

ual:

Access Agreement - 2018/19

June 2017

Introduction

1. The University's Access Agreement reflects the commitment we make, in our Strategy 2015 – 2022, to:

“[Place] diversity and inclusivity at the core of our recruitment and education for staff and students”¹

Tuition fees for new full-time entrants in 2018/19

2. We will charge tuition fees at the maximum rate permitted for the academic year 2018/19 for new Home/EU full-time entrants to our undergraduate courses.² The tuition fee for subsequent years of the course may increase if the maximum rate permitted increases.

Tuition fees for new part-time entrants in 2018/19

3. The full-time equivalent tuition fee for the academic year 2018/19 for new Home/EU part-time entrants to our undergraduate courses will be the maximum rate permitted. We will not charge a part-time Home/EU student more than the maximum rate permitted in 2018/19. The tuition fee for subsequent years of the course may increase to the maximum rate permitted.

Tuition fees for a Sandwich placement year in 2018/19

4. We will charge tuition fees of £1850 for Home/EU full-time undergraduate students undertaking a Sandwich placement year in 2018/19.

Tuition fees for Erasmus+ year abroad in 2018/19

5. We will charge tuition fees of £1385 for Home/EU undergraduate students undertaking an Erasmus+ study/placement full year abroad in 2018/19.

Expenditure on access and student success measures

6. Our assessment is that relative to the higher education sector as a whole we have an “average” performance in respect of access and student success measures.
7. UCAS data shows that of the University's home full-time undergraduate students 33% are from socio-economic classes 4-7. In respect of the Government's concern about under-representation of white working-class men, it is encouraging to note that white men from socio-economic classes 4-7 make up 32% of all white male home students at UAL, reflecting the wider

¹ University of the Arts London Strategy 2015 – 2022, Strategic Area: Transformative Education

² This includes Home/EU entrants to franchised full-time undergraduate courses and full-time undergraduate courses that lead to a Masters qualification.

social class profile for all home students. This group of students also have the highest rate of attainment of home students at UAL.

8. Our home full-time undergraduate student profile in respect of students from Black and minority ethnic groups is better than the average for UK HEIs (29% at UAL in 2016/17 compared with a national figure for UK HEIs of 21%³ and of 15%⁴ for Creative Art and Design Specialist Institutions). However, although we are a national recruiter, we feel that our ethnic profile is at a low level for a London-based institution.
9. The most recently available data on continuation from the Higher Education Statistics Agency (2014/2015) shows continuation at UAL as being close to the UK sector average. Continuation was 92.3% compared with a UK average of 93.8%.
10. The most recently available data on attainment for Creative Art and Design students from the Higher Education Statistics Agency (2014/2015) shows the attainment differential at UAL in respect of race and ethnicity as being close to the UK sector average (+18% sector average; +20% at UAL; in favour of white students).
11. On the basis of our assessment of our access, retention, and attainment record, and in line with the guidance from OFFA, we commit to spend 25% of the additional tuition fee income from each new home/EU undergraduate entrant in 2018/19 on measures to improve access and retention, including a bursary scheme to support retention.
12. Estimated total expenditure under our Access Agreements in 2018/19 is £7.04m.⁵

³ Home UG students, HESA data 2015/16

⁴ Home UG students, HESA data 2015/16

⁵ This figure is based on a maximum full-time fee level of £9250.

Additional outreach, success and progression measures (excluding financial support for students)

13. We estimate that we will invest in total, under our Access Agreements, £3.79m in outreach, success and progression measures (excluding financial support for students) in 2018/19.

Outreach measures

14. We estimate that we will invest £2.475m in outreach measures in 2018/19. We will use this expenditure to continue to focus on approaches which our monitoring and evaluation have highlighted as having a positive impact. These are:

Long term partnerships

- i. Maintaining and further developing our long-term partnership working with targeted⁶ schools, FE colleges and with cultural organisations, developing the interest of young people and adults from under-represented groups in arts, design and communication higher education and supporting them to progress successfully to higher education. We will continue to be guided by HEFCE's interactive maps, which identify areas with lower than expected participation rates. In particular, we will further scale up activity in Tower Hamlets and Barking and Dagenham, where the HEFCE data shows participation in HE is much lower than expected. In 2018/19 we aim to work with students from at least 91 schools and FE colleges, continuing with the following types of programmes which have proved to be successful in promoting progression to HE:
 - Evening and Saturday schools (at least 750 students)
 - Spring and Summer vacation schools (at least 500 students)
 - In-school projects (at least 250 students)
 - Year 12/13 progression programmes (at least 500 students)
 - Portfolio advice workshops (at least 500 students)

Promoting progression for care leavers

- ii. Continuing to promote progression to higher education for care leavers, in line with commitments made previously under the Buttle UK Quality Mark.

⁶ Our partnership working will continue to focus on schools and FE colleges with higher numbers of students from under-represented groups, in particular students from low-income and Black and minority ethnic backgrounds and white boys from socio-economic classes 4-7. We will continue to prioritise working with students whose parents do not hold a higher education qualification.

Collaborative activity

- iii. Maintaining our leadership of collaborative working through the National Arts Learning Network (NALN). This includes continuing to share good practice and providing professional development opportunities through termly events for Widening Participation practitioners.
- iv. Maintaining our collaborative activity with other HEIs. This includes our involvement in the Openbook partnership consortium for adult learners based at Goldsmiths College, University of London and also involving London School of Economics and Queen Mary College, University of London. We will work with Linking London's NCOP to ensure complementarity between our Outreach work and the NCOP.
- v. Maintaining our collaborative activity with our key cultural partners. Examples are:
 - Autograph ABP (Association of Black Photographers)
 - In 2017, Album, a photography project exploring Identity through photography, with Autograph ABP (Association of Black Photographers), offering young people the opportunity to work with culturally diverse artists and curators in order to research and produce photographic works that explore race, youth and perceptions of heritage and identity.
 - The Institute of Contemporary Arts (ICA)
 - In 2016, a styling and photography summer school inspired by and working with the Judy Blame: Never Again exhibition

Raising attainment

- vi. Maintaining and further developing our work to raise attainment for young people from groups under-represented in HE, in particular students from low-income and Black and minority ethnic backgrounds and white boys from socio-economic classes 4-7. This involves:
 - Delivery of the UAL Awarding Body Level 2 Drawing Award to Year 10 students at Saturday Schools in Newham, Southwark and Camden, as part of the National Saturday Club, overseen by the Saturday Club Trust. In 2016/17 130 Year 10 students attended across the three sites over two terms. The qualification is the equivalent of half a GCSE. The programme is evaluated through structured interviews with participants and teachers at partner schools. As a formal qualification the programme is also subject to external moderation by Awarding Body examiners. We have very high attainment rates and feedback from our partner schools is that there is a positive impact on confidence, self-esteem, attitudes to learning and subsequent attainment at GCSE. The programme began in 2009 in Newham and, as a result of its success was rolled out to the two other sites. We are

now developing plans for introducing a fourth Saturday Club in 2017/18.

- Work as the University partner for the Global Academy UTC. The UTC opened in 2016 and is for 14 – 19 year olds. The University has played a key role in developing a rigorous and challenging curriculum, to arm students with the proper technical, business and creative skills they need to work in the broadcast and digital media industry. We also deliver workshops to Global Academy students at London College of Communication. In 2016/17 we will work with at least 370 Global Academy students. Our work with the UTC will be evaluated through structured interviews with student participants and teachers. The University's Vice Chancellor and the Head of College and Pro Vice-Chancellor, London College of Communication, are key members of the governance framework for the UTC.
- Work as the educational partners for The Kings Cross Academy, a primary school opened in 2015 as part of the Kings Cross development. The Academy currently has Nursery, Reception and Year One children. Over time, working with the Academy will allow us to develop our approaches to working with and supporting primary age children. A Dean of Central Saint Martins is a governor of the Academy.

We will also explore opening a Free School to serve areas of London with higher numbers of young people from groups under-represented in creative arts HE. We will work closely with Plymouth College of Art who opened their successful Plymouth School of Creative Arts in 2013. We aim to have an initial proposal in place by September 2018.

We will share our experiences of work to raise attainment through Linking London's NCOP and the National Arts Learning Network (NALN).

Our work to raise attainment for young people from groups under-represented in HE contributes significantly to our wider agenda of supporting improvement in the delivery of arts education across all school key stages.

15. Student Ambassadors play a key role in the delivery of our Widening Participation Programmes. In particular, we involve students who themselves have progressed to the University following participation in our Widening Participation programmes.

16. We will continue to focus on fairness in admissions, including use of contextual data.

Student success and progression measures

17. We estimate that we will invest £1.315m in 2018/19 on additional measures aimed at improving success for students from socio-economic classes 4-7 and for students from Black and minority ethnic groups.

18. We will build on the measures we have initiated which focus on improving retention, attainment and progression for students from under-represented groups. This involves providing:

- i. For academic staff - supported opportunities to focus on developing inclusive pedagogy and curriculum, with a particular focus on courses where there is a higher differential in retention and attainment between students from different backgrounds.
- ii. For undergraduate students:
 - a. Additional tutorial and mentoring support
 - b. Workshops to reduce stereotype threat, delivered as part of UAL's membership of a consortium of five universities delivering the HEFCE Catalyst funded Changing Mindsets project.
 - c. One-to-one and group work support around employability and enterprise
 - d. Opportunities to be involved in group projects developing employability and enterprise skills, working with creative organisations.

19. Development of this work is informed by the institutional research we have undertaken in this area. We will continue, through our work with the Higher Education Academy and the National Arts Learning Network, to contribute to, and play a leadership role in, the development nationally and internationally of measures to improve retention, attainment and progression for students from under-represented groups.

Financial support for students - UAL Bursaries

20. We estimate that we will invest £3.1m in a UAL Bursary scheme to support retention and attainment of home students on undergraduate courses in 2018/19. Our institutional data indicates that the bursary scheme that operates under our Access Agreements has a positive impact on retention. The data shows that home undergraduate students receiving full bursaries are statistically more likely to be retained than students not receiving a bursary. Bursaries in the final year of study make an important contribution to student achievement in arts, design and communication, in helping to meet the costs of the final year project, show or exhibition. We will continue to monitor the impact on retention and achievement of the financial support we offer.

21. UAL Bursaries of a minimum of £1,000⁷ will be paid to home entrants to undergraduate courses in 2018/19 who are in receipt of full state funding support. This award will be for Year One of the course. Further awards of a minimum of £1,000⁸ will be paid for each subsequent year of the course.

⁷ A pro-rata payment will be paid to part-time students.

⁸ A pro-rata payment will be paid to part-time students.

22. We estimate that we will also invest £150k in a hardship scheme for students from low income backgrounds who experience financial difficulties.

Targets and milestones

23. Our access targets for 2016/17 – 2020/21 are:

- i. A 0.5 point increase each year in the percentage of new home undergraduate entrants from socio-economic classes 4-7, measured using UCAS data⁹. The equivalent profile for 2014/15 is 35%.
- ii. A 0.5 point increase each year in the percentage of new home undergraduate entrants from Black and minority ethnic groups. The equivalent profile for 2014/15 is 30%.

24. Our continuation¹⁰ targets for 2016/17 – 2020/21 are:

- i. A 0.5 point increase each year in the continuation rate of home undergraduate students from socio-economic classes 4-7¹¹. The equivalent continuation rate for students who started undergraduate courses in 2014/15 is 87%.
- ii. A 0.5 point increase each year in the retention rate of home undergraduate students from Black and minority ethnic groups. The equivalent continuation rate for students who started undergraduate courses in 2014/15 is 86.5%.

25. Our student attainment target for 2017/18 – 2021/22 is:

- i. A 2.0 point increase each year in the percentage of home undergraduate students from Black and minority ethnic groups achieving a 1st or 2:1 degree classification. The equivalent profile for 2015/16 is 54%.

26. Our progression target for 2016/17 – 2020/21 is:

- i. A 0.5 point increase each year in the percentage of home undergraduate students from socio-economic classes 4-7 progressing to graduate employment, measured using data from the Destination of Leavers of Higher Education Survey. The equivalent profile for 2014/15 is 45%.

⁹ We will also explore use of Low Participation Neighbourhood, ACORN and Free School Meals data in reviewing the demographic profile of our new home undergraduate entrants.

¹⁰ The continuation rate used is the proportion of UAL undergraduate Year One students that are enrolled at UAL in the following year. This is different from the definition of continuation used by the Higher Education Statistics Agency.

¹¹ We will also explore use of Low Participation Neighbourhood, ACORN and Free School Meals data in reviewing the demographic profile of continuing home undergraduate students.

27. Our long-term outreach targets for 2016/17 – 2020/21 are:

- i. An increase of 2 institutions per year in the total number of partner schools and FE colleges involved in our Outreach programme. The baseline figure for 2015/16 is 85 institutions.
- ii. A 1.0 point increase in the percentage of outreach programme participants who say that the outreach programme had a positive impact on their views of HE. The baseline figure for 2014/15 is 84%.

28. Our target for activity focused on raising attainment in schools and colleges for 2017/18 – 2021/22 is:

- i. An increase of 25 students per year in the total number of students involved in attainment raising activity. The baseline figure for 2016/17 is 500 students.

29. Our target for collaborative activity for 2017/18 – 2021/22 is:

- ii. An increase of 10 students per year in the number of students involved in our collaborative activity as part of the Openbook partnership consortium for adult learners. The baseline figure for 2016/17 is 30 students.

Monitoring and evaluation

30. The development of our access and student success measures has been, and continues to be, informed by evaluation of what works and assessment of impact. Our approach to evaluation of our access and student success work, and monitoring of progress against our targets and milestones, involves:

- i. Reporting and analysis of data on student recruitment, retention, attainment and progression, in particular, focusing on differentials in respect of social class, race and ethnicity, disability and gender. This is undertaken at University, College, School and course level.
- ii. Structured feedback from participants on outreach programmes. We also get feedback from their schools and colleges. This feedback is primarily qualitative and shows a significant positive impact on participants' views of HE, including willingness to consider application to more selective institutions.
- iii. Feedback from admissions tutors, which shows a significant positive impact of participation in our outreach programmes on the quality of applications made by participants, in particular, in respect of portfolios presented and performance at interview.
- iv. Feedback from schools and colleges which advises that there is a positive impact of our attainment raising activity on student performance in arts and design subjects, including grades awarded for GCSE and Extended Diploma qualifications.

- v. Tracking of participants in respect of progression to higher education. Our tracking data for participants old enough to apply to HE shows rates of progression ranging from 80% - 97%.
- vi. Structured feedback from participants on student success and progression programmes. We also get feedback from their University tutors.
- vii. Tracking of participants on student success and progression programmes, including post-graduation (with further support offered but not funded by Access Agreement funds).
- viii. Commissioning of institutional research, involving literature review and quantitative and qualitative data. We have been building a community of academics whose expertise and research focus is equality, diversity and inclusion in arts and design Higher Education. UAL academics authored the Higher Education Academy's report *Retention and Attainment in the disciplines: Art and Design*, published in March 2016. The University's Retain-Achieve-Succeed (RAS) programme has supported UAL academic's researching aspects of equality, diversity and inclusion. The first phase of RAS culminated in publication of the book *Towards an Inclusive Arts Education*, Trentham, IOE Press (2015)
- ix. Support from our Advisory Group made up of students who have been previous participants on our widening participation programmes.
- x. The embedding of the access, student success and progression agenda across the University's quality assurance and enhancement processes.

31. The University's Dean of Students and Director of Widening Participation is responsible for delivery of the Access Agreement. The Dean of Students and Director of Widening Participation reports on delivery of the Access Agreement to the University's Widening Participation Committee (a sub-committee of the University's Academic Board) and to the University's Court of Governors.

32. The University's Students' Union has been consulted about this Access Agreement. Students are also represented on the University's Widening Participation Committee and the Court of Governors.

Provision of information to prospective students

33. We will provide clear, accessible and timely information for applicants and students on the fees that we charge and the financial support that we offer, including through our website.
34. We will provide timely information to UCAS and the Student Loans Company as required.

Equality and diversity

35. Our Widening Participation objectives are fully reflected in the University's Equal Opportunities Policy.
36. The University's Public Sector Equality Duty objectives include our focus and targets in respect of participation and retention of home undergraduate students from Black and minority ethnic groups.
37. The University's Dean of Students and Director of Widening Participation leads on delivery of the Equality Opportunities Policy and Public Sector Equality Duty objectives in respect of students. Progress is monitored by the University's Executive Board and the Court of Governors. The University's Equality and Diversity Officer (Students) is a member of the University's Widening Participation Committee.

Further Information

For further information on tuition fees and financial support for students contact:

University of the Arts London Student Advisers
020 7514 6250
student.advisers@arts.ac.uk
www.arts.ac.uk

Table 7 - Targets and milestones

Institution name: University of the Arts, London
 Institution UKPRN: 10007162

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

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16a_01	Access	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	A 0.5 point increase each year in the percentage of new home undergraduate entrants from socio-economic classes 4-7, measured using UCAS data. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students). We will also explore use of Low Participation Neighbourhood, ACORN and Free School Meals data in reviewing the demographic profile of our new home undergraduate entrants.	No	2014-15	35%	36.5%	37%	37.5%	38%		
T16a_02	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	A 0.5 point increase each year in the percentage of new home undergraduate entrants from Black and minority ethnic groups. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students).	No	2014-15	30%	31.5%	32%	32.5%	33%		
T16a_03	Student success	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	A 0.5 point increase each year in the continuation rate of home undergraduate students from socio-economic classes 4-7, measured using UCAS data. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students). The continuation rate used is the proportion of UAL undergraduate Year One students that are enrolled at UAL in the following year. We will also explore use of Low Participation Neighbourhood, ACORN and Free School Meals data in reviewing the demographic profile of continuing home undergraduate students.	No	2015-16	87%	88%	88.5%	89%	89.5%		
T16a_04	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	A 0.5 point increase each year in the continuation rate of home undergraduate students from Black and minority ethnic groups. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students). The continuation rate used is the proportion of UAL undergraduate Year One students that are enrolled at UAL in the following year.	No	2015-16	86.5%	87.5%	88%	88.5%	89%		
T16a_05	Progression	Socio-economic	Other statistic - Socio-economic (please give details in the next column)	A 0.5 point increase each year in the percentage of home undergraduate students from socio-economic classes 4-7 progressing to graduate employment, measured using data from the Destination of Leavers of Higher Education Survey. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students).	No	2014-15	45%	46.5%	47%	47.5%	48%		
T16a_06	Student success	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	A 2.0 point increase each year in the percentage of home undergraduate students from Black and minority ethnic groups achieving a 1st or 2:1 degree classification. Data produced internally, based on UK undergraduate entry/enrolment data and relates to all students (i.e. does not differentiate between 'Young' and 'Mature' students).	No	2015-16	54%	58%	60%	62%	64%	66%	

Table 7b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
								2017-18	2018-19	2019-20	2020-21	2021-22	
T16b_01	Access	Other (please give details in Description column)	Outreach / WP activity (other - please give details in the next column)	An increase of 2 institutions per year in the total number of partner schools and FE colleges involved in our Outreach programme.	No	2015-16	85	89	91	93	95		
T16b_02	Access	Other (please give details in Description column)	Mission targets	A 1.0 point increase in the percentage of outreach programme participants who say that the outreach programme had a positive impact on their views of HE.	No	2014-15	84	87	88	89	90		
T16b_03	Access	Attainment raising	Strategic partnerships (eg formal relationships with schools/colleges/employers)	An increase of 25 students per year in the total number of students involved in attainment raising activity.	No	2016-17	500	550	575	600	625	650	
T16b_04	Access	Mature	Outreach / WP activity (other - please give details in the next column)	An increase of 10 students per year in the number of students involved in our collaborative activity as part of the Openbook partnership consortium for adult learners.	Yes	2016-17	30	40	50	60	70	80	

Optional commentary on milestones.

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