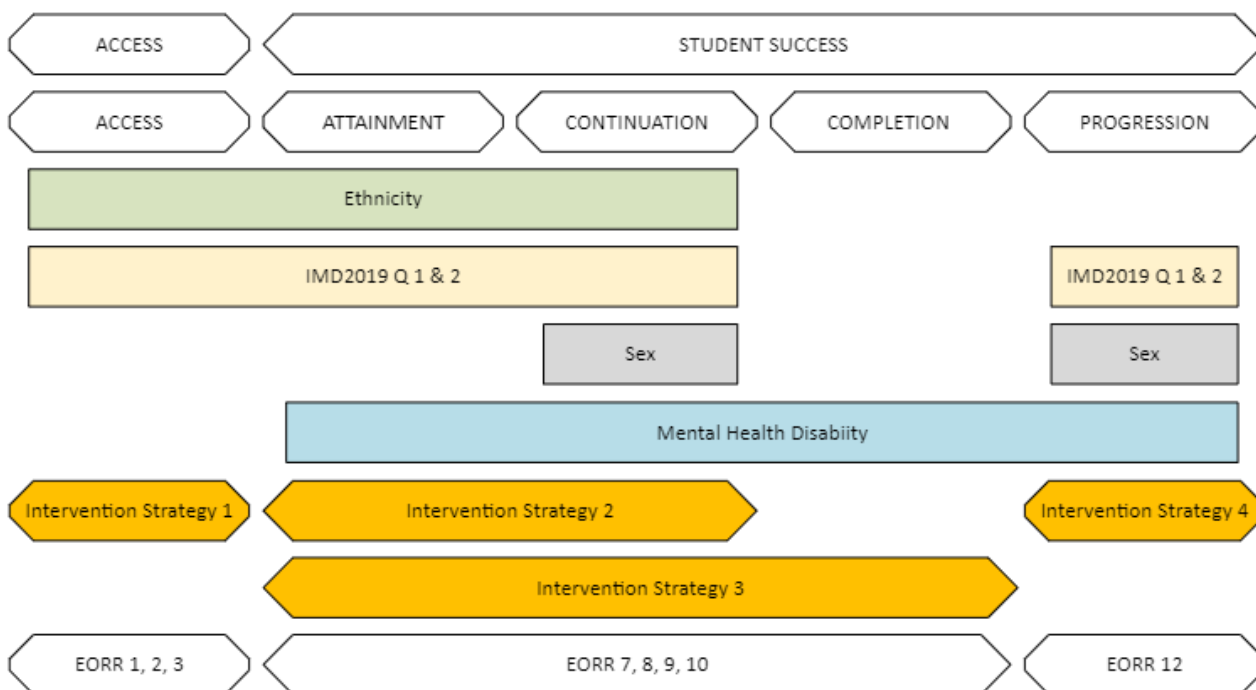
# Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

## Assessment of performance

In order to identify our key risks, we used the Office for Students Access and Participation Plan dataset to assess key areas of differential performance between groups of students, and evaluated where we considered the key risks to be addressed. We then used research made available through TASO and other sector bodies, and cross referenced these with the Equality of Opportunity Risk Register published by the Office for Students.

Our current dataset is available publicly at <https://www.officeforstudents.org.uk/data-and-analysis/access-and-participation-data-dashboard/data-dashboard/>. A summary of results is included in the following tables and shows the gaps between different groups of students in five areas; access, attainment, continuation, completion, and progression (to employment). Areas identified below have been highlighted in the tables.

A summary of the key groups impacted by risks to access or participation are summarised below.



We have identified four key interventions that we will be directly addressing through our APP activities. This will enable us to target our resources most effectively to those interventions where we can make the most impact and result in positive outcomes for the groups identified. There are two further interventions that we will be addressing through our collaborative outreach work.

### Access

Performance was assessed across disability, ethnicity, age, sex, indicators of deprivation (IMD2019 and Free School Meal data) and participation rates.

### Disability

In reviewing disability data, we continue to attract a relatively high proportion of students with disabilities, and we provide a comprehensive pre-application support service which enables applicants to engage with our disability support team and receive support for the application and interview processes.

DISABILITY	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Disabled	20.5	26.2	28.2	31.5	28.5	28
No known Disability	79.5	73.8	71.8	68.5	71.5	72

Source: OfS APP Dataset

UCAS data (<https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2023>) indicates that applicants declaring a disability went up from 14.4% in the 2019 cycle to 19.0% in the 2022 cycle, however despite a drop between 2019 and 2022 we continue to attract a higher proportion of applicants with disabilities.

### Ethnicity

Our data indicates that despite making progress against our previous APP targets, we still need to increase participation of Black, Asian, Mixed or Other ethnic groups that do not identify as White, at the University. We made significant progress over the duration of previous APPs but have plateaued around 13% for Asian, Black, Mixed race and other ethnic minority groups.

ETHNICITY	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Asian, Black, Mixed and Other	12	10.5	12.8	10.7	11.6	13.2
White	88	89.5	87.2	89.3	88.4	86.8
Gap	-76	-79	-74.4	-78.6	-76.8	-73.6

Source: OfS APP Dataset

Looking at UCAS data for Norwich University of the Arts <https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2023/2023-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group>) we can see that our offer rates have steadily increased until being roughly in line in 2023. We have, in the past, had a variance in our offer rates across the different groups, but we have seen this level off in 2023. We believe that this is due to a combination of improvements in the information available to applicants through our Recruitment and Admissions teams, however, our June deadline application numbers have been relatively flat over the past 5 years while our entry rates vary significantly between the groups, with White students being consistently higher (see Table Y). We therefore do not believe that it is the offer rates that are affecting our APP performance but other factors. We have therefore identified this as an area of further focus (see Annex B, Theory of Change 1).

Offer rate	Application cycle							
	2016	2017	2018	2019	2020	2021	2022	2023
Asian	63.9	54.3	77.1	75.8	59.2	71.9	77.6	82.1
Black	52.5	60.0	67.6	64.6	79.1	90.4	70.9	80.0
Mixed	64.8	77.0	78.6	67.7	63.1	84.7	70.0	84.4
Other	-	57.1	100	68.8	100	100	100	81.8
White	61.3	66.1	69.8	67.8	70.5	79.6	75.2	84.8

Source: UCAS end of cycle provider data 2023 Provider N39 (Norwich University of the Arts)

Entry rates	Application cycle							
	2016	2017	2018	2019	2020	2021	2022	2023
Asian	0.7	1.1	2.1	1.4	2.0	2.1	1.6	1.3
Black	2.9	2.5	4.0	1.5	4.5	5.4	3.7	3.5
Mixed	5.4	4.0	4.6	4.2	4.9	6.9	6.3	6.5
Other	3.0	0.0	3.7	2.7	4.5	4.0	3.7	4.0
White	4.9	5.5	5.8	6.6	8.5	7.6	6.9	7.1

Source: UCAS end of cycle provider data 2023 (Provider N39 (Norwich University of the Arts))

### IMD 2019 / Free School Meal eligibility

We also need to focus on gaps between IMD quintiles 1 & 2 (least advantaged and IMD quintiles 3, 4 & 5 (most advantaged) in the context of promoting equality of access. We have seen a greater drop in entry rates for students who are eligible for Free School Meals which suggests that this is contributing to our continued gap in access for students from multiple deprivation backgrounds.

IMD 2019	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Quintile						
Q1	8.8	12.4	11.6	11.3	12.6	12.5
Q2	16.4	20.4	16.6	18.2	19.8	18.4
Q3	23.6	23.2	26	26.6	24	22.8
Q4	23.1	21.6	21.4	22.5	20.7	23.4
Q5	28.1	22.5	24.3	21.4	22.9	23
Gap Q5/Q1	19.3	10.1	12.7	10.1	10.3	10.5

FSM eligibility	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Eligible	12.8	14	14.5	16.2	14.6	12.8
Not eligible	87.2	86	85.5	83.8	85.4	87.2
Gap eligible/not eligible	74.4	72	71	67.6	70.8	74.4

When looking at the intersectionality between ethnicity and IMD2019, there is very little difference in the proportion of entrants from Asian, Black, Mixed and Other ethnic origins when comparing IMD quintiles 1 and 2 with IMD quintiles 3, 4 and 5. This is not the case with the White group of students where we see a significant gap between the two IMD measures (40.6% in 2019/20 and 37.3 in 2021/22). We intend to focus our work on improving access for pupils from IMD2019 quintiles 1 and 2 through our collaborative outreach work through NEACO. NEACO has identified and targeted deprivation through targeted interventions for students eligible for Free Schools Meals which we believe will address access gaps for students from IMD2019 quintiles 1 and 2. We believe that focussing limited resources on the targeted groups will give us the greatest impact on reducing our gaps for IMD and ABCS. Our target is to halve the gap in access for White IMD quintiles 1 and 2 over the next 5 years with a view to reducing it to negligible levels over a longer period.

In producing interventions aimed at this group we believe that there will be advantageous impacts on other groups of students, such as care-experienced students.

This corresponds with EORR risks 1, 2 and 3 (see APP Intervention Strategy 1)

Our evidence indicates that our application success rates do not differ once students have engaged with our admissions processes. We offer a range of choices for assessment, which

includes the choice between in-person interview, on-line interview, or portfolio upload and assessment for those courses which admit students on the strength of audition or portfolio. This is designed to make our choices accessible to all students with different needs. Our applicants can also attend Open Days and Applicant Days which include tours and taster sessions. In 2023 we introduced a travel bursary to enable prospective students to travel to Norwich who may otherwise not have been able to afford to travel.

We have kept Risk 5 in mind when looking at our portfolio delivery. We currently offer UG courses on a full-time, in-person basis only, but are testing a range of short courses with a view to developing these further and looking at alternative modes of delivery in the future. We have ensured that we have kept our entry requirements fully accessible to students studying vocational and technical courses, traditionally BTEC but more recently T-Levels. In terms of our WP profile, we have traditionally attracted a higher-than-average proportion of students from POLAR quintiles 1 and 2, and from TUNDRA quintiles 1 and 2. With changes in funding through the Lifelong Learning Entitlement on the horizon, we will keep our delivery and course types under review.

### Access Risks aligned to the OfS Equality of Opportunity Risk Register

*EORR Risk 1: Knowledge and Skills: Students may not have equal opportunity to develop the knowledge and skills required to be accepted onto higher education courses that match their expectations and ambitions.* Lack of diversity in the school/college creative arts curricula impact on students continuing with creative subjects in school/college and lacking the skills to be accepted for a higher education course.

*EORR Risk 2: Information and Guidance: Students may not have equal opportunity to receive the information and guidance that will enable them to develop ambition and expectations, or to make informed choices about their higher education options.* Lack of ethnically diverse role models from the creative industries impact on students' aspirations.

*EORR Risk 3: Perception of higher education: Students may not feel able to apply to higher education, or certain types of providers within higher education, despite being qualified.* In the context of Norwich University of the Arts, students may not be able to see themselves as part of our community.

### Attainment

Attainment measures the proportion of students from different groups that achieve a 2.1 or 1<sup>st</sup> class degree. Key focus for us is on disability and particularly students with mental health conditions. It is notable that the attainment of this group of students was significantly higher in 2019/20 and 2020/21 (both years in which Covid lockdowns occurred) than in the years before and after. This can be seen from the following table:

#### Disability

DISABILITY TYPE	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Cognitive And Learning	61.1	66.7	65.5	61.9	70.1	76.7
Mental Health	69.4	58	67.2	72.9	71.2	65
Multiple Impairments	[low]	65.2	[low]	73.9	83.8	69.6
No Known Disability Type	75.4	75.3	73.3	71.8	75.3	79.9
Sensory Medical And Physical	[low]	[low]	[low]	[low]	[low]	[low]
Social And Communication	[low]	[low]	[low]	[low]	[low]	[low]

Students with multiple impairments are showing a similar pattern. In looking at our own data, the majority of students declaring more than one disability have at least one mental health condition as



part of this declaration. The new HESA Data Futures collection will enable this to be tested far more rigorously following changes to the way that disability information is collected and reported.

### Ethnicity

The attainment gap for students from Black, Asian, Mixed or other minority ethnic groups continues to be a feature and is particularly significant when looking at the intersectional analysis of IMD and ethnicity. Looking at the gap in attainment between students from ethnic minority backgrounds and different IMD groups accounts for nearly all of the gap in attainment between IMD quintiles 1 & 2 and quintiles 3,4 & 5. It should be noted that our community of students from Asian, Black, Mixed and Other ethnic origins is still relatively small, and that our Intervention Strategy 1 is aimed at increasing the population within the community. It does mean that fluctuations in percentage indicators are more likely to be present in the data.

ETHNICITY	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Asian, Black, Mixed and Other	53.8	63.3	55.7	57.1	54.8	66.1
White	75.3	72.8	72.5	72.2	76.8	78.4
Gap	-21.5	-9.5	-16.8	-15.1	-22	-12.3

When comparing the intersection between IMD2019 and ethnicity, the gap between Asian, Black, Mixed And Other ethnic groups in IMD quintiles 1 & 2 and IMD quintiles 3,4 & 5 is 18.2%. Within IMD 2019 quintiles 1 and 2, the gap between students from Asian, Black, Mixed And Other ethnic groups and White students is 20.2%, while within quintiles 3, 4 and 5, the same gap is 4.9%. This has led us to look at how we onboard and include our students from Asian, Black, Mixed And Other ethnic groups, particularly those from least socially advantaged backgrounds (see Intervention Strategy 2).

### Gender

The gap in attainment between males and females is reducing and will continue to be monitored and is not a focus for this Access & Participation Plan.

SEX	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Female	75.2	77.3	74.8	74.3	82.1	80.4
Male	69.5	63.3	64.4	63.6	61.1	72.5
Gap male/female	-5.7	-14	-10.4	-10.7	-21	-7.9

### Young and mature

AGE YOUNG & MATURE	Academic Year					
	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Mature_Age21andOver	76.7	62.7	72.7	73.3	83.1	78.7
Young_Under21	72.6	72.4	70.4	70.4	73.3	77.4
Gap Young/Mature	-4.1	9.7	-2.3	-2.9	-9.8	-1.3

Attainment gaps between young and mature students tend to average out over time and we have therefore not selected these for focus for this APP.

## Participation

In looking at the gaps in attainment between the participation rates, there is a significant level of fluctuation in these that makes drawing conclusions difficult. We have assumed that these fluctuations will be a result of the larger differences already identified above and that in addressing the priorities identified for this APP we should have an impact on results by participation group.

TUNDRA	Academic Year					
Quintile	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Q1	66.7	67.4	63.6	60.2	73.8	74.8
Q2	77.1	72.7	74.4	71.6	68.5	79.1
Q3	76.7	70.9	74.2	76.2	74.7	74.3
Q4	70.3	75.7	78.2	72.7	75	78.7
Q5	74.4	74.6	56	77.6	76.2	82.5
Gap Q5/Q1	7.7	7.2	-7.6	17.4	2.4	7.7

POLAR4	Academic Year					
Quintile	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Q1	67.9	63.6	62.3	54.7	75.6	75
Q2	72.3	72.5	73.9	68.2	72.8	76.7
Q3	71.6	74.5	70.9	72.6	67.5	77.9
Q4	77.1	73	77.4	75.7	79.2	74.2
Q5	73	73.8	64.9	78.3	71.4	82.5
Gap Q5/Q1	5.1	10.2	2.6	23.6	-4.2	7.5

## **Continuation**

Continuation remains a strong measure for us as an institution. Continuation basically measures the proportion of students who start a course and are still in higher education 1 year and 15 days after their original start date. There is a potentially emerging gap between ethnic minority and white students when looking at 2020/21 cohorts. There is also a gap between female and male students which is more apparent when looking at the IMD split (Q1&2). (Intervention Strategy 2 and 3)

## Ethnicity

ETHNICITY AGG	Academic Year					
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
ASIAN, BLACK, MIXED AND OTHER ETHNIC GROUPS	92.8	95	94.1	92.6	91	85
White	94.2	93.8	92	89.1	91.4	91.8
Gap ASIAN, BLACK, MIXED AND OTHER ETHNIC GROUPS/White	-1.4	1.2	2.1	3.5	-0.4	-6.8

## Gender

SEX	Academic Year					
	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Female	94.3	94.2	93.6	91	93.5	93.8
Male	93.3	93.5	89.8	87.2	88.3	85.7
Gap male/female	-1	-0.7	-3.8	-3.8	-5.2	-8.1

## Completion

Completion is a measurement of the proportion of a cohort that completes a higher education course. The significant gap for Norwich is in the completion rates for students with mental health conditions compared with other students. It is not unsurprising that this is the case, but it highlights an area that we will be expected to focus on in the APP (Intervention Strategy 3).

## Disability

DISABILITY TYPE	Academic Year					
	2012/13	2013/14	2014/15	2015/16	2016-17	2017/18
Cognitive And Learning	96.5	96.2	[DPH]	95	[DPH]	95.2
Mental Health	[low]	[DPH]	[DPH]	83.6	85.4	76.3
Multiple Impairments	[low]	[DPH]	[low]	[DPH]	[low]	[DPH]
No Known Disability Type	90.2	95.2	93.7	95.8	93	91.7
Sensory Medical And Physical	[low]	[low]	[low]	[low]	[low]	[low]
Social And Communication	[low]	[low]	[low]	[low]	[low]	[low]

## Student Success Risks aligned to the OfS Equality of Opportunity Risk Register

*Risk 7: Insufficient personal support – Students may not receive sufficient personalised non-academic support or have sufficient access to extra-curricular activities to achieve a positive outcome.* We have recognised this risk as being particularly relevant to students from Black, Asian, Mixed or Other ethnic groups in our context.

*Risk 8: Mental health - Students may not experience an environment that is conducive to good mental health and wellbeing.* The University has signed up to the Student Minds Universities Mental Health Charter and will continue to work towards meeting the expectations of the UMHC Framework.

*Risk 9: Ongoing impacts of coronavirus - Students may be affected by the ongoing consequences of the coronavirus pandemic, through disruption to schooling.* Research on the disproportionate impacts on different ethnic minorities and the impact of disrupted education on both resilience and the acquisition of socialising skills<sup>25</sup> shows that we are likely to see ongoing confidence, resilience and socialisation issues in cohorts that will need to be supported through the curriculum.

*Risk 10: Cost pressures - Increases in cost pressures may affect a student's ability to complete their course or obtain a good grade.* Particularly impacts students from low-income backgrounds (more likely to be from IMD quintiles 1 & 2 and those eligible for Free School Meals). Increased cost pressures directly affect students' mental health. Risk 10 will continue to be addressed through our financial support measures (see Whole Institutional Approach).

<sup>25</sup> Holt, L & Murray, L, "Children and Covid 19 in the UK" in *Children's Geographies*, Volume 20, Issue 4, Taylor & Francis, 2021

## Progression to employment

Progression to highly skilled employment is where our dashboard is the most difficult to decipher due to the much smaller data sets. There are gaps between young and mature graduates and between female and male graduates but there is much more fluctuation in the outcomes, so it is difficult to draw trends.

There is an interesting set of results when we look at the intersectional results for IMD and sex and the differential between males and females and between quintiles 1 & 2 (most deprived) and quintiles 3, 4 and 5 (least deprived). The gaps between IMD among males is much less than compared with females in 2020-21 and has been reducing since 2017-18 while the gap between different IMD groups among females is higher. Whilst we can't base a trend analysis on one year, this is an area that we have identified as a significant risk.

### Gender

SEX	Qualifying year			
	2017/18	2018/19	2019/20	2020/21
Female	63.1	63.2	65.8	62.8
Male	61.8	71.9	76.7	70.4
Gap male/female	-1.3	8.7	10.9	7.6

When looking at the intersectional analysis between males and females in different IMD2019 quintiles, the gap between females in IMD 2019 quintiles 1 & 2, and females in other quintiles is 14.4% (compared to a gap of 2.1% for males in the same quintile groups). The gap between female and males in IMD quintiles 1 & 2 is 16.1% (compared to 3.8% when comparing females and males in higher quintiles). This is such a stark difference that this has been identified as the focus for this APP (Intervention Strategy 4).

### **Progression Risk aligned to the OfS Equality of Opportunity Risk Register**

*Risk 12: Progression from higher education - Students may not have equal opportunity to progress to an outcome they consider to be a positive reflection of their higher education experience. We have recognised this as coming from lack of confidence, resilience, and aspiration.*

## Annex B: Further information that sets out the rationale, assumptions and evidence base for each intervention strategy that is included in the access and participation plan.

### THEORY OF CHANGE 1: INTERVENTION STRATEGY 1 (IS1)

Situation	Based on the most recent UCAS data (2021/22) Norwich University of the Arts' applications comprised 13.2% Asian, Black, Mixed-race, and Other applicants, and 86.8% White applicants, the conversion to enrolment was lower for applicants from Asian, Black, Mixed And Other ethnic groups leading to lower percentages of students from Asian, Black, Mixed and Other ethnic origins enrolling in 2022 and 2023 as a proportion of overall student population.
Aims	To increase applications and conversion to enrolment from Asian, Black, Mixed-race, and Other ethnic minority students.

Process			Impact	
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Student Ambassadors</li> <li>• Academic Staff</li> <li>• Support Staff</li> <li>• Marketing Team</li> <li>• Technicians</li> <li>• Research Fellows</li> <li>• Resources- funding, materials, time</li> </ul>	<ul style="list-style-type: none"> <li>• Free online CPD workshops (X3) for teachers who work with students from Asian, Black, Mixed, and Other ethnic groups, focused on building aspiration, integrating prep for auditions/ interview/ portfolio.</li> <li>• Develop a centralised online portal where teachers can access additional resources, success stories, and continuous professional development materials.</li> <li>• Identify Student Ambassadors from Asian, Black, Mixed and Other ethnic groups to support outreach activities with an emphasis on students from Asian, Black, Mixed and Other ethnic</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing motivation and aspiration for HE from earlier in the student cycle.</li> <li>• Using role-modelling to enhance sense of belonging during the application process.</li> <li>• Removing barriers related to discrimination.</li> <li>• Shifting perceptions of career development and economic security in the arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased applications from Asian, Black, Mixed and Other ethnic groups prospective students.</li> <li>• Increase conversion to enrolment from Asian, Black, Mixed and Other ethnic groups students.</li> <li>• Increased sense of community and Asian, Black, Mixed and Other ethnic groups networks.</li> <li>• Improving information and perceptions about arts-based study and career progression.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase to the proportion of Asian, Black, Mixed and Other ethnic group students enrolled on University courses.</li> </ul>

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backgrounds and provide extra training in the area
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- Development of targeted marketing materials
- Norwich's approach to anti-racism visually highlighted on the website and initiated from leadership
- Diversity embedded throughout the marketing strategy, of not just the university, but the city
- Develop creative campaign collateral to include case studies, profiles and marketing assets for use in targeted campaigns, social media and outreach
- Career development opportunities highlighted on the website
- Ensure all marketing materials prominently feature diverse student profiles and success stories.
- Expand Community engagement (on and off campus) to events, exhibitions and performances. Support and contribute to key community events with diverse audiences in local areas such as Great Yarmouth and Lowestoft.
- Offer subsidised access for targeted learners to

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	<p>other recruitment activity such as Open Days, Applicant days and interviews</p> <ul style="list-style-type: none"> <li>• Continued developments under task and finish group, consulted with Integrated Project plan</li> <li>• Programme of training and implementation into processes if required</li> <li>• Promotion and enhancement of the Chancellor scholarship award</li> <li>• Engage past recipients of the scholarship in promotional activities to provide insights and encouragement to new applicants.</li> </ul>			
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**Rationale and assumptions**

We are aware of challenges due to the location and subject specialism of the university and aim for a long-term approach, rather than a sharp increase in numbers, through systematic change for a deep-rooted cultural shift. UCAS end of cycle data shows us that applications from Asian, Black, Mixed and Other applicants represent 20% of applicants to creative art and design subjects (CAH25). Just 10% of Asian, Black, Mixed-race and minority ethnic students apply to art and design subjects.<sup>26</sup> The average offer rate for art and design subjects is broadly the same across all ethnic groups, which reflects our own provider data (see section X). These proportions are carried through to acceptances<sup>27</sup>. Sector data shows that in 2021-22 50% of students from Asian, Black, Mixed and Other ethnic groups registered as new entrants on first degrees were based in 17 institutions based in around London & South East (10), Manchester (2) and the Midlands (5)<sup>28</sup>. Sixty percent of new entrants to Norwich University of the Arts come from the East of England (with 30% coming from Norfolk). Whilst the East of England has a profile of 13.5% of people being from

<sup>26</sup> UCAS end of cycle data 2023, Subject Group (HECOS) ethnic group applications offers available at <https://wwwucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2023>

<sup>27</sup> UCAS end of cycle data 2023, Subject Group (HECOS) ethnic group applications offers (above)

<sup>28</sup> HEIDI data – first degree new entrants to subject CAH25

Asian, Black, Mixed, or Other ethnic origins<sup>29</sup>, the profile for Norfolk is much less diverse (5.3%). We have identified both a subject and geographical context that creates a challenge for us that we aim to meet through this Access and Participation Plan.

Reports suggest that widening participation activities should focus on aspiration, with benefits to more encouragement from schools and colleges with helping students feel motivated and developing self-belief<sup>30 31</sup>. Offering CPD to teachers on motivation and aspiration offers a potential long-term approach to the issue, whilst simultaneously promoting our activities as an HE provider. Running activities with offer holders and current Global Majority students will increase a sense of belonging and help quell fears about moving to an area with a high white majority.

Students interviewed about resisting application to HE suggested increasing opportunities to meet BME role models as a possible solution, and parents highlighted a lack of role-models as a potential barrier<sup>32</sup>. Ensuring that a reasonable number of our student ambassadors share a lived experience with our WP target groups can assist in building a sense of belonging and reciprocity right from the start of the student experience through open days, applicant days, and taster sessions.

There is evidence that Asian, Black, Mixed and Other ethnic groups students perceive HE arts programmes as lacking in diversity and being 'too white'<sup>30</sup>. AccessHE proposes addressing the challenge of making both the programmes and the faculty more inclusive and diverse, which we are proposing should be initiated from leadership and be further embedded within the marketing strategy.

Reports have highlighted the importance of open days and outreach in inspiring Black, Asian, and Minority Ethnic students<sup>29,30</sup>. However, it has also been found that a higher proportion of these students stay local to study<sup>30</sup>. Therefore, we plan to make use of existing events such as exhibitions and performances, to expand on our established outreach connections with tailored invitations to events combined with course information.

We will aim to ease cultural fears around career development and financial security<sup>33</sup> within the creative industries, with clearer course-specific information on career pathways on the brochure/website as well as context about funding and growth of the sector.

The rationale is that a bespoke outreach programme will have the following outputs:

- Increased motivation and aspiration for HE from earlier in the student cycle.
- Using role-modelling will enhance sense of belonging during the application process.
- Work towards removing barriers related to discrimination.
- Shifting perceptions of career development and economic security in the arts.

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<sup>29</sup> Regional Insights on Race, Business in the Community, The Prince's Responsible Business Network, March 2023

<sup>30</sup> McCabe C, Keast K, Kaya M.S. (2022) *Barriers and facilitators to university access in disadvantaged UK adolescents by ethnicity: a qualitative study*. Journal of Further and Higher Education, Volume 46, Issue 10. Routledge

<sup>31</sup> Noden P, Shiner M, and Modood T. (2014) *Black and Minority Ethnic Access to Higher Education A Reassessment*. Nuffield Foundation and LSE.

<sup>32</sup> Rehman N. *BLACK, ASIAN AND MINORITY ETHNIC STUDENT AND PARENT EXPECTATIONS AND PERCEPTIONS OF HIGHER EDUCATION PROGRESSION IN SHEFFIELD*. A Report for Higher Education Progression Partnership South Yorkshire +. Sheffield City Council.

<sup>33</sup> Alberts N, Atherton G. (2016) *The more colours you add, the nicer the picture*. An AccessHE Report.



## THEORY OF CHANGE 2: INTERVENTION STRATEGY 2 (IS2)

<b>Situation</b>	Students from Asian, Black, Mixed-race, and Other ethnic minorities feel a lower sense of belonging and Norwich University of the Arts than students from other groups. This is more pronounced for Black students.
<b>Aims</b>	To reduce the gap in attainment between students from Asian, Black, Mixed-race, and Other ethnic minority students and White students, through a targeted programme aimed at addressing issues of community and belonging that impact on students' ability to fully engage and thrive at the University.

Process			Impact	
<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Outcomes</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>Academic staff</li> <li>Student Support staff</li> <li>Library &amp; Technical staff</li> <li>Students' Union</li> <li>Resources- funding materials, time</li> </ul>	<ul style="list-style-type: none"> <li>Widen the cultural reach of Student Support and information to ensure that we are meeting the needs and expectations of students from Asian, Black, Mixed and Other ethnic origins. Increase visibility of support services through targeted communications and involvement in campus events.</li> <li>Develop a comprehensive and inclusive welcome and induction program specifically designed to support students from Asian, Black, Mixed and Other ethnic origins</li> <li>Enhance the visibility and cultural representation of Asian, Black, Mixed and Other ethnic groups of students through campus initiatives through clubs and</li> </ul>	<ul style="list-style-type: none"> <li>Students from Asian, Black, Mixed or Other ethnic origins see themselves as recognised and valued within the University</li> <li>Students from Asian, Black, Mixed or Other ethnic origins identify Norwich University of the Arts as a place where they can belong</li> <li>Students from Asian, Black, Mixed or Other ethnic origins see academic and extracurricular opportunities that meet their expectations of their student experience and good practice</li> </ul>	<ul style="list-style-type: none"> <li>Students from Asian, Black, Mixed or Other ethnic origins feel the same sense of belonging as students from White ethnic groups</li> <li>Reduction in common wellbeing issues such as anxiety, depression and loneliness.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced attainment gap between students from Asian, Black, Mixed or Other ethnic groups and students from White origins</li> <li>Reduced continuation gap between Asian, Black, Mixed and Other ethnic groups and White students</li> </ul>

	<p>societies, exhibitions and cultural exchange</p> <p>Embed our Inclusive Curriculum Framework and work with course teams to meet expectations of:</p> <ul style="list-style-type: none"> <li>• Creating an accessible curriculum</li> <li>• Enabling students to see themselves reflected in the curriculum</li> <li>• Equipping students with the skills to positively contribute to and work in a global and diverse environment</li> </ul>			
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**Rationale and assumptions**

Our key assumption for designing this intervention is that gaps in attainment are most effectively addressed through addressing the issues that impact on students while they are on course and that working to reduce the non-continuation is closely linked. The wider impact a sense of belonging has on the student experience has now been evidenced in detail across the sector<sup>34</sup> Getting to grips with belonging on campus has rightly become the focus of most higher education providers. Recent research has identified that students being able to make connections is the key foundation to developing a sense of belonging, and that a lack of integration between what happens on the course and the wider experience creates a barrier to belonging.<sup>35</sup> Over the same period, cases of acute poor mental health and wellbeing recorded by the University’s Student Support service increased by 38%. Our external counselling providers showed that the top four reasons for students seeking support were loneliness, anxiety, poor self-image and lack of confidence.

Up until 2022 the NSS included a question on community (question 21: I feel part of a community of staff and students). From 2023 this question was removed from the main survey and the University elected to include an institutional specific ranked question NSS: Q18.1 “I feel a sense of belonging at my university”. The results below show a general trend that responses from students collated into “all other ethnic groups combined” are more likely to be lower than students from White ethnic origins. What this masked was that students from Black ethnic origins return much lower positive results (in years where there is sufficient data) than students from other groups.

<sup>34</sup> Pedlar et al, (2021) “A sense of belonging at university: student retention, motivation and enjoyment” in *Journal of Further and Higher Education*, Vol 46, Taylor & Francis, 2022

<sup>35</sup> Blake, S et al, (2022) *Building Belonging in Higher Education: Recommendations for developing an integrated institutional approach*, Pearson & WONKHE, 2022

In order to better understand our own context and the origin of the results from the NSS we introduced a new, short survey that was embedded into our enrolment and re-enrolment process. Taking inspiration from Kings College London's 'Big Six' project, we asked three questions to all students about their sense of self-efficacy and an additional three questions on sense of belonging to returning students only. Students selected a positivity score based on a 5-point Likert scale. We chose this approach as the method of delivery offered the best chance of maximising response rates, therefore improving the quality of the data and associated inferences. The results are interesting and provide some reassurance and focus.

### **“I feel like I belong at Norwich University of the Arts”**

The results from our first year of the survey indicate that on average our students report a high sense of belonging. Across all courses and year groups the average positivity rating to the question is 4.18 out of 5 (**83%**). This score does not differentiate significantly when analysed by gender, coming from a deprived area, disability, being the first in family to attend university. There is a small difference when analysing results by ethnicity (with one exception, see below).

Students with a disability and non-binary students feel even more strongly that “Norwich University of the Arts is the right place for me to study” (Q1), more strongly than their non-disabled and male/female peers. Responses to related questions about feeling supported, feeling confident and being in the right place are similar.

### **Ethnicity & Black students**

The initial results replicate some of the observations that we have seen in the National Student Survey. Taken as a whole, there is only a marginal difference in responses between White students and students from Asian, Black, Mixed and Other ethnic origins. However, the gap was greater when comparing White and self-identifying Black students. Black students taken overall reported feeling less positive that Norwich was the place for them (**-4%**) and that they belonged (**-6%**). (The latter difference is statistically significant, with a p value of 0.0048 on a two-tailed t test and a confidence interval of 95%.)

This is even more marked in Year 1 (bearing in mind very low numbers in the data). Black students feel less like Norwich is the place for them than their White peers (-6%), and that they belong (-11%). Furthermore, they participate a lot less in student life beyond their course (-20%).

This gap reduces over time, and by Year 3 Black students feel more optimistic about the coming year than their white peers (+2%), more supported by the University (+3.5%), and participate marginally more in student life (+0.5%). However, this is driven largely by the fact that White students also feel less that they belong by the start of Year 3, and the actual positivity measure for Black students still falls from 78% to **72%**. Nonetheless, there is a shift in perceived sense of belonging over time for Asian, Black, Mixed and Other ethnic minority students that suggests much lower expectations of the University and their experience compared to White students from the outset, perhaps before they even arrive.

In the 2021 census just 8,369 Norfolk residents identified as Black, Black British, Black Welsh, Caribbean or African. This figure equates to 0.9% of the population of Norfolk, less than a quarter of the 4.2% reported across England as a whole, and an even smaller fraction of London's 13.5%<sup>36</sup>.

From these observations it would appear that our Black students arrive with a lower reported sense of belonging than their white peers. The Students' Union has told us about that prospective students from a variety of minority ethnicities will get in touch in advance to ask, "what is it really like there?" This is certainly an area where we could more robustly connect established support groups and networks on campus with prospective students. And

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<sup>36</sup> Norfolk Insights Population (2021) Broad Ethnic Groups, <https://www.norfolkinsight.org.uk/>,

this is supported by the research that suggests 'differences in belongingness hinge on the quality of relationships that BAME students are involved in with other students and with their lecturers.' (Cureton and Gravestock, 2019) Furthermore, we know that positive student experiences are linked to 'the accrual of social capital, racial identity formation and positive images of self' (see Harper and Quaye, 2008 in Collins, 2020).

### **APP Priorities and theory of change**

We want to focus on two areas to address gaps in belonging for this Access and Participation Plan:

- the perceived difference in a sense of belonging between white students and students from Asian, Black, Mixed and Other ethnic groups
- understanding why Asian, Black, Mixed and Other ethnic group student expectations around belonging are lower from the outset

Our theory of change model setting out activities, outputs, outcomes, impact and assumptions that underpin our plan is in the diagram above and follows the premise that in order to be effective, the student experience cannot be viewed as a generic, collective experience but rather needs to be tailored to groups and communities in a bid to curate a sense of belonging that feels more individual (see Hayes and Jandrić 2018). This is grounded in the research that shows while the concept of a sense of belonging is similar between white students and students from Asian, Black, Mixed and Other ethnic groups, their experiences differ widely (Cureton and Gravestock, 2019). As such, our theory of change activities targets Asian, Black, Mixed and Other ethnic group student groups specifically, whilst of course running alongside the regular programme of events we coordinate to curate a sense of community and belonging institutionally for all students.

### **Longitudinal Study**

Our enrolment survey will continue to be embedded in 2024 and beyond. Over time, this affords us with a set of longitudinal data that will allow us to conduct cohort studies to analyse the efficacy of our belonging interventions. It will also allow us to identify any anomalous cohorts, for example the 23/24 final year cohort who were subject to the stringent studying conditions resulting from the Covid pandemic.

## THEORY OF CHANGE 3: INTERVENTION STRATEGY 3 (IS3)

Situation	Gaps in continuation and completion are evident for students with mental health disabilities and students from IMD quintiles 1 and 2 leading to attainment gaps for these groups.
Aims	We will focus on wellbeing in the curriculum for all students with a programme that has been redesigned with mental health and wellbeing at the core. We will target follow up interventions for students with mental health disabilities and males from IMD quintiles 1 & 2. We aim to reduce continuation and completion gaps to below 5% by 2030 for these groups of students

Process			Impact	
Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> <li>Academic staff</li> <li>Student Support staff</li> <li>Technical staff</li> <li>Resources, funding, asynchronous learning materials</li> </ul>	<p>Development and implementation of an institutional mental health and wellbeing initiative that incorporates an enhanced Wellbeing in the Curriculum programme for Undergraduate students, tailored to individual disciplines and mainly delivered by academic staff in-course.</p> <p>Undertake review to inform the development and implementation of targeted staff development and training for mental health across Student Support, academic staff and other support areas.</p> <p>Train academic staff in mental health awareness and mental health first aid to raise confidence in managing challenging situations and triaging issues</p>	<ul style="list-style-type: none"> <li>Need to know sessions timetabled so that all students have opportunity to participate and engage – 100% of courses delivered sessions</li> <li>- 75% student attendance at all three sessions in each year of study</li> </ul>	<ul style="list-style-type: none"> <li>Students with mental health disabilities are able to engage with their course and extracurricular activities leading to improved engagement</li> <li>Students from IMD quintiles 1 &amp; 2 are able to engage with their course and extracurricular activities leading to improved engagement</li> <li>Reduction in common wellbeing issues such as anxiety, depression and loneliness for these groups.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced continuation, completion and attainment gap for students with mental health disabilities and those with no disclosure to below 5% by 2030</li> <li>Reduction in gaps in continuation, completion and attainment for students from IMD quintiles 1 and 2 to below 5% by 2030</li> </ul>

## Rationale and assumptions

The programme takes as its assumption that students will thrive and be able to engage more proactively with their course and extracurricular activities if they are able to manage their own wellbeing and understand how they learn<sup>37</sup>. Developing emotional resilience, psychological wellbeing and social confidence can promote positive mental health and alleviate symptoms associated with mental health illness<sup>38</sup>. This is supported by a range of research that has underpinned Theme 2 of the Student Mental Health Charter that posits that students may benefit when good quality psychoeducation and meta-learning is included in the curriculum, supporting them to develop their ability to manage their own wellbeing and learning.<sup>39</sup>

The “Need to Know” programme design was originally conceived using methodologies developed by the Higher Education Academy<sup>40</sup> and has been further developed through engagement with AdvanceHE research and resources<sup>41</sup>

The “Need to Know” programme at Norwich is delivered in each of three years of study, and consists of:

### Year 1

- An introduction to wellbeing, exploring ways of working and managing new daily schedule
- Belonging –making friends, building connections and creating positive support
- Resilience –exploring reflection, resilience and strategies for coping with challenging situations

### Year 2

- Revisiting wellbeing
- Creative Risk Taking –the importance of creative risk taking to help tackling the fear factor
- Creative connections –working in teams, making connections and managing conflict

### Year 3

- Taking control –ownership over creative learning experience, setting goals and frameworks for personal success
- Ways of working, motivation and balancing studies with wellbeing
- Confidence, clarity of communication and self-promotion

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<sup>37</sup> Blake, S .Capper, G. and Jackson A (2022) “Building Belonging in Higher Education: Recommendations for developing an integrated institutional approach” Pearson and WONKHE, <https://wonkhe.com/wp-content/wonkhe-uploads/2022/10/Building-Belonging-October-2022.pdf>

<sup>38</sup> Mind (2019) “Mentally Healthy Universities, Final Evaluation report, 2019, <https://www.mind.org.uk/media/9066/mentally-healthy-universities-programme-final-evaluation-report.pdf>

<sup>39</sup> University Mental Health Charter Framework, Student Minds, (2022) <https://hub.studentminds.org.uk/topics/learning-teaching-and-assessment/>

<sup>40</sup> Houghton, A & Anderson, J, (2017) “Embedding mental wellbeing in the curriculum: maximising success in higher education, Higher Education Academy, 2017

<sup>41</sup> Wilson, C et al, (2022) “Curriculum design for mental health and wellbeing: guidance and resources for learning and teaching development programmes in higher education”, AdvanceHE, 2022

One of the key challenges has been to encourage full participation in the sessions, as anecdotal evidence indicates that students see this as optional and do not always realise the benefits of this. One of the ongoing evaluation themes around this will be how to understand student responses to the “Need to Know” programme and how to promote more consistent participation.

## THEORY OF CHANGE 4: INTERVENTION STRATEGY 4 (IS4)

Situation	Female students from low socio-economic backgrounds (IMD 2019 quintiles 1 and 2) are less likely to progress to highly skilled jobs 15 months after graduation than their male counterparts.
Aims	To increase the confidence of female students and graduates in preparing for progression to employment, to create better awareness of the opportunities for women and to support them in, and to support them in building practical strategies to access high quality work.

Process			Impact	
Inputs	Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> <li>Academic staff</li> <li>Careers &amp; employability staff</li> <li>Student Support staff</li> <li>Students' Union</li> <li>Student advisers</li> <li>Resources &amp; funding</li> <li>Partnership work with Norwich City Council Women's Advisory Committee</li> </ul>	<ul style="list-style-type: none"> <li>Highlight the benefits of female students engaging with the careers and employability curriculum and Profile Digital.</li> <li>Review how we use data analytics to identify and target specific segments of the female student population who are less engaged.</li> <li>Share testimonials and case studies of female students who have benefited from these programs.</li> <li>Showcase female practitioners and industry specialists from diverse backgrounds. Include workshops, panel discussions, and Q&amp;A sessions to allow for more interaction and engagement. Provide options for remote participation to increase accessibility.</li> <li>Develop networking events for students and graduates. Events to be based around specific</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement with Profile Digital in Years 2 and 3 (Op Plan target 92% for all students)</li> <li>Increased engagement with Careers &amp; Employability curriculum sessions</li> <li>Students and graduates engage with chatroom and networking events</li> </ul>	<ul style="list-style-type: none"> <li>Students more confident and flexible in their approach to career planning</li> <li>Graduates more active in the wider regional and national economy</li> <li>Graduates create pathways for future graduates as they become established in their own roles.</li> </ul>	<ul style="list-style-type: none"> <li>Reduced gap between females from IMD quintiles 1 &amp; 2 and males from quintiles 1 and 2 in progression to highly skilled employment</li> </ul>



	<p>themes or industries to attract diverse alumni and student interests.</p> <ul style="list-style-type: none"> <li>• Develop podcast series to include topics on career progression, overcoming workplace challenges, and balancing personal and professional life.</li> <li>• Provide a chat room with trained student advisers who can direct participants to sources of help or other support services.</li> <li>• Promote the benefits of the Level 5 Diploma in Creative Professional Development</li> <li>• Increase the number of placement providers who commit to offering student placements.</li> </ul>			
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**Rationale and assumptions**

Our own APP data shows that female graduates are less likely to achieve positive outcomes for employment destinations than males, and the gap is greater for females from IMD 2019 quintiles 1 and 2. Data shows that leaving Norfolk is a key factor influencing outcomes<sup>42</sup>. Our own data indicates that there is a higher prevalence of declared mental health conditions for our female graduates than our males (17% compared to 10%). ONS data indicates that illness-related work absences are a bigger challenge for females than males<sup>43</sup>. It is likely that these two factors are connected but we do not have causal evidence at this stage to attribute this.

<sup>42</sup> Graduate Outcomes data for 2021-22 graduating cohort, HESA, 2024

<sup>43</sup> Randstad (2023) Workplace well-being: the gender gap, available at <https://www.randstad.co.uk/market-insights/future-work/workplace-well-being-gender-gap/>, 9 October 2023

Our Graduate Outcomes data indicates that female graduates are less likely to start their own business or freelance career than males (19% compared to 27%). This echoes a wider national trend. In 2022/23 around 10% of women had started a business compared to 12% of men<sup>44</sup>. We also know that there are external factors that we cannot control that are influencing these results. ONS data<sup>45</sup> shows that creative industry employees are skewed towards males from higher socio-economic backgrounds that are working in London.

This has been identified as a wider problem regionally and nationally, as set out by the new Norwich Women's Advisory Committee led by Norwich City Council<sup>46</sup>. The University is a partner in this initiative along with the University of East Anglia and in addition to our specific interventions we will continue to engage with wider community initiatives to work towards redressing this imbalance.

Key assumptions that have informed this theory of change are:

- Our students do not always know what ambition looks like. For some, the ambition was making it to university, not beyond.
- Family influence can be a big factor and can vary for sons and daughters<sup>47</sup>,
- Absence from university is related to loss of confidence. We know that this is a particular challenge for students from less advantaged backgrounds who have to work to support themselves while on course, which reduces their engagement.
- It requires confidence to start a business or freelance career

Proposed interventions

A yearly campaign targeted at female students and graduates and those from lower socio-economic backgrounds (IMD2019 quintiles 1 and 2), to include:

#### An annual conference event

This would showcase female contributors from a wide range of backgrounds and lived experiences, from both the creative industries and those in inspirational roles from other sectors. The focus would be on ambition and authenticity. There would be a focus on careers outside of the creative industries without presenting these as "trading down". Topics covered would include "How did they get there?" and "How did they overcome barriers and adversity?". The conference would be a whole day event with participation from the whole community. The conference would present a chance to work with partner organisations with aligned objectives e.g. Norwich Women's Advisory Committee, and D&AD.

#### A targeted campaign led by the Alumni office

This would share the core branding of the intervention and would extend the conference programme through a series of networking events for students and graduates, supported by a programme of podcasts. This would be networking with a difference, deploying various strategies to bring together diverse groups who may not normally engage in this type of activity. The podcast programme would build on the success of the resilience podcasts trialled in 2019, highlighting the same themes: authentic, ambitious, surprising, achievable.

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<sup>44</sup> Francis-Devine, B & Hutton, G, (2024) Women and the UK Economy, House of Commons Library, March 2024

<https://researchbriefings.files.parliament.uk/documents/SN06838/SN06838.pdf>

<sup>45</sup> Office for National Statistics (2022), Creative Industries by Region, available at

<https://www.ons.gov.uk/businessindustryandtrade/business/activitysizeandlocation/adhocs/14171creativeindustriesbyregion>

<sup>46</sup> Bird, K, (2022) Norwich as a Gendered Economy: Women's Work and the Impact COVID, Norfolk Women's Fund, Norwich Good Economy Commission, March 2022

<sup>47</sup> *ibid*

#### A 24-hour chat room

This would be run and moderated by student employees who had been trained in how to link their peers to the help they would need and when to refer them to other teams (such as Student Support). This would be an immediate resource for students who need to access help outside of scheduled sessions due to working or caring commitments or because they had missed sessions due to ill health. The chat room would be overseen by the Careers & Employability team, through student advisers.

#### Increased engagement with the curriculum programme

Graduate Outcomes data shows that graduates who engaged with these sessions are 31% more likely to progress to highly skilled work. In reality only 50% of students attend. The Careers & Employability team would work directly with course teams to promote sessions and encourage engagement through articulating how they contribute to their total learning experience.

# Fees, investments and targets

2025-26 to 2028-29

Provider name: Norwich University of the Arts

Provider UKPRN: 10004775

## Summary of 2025-26 entrant course fees

\*course type not listed

### Inflation statement:

Subject to the maximum fee limits set out in Regulations we will increase fees each year using RPI-X

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	9250
Foundation degree	*	N/A	*
Foundation year/Year 0		N/A	9250
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	*

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0	*	N/A	*
HNC/HND	*	N/A	*
CertHE/DipHE	*	N/A	*
Postgraduate ITT	*	N/A	*
Accelerated degree	*	N/A	*
Sandwich year	*	N/A	*
Turing Scheme and overseas study years	*	N/A	*
Other	*	N/A	6930

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	*
Foundation degree	*	*	*
Foundation year/Year 0	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing Scheme and overseas study years	*	*	*
Other	*	*	*

# Fees, investments and targets

## 2025-26 to 2028-29

Provider name: Norwich University of the Arts

Provider UKPRN: 10004775

### Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

#### Notes about the data:

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OFS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

**Table 6b - Investment summary**

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA	£484,000	£498,000	£513,000	£528,000
Financial support (£)	NA	£443,000	£471,000	£506,000	£508,000
Research and evaluation (£)	NA	£40,000	£42,000	£44,000	£46,000

**Table 6d - Investment estimates**

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£10,000	£10,000	£10,000	£10,000
Access activity investment	Post-16 access activities (£)	£474,000	£488,000	£503,000	£518,000
Access activity investment	Other access activities (£)	£0	£0	£0	£0
Access activity investment	<b>Total access investment (£)</b>	<b>£484,000</b>	<b>£498,000</b>	<b>£513,000</b>	<b>£528,000</b>
Access activity investment	<i>Total access investment (as % of HFI)</i>	6.2%	6.0%	5.7%	5.8%
Access activity investment	<i>Total access investment funded from HFI (£)</i>	£484,000	£498,000	£513,000	£528,000
Access activity investment	<i>Total access investment from other funding (as specified) (£)</i>	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£362,000	£387,000	£420,000	£420,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£81,000	£84,000	£86,000	£88,000
Financial support investment	<b>Total financial support investment (£)</b>	<b>£443,000</b>	<b>£471,000</b>	<b>£506,000</b>	<b>£508,000</b>
Financial support investment	<i>Total financial support investment (as % of HFI)</i>	5.7%	5.7%	5.6%	5.6%
Research and evaluation investment	Research and evaluation investment (£)	£40,000	£42,000	£44,000	£46,000
Research and evaluation investment	<i>Research and evaluation investment (as % of HFI)</i>	0.5%	0.5%	0.5%	0.5%

# Fees, investments and targets

2025-26 to 2028-29

Provider name: Norwich University of the Arts

Provider UKPRN: 10004775

## Targets

**Table 5b: Access and/or raising attainment targets**

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To increase applications and conversion to enrolment from Asian, Black, Mixed, and Other ethnic minority students	PTA_1	Access	Ethnicity	Not specified (please give detail in description)		Intervention Strategy 1 is designed to improve the access for prospective students from Asian, Black, Mixed and Other ethnic groups to University courses.	No	The access and participation dashboard	2021-22	Percentage	13.2	15.0	17.0	19.0	22.0
	PTA_2														
	PTA_3														
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

**Table 5d: Success targets**

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
To reduce the gap in attainment between students from Asian, Black, Mixed and Other ethnic origins compared to students from White ethnic origins to within 5% by 2029.	PTS_1	Attainment	Ethnicity	Not specified (please give detail in description)	White	Intervention Strategy 2 is designed to create a learning environment that is conducive to students from Asian, Black, Mixed and Other ethnicity with the aim of reducing gaps in attainment between the target group and students from White ethnic groups.	No	The access and participation dashboard	2021-22	Percentage points	12	11	9	7	5
To reduce the gap in continuation rates to within 5% for students from Asian, Black, Mixed and Other ethnic origins compared to students from White ethnic origins by 2029	PTS_2	Continuation	Ethnicity	Not specified (please give detail in description)	White	Intervention Strategy 2 will increase the sense of belonging and inclusion for students from Asian, Black, Mixed and Other ethnicity with a view to reducing gaps in continuation for the target group compared to White ethnicity	No	The access and participation dashboard	2021-22	Percentage points	7	6	5	4	3
To reduce the gap in continuation rates between male students from IMD2019 quintiles 1 and 2 and male students in other quintiles by 5 percentage points by 2029.	PTS_3	Continuation	Low income background	Other (please specify in description)	Other (please specify in description)	Intervention Strategy 3 outlines interventions targeted to increase engagement from male students from IMD2019 quintiles 1&2 through a targeted programme of belonging. The target group will be compared to male students from IMD quintiles 3,4, and 5	No	The access and participation dashboard	2021-22	Percentage points	17	16	15	14	12
To reduce the gap in attainment between students with mental health disclosures and those with no disability by 5 percentage points by 2029.	PTS_4	Attainment	Reported disability	Mental health condition	No disability reported	Intervention Strategy 3 outlines a programme of belonging that has been designed to improve attainment through a focus on wellbeing for students with mental health conditions compared to students with no declared disability	No	The access and participation dashboard	2021-22	Percentage points	15	14	13	12	10
To reduce the gap in completion rates between students with mental health disclosures and those with no disclosed disability by 5 percentage points by 2029.	PTS_5	Completion	Reported disability	Mental health condition	No disability reported	Intervention Strategy 3 outlines a programme of belonging that has been designed to improve engagement through a focus on wellbeing for students with mental health conditions compared to students with no declared disability	No	The access and participation dashboard	2021-22	Percentage points	19	18	17	16	14

