

# University for the Creative Arts

## Access and participation plan: 2020-21 to 2024-25

### INTRODUCTION

The University for the Creative Arts (UCA) is a specialist creative community. We are committed to widening access to arts education and to progression to creative careers. We are internationally recognised for our contribution to art, technology and business for the creative industries. UCA comprises seven disciplinary Schools: Film, Media & Performing Arts, Fine Art & Photography, Craft & Design, Architecture, Fashion, Communication Design and the recently inaugurated Business School for the Creative Industries.

Our Schools are distributed across four campuses in Kent and Surrey: Canterbury, Epsom, Farnham and Rochester, allowing wide access to our specialist education across the South East for students with additional local responsibilities or social mobility restrictions.

In addition to undergraduate, postgraduate and research degrees, we provide opportunities for learners from age 14, through our commitment to National Saturday Art & Design Clubs and Further Education courses at each campus (including Extended Diplomas). These highly supported progression routes underpin an educational ethos that values diversity as a fundamental principle and resource of our creative community.

UCA's undergraduate degrees operate on a full-time basis due to the sequencing of units within our specialist disciplines and the very low demand for part-time study on a distributed basis across four campuses. Acknowledging that part-time study can be very important to opening up access, the University acquired the Open College of the Arts (OCA) in 2016, forming the 'UCA Group' referred to in this document. Our common ambition is to further develop the provision of OCA, as an established distance-learning provider, to broaden the offer of tailored provision for those learners whose preference is to study by distance in part-time mode. OCA students are not charged regulated fees, but pay on a modular basis significantly their reducing costs. This is the first iteration of an Access & Participation Plan that fully incorporates OCA - prior to this they operated under an Access and Participation Statement. OCA course fees fall considerably below the threshold level for higher tuition fees set by OfS; reference to this provision is included for purposes of providing a full picture of UCA Group part-time provision.

As noted above, UCA part-time provision consists almost entirely of OCA students. OCA is a recent acquisition and so data has only been included in UCA returns since 2016/17. Numbers of part-time students prior to the acquisition of OCA are very small (approximately nine full-time equivalents). The intensity of study at OCA is very flexible; students are permitted up to a maximum of 12 years to complete a degree. Consequently there are limited datasets on the OfS dashboard relating to part-time provision. Where data is available through other sources, these have been included below. Where OCA students are present in the datasets provided below, they appear only in data tables relating to part-time students.

UCA is relatively small with circa 5,000 HE students in total, geographically split across four campuses. This requires us to be highly focused in activity in terms of both resources and infrastructure. To this end we aim to continually enhance our approach to analysis of performance, monitoring and evaluation to reduce gaps in performance among different groups of students.

## 1. Assessment of performance

### 1.1 Higher education participation, household income, or socioeconomic status

#### Introduction

At the University for the Creative Arts the overall performance of LPN students remains above benchmark and on par with peer performance for all categories of monitoring except progression to highly skilled employment or higher study. However, when considering the difference between the most and least represented groups as part of this APP (Q1 and Q5), particularly in relation to indices for multiple deprivation, there are evident gaps in performance for access, attainment and employment. From 2018/19, internal monitoring will sharpen its focus from examining the differential between combined Q1/2 and Q3/4/5 groupings to concentrate on the differential between Q1 and Q5.

Benchmarks are taken from the sector averages for all subjects as published on the OfS dashboard, with the exception of the TEF benchmarks for employability that are adjusted to reflect similar institutions and provision (Table 9). Data sources are acknowledged at the head of each table.

## Access

Table 1: LPN POLAR 4 Full-time (Data Source – OfS Dashboard)

	UCA Student Access			Population
	2015/16	2016/17	2017/18	2017/18
<b>Widening Participation (UK Domiciled, POLAR4, young undergraduate)</b>				
Participation – proportion in Q1	14%	17%	13%	18%
Participation – proportion in Q5	23%	25%	25%	23%
Percentage point gap Q1 to Q5	-9%	-8%	-12%	-5%

Q1 full-time enrolments are broadly consistent across the past three years but are below UK demographics for Q1. There is a 7%age point gap when we compare the differential between Q1 and Q5 at UCA with the same differential across the population. This gap will require more detailed analysis and the development of interventions (see Strategic Aim A1 and associated measures in Table 33 and Target PTA\_3).

Table 2: LPN POLAR 4 Full-time (Data Source – OfS Dashboard)

	UCA Student Access			Sector Average
	2015/16	2016/17	2017/18	2017/18
<b>Widening Participation (UK Domiciled, POLAR4, ALL Undergraduate, FULL TIME)</b>				
Low Participation (Q1 and 2)	380 (31%)	410 (32%)	330 (29%)	28%
Other (Q3, 4, and 5)	830	850	800	72%
Grand Total	1210	1260	1130	100%

When full-time enrolments from Q1 and Q2 are combined, and Q3, 4 and 5 are combined, the picture is more positive, with broadly consistent enrolments of LPN students over three years at 31%, approximately 3%age points above the sector average.

Table 3: EIMD Full-time (Data Source – OfS Dashboard)

	UCA Student Access			Population
	2015/16	2016/17	2017/18	2017/18 Population
<b>EIMD (England domicile, all young undergraduates)</b>				
Q1	12%	13%	12%	22%
Q5	26%	25%	26%	20%
Percentage points difference	-14%	-12%	-14%	+2%

There is a static gap in full-time student access of between 12 and 14%age points across the years of analysis. This data underpins the findings of LPN POLAR4 data (Table 1) for strategic interventions to support socio-economic disadvantage (see Strategic Aim A1 and associated measures in Table 33).

Table 4: Q1/Q5 participation Part-time (Data Source OfS Dashboard – Key Measures)

	UCA Student Access			Population
	2015/16 (Prior to acquisition of OCA – Headcount across all quintiles approximately 17 students)	2016/17 (UCA Group)	2017/18 (UCA Group)	2017/18 HEI Population
<b>Participation (England domicile, all undergraduates)</b>				
Q1	15%	15%	10%	18%
Q5	30%	20%	15%	21%
Percentage points difference	-15%	-5%	-5%	-3%

Considering our part-time numbers Q1 to Q5 shows an improving trajectory over three years, bringing the benchmark year within 2%age points of the sector average. These are small numbers (50 students in each year).

## Success

### Non-continuation

Table 5: LPN POLAR4 Full-time (Data Source – OfS Dashboard)

	UCA Student Continuation			Sector Average
	2014/15	2015/16	2016/17	2016/17
Widening Participation (UK Domiciled, POLAR4, ALL Undergraduate)				
Low Participation (Q1 and 2)	310 (89%)	340 (89%)	380 (93%)	90%
Other (Q3, 4, and 5)	790 (92%)	740 (90%)	770 (91%)	93%
Gap LPN to Other	-3%	-1%	+2%	-3%
Q1	89%	89%	92%	89%
Q5	90%	88%	91%	94%
Percentage Point gap Q1 to Q5	-1%	+1%	+1%	-5%

There is no evident gap in continuation for LPN students. Indeed, there is a currently a slightly higher retention of students from the least represented neighbourhoods over the past two years, whereas the sector demonstrates poorer retention of Q1 students when compared to Q5.

Table 6: EIMD Full-time (Data Source – OfS Dashboard)

	UCA Student Continuation			All HEIs
	2014/15	2015/16	2016/17	2016/17
EIMD (England domicile, all young undergraduates)				
Q1	86%	86%	89%	86%
Q5	90%	88%	90%	94%
Percentage points difference	-4%	-2%	-1%	-8%

This dataset shows a consistently small gap between Q1 and Q5 groups. In 2016/17, the gap was 7%age points smaller than for 'All HEIs'. We will continue to monitor non-continuation closely and will continue to design interventions that support the retention of all students. (See Strategic Aim A4 and associated measures in Table 33).

### Part-time

No statistically significant data available as yet (see introduction). (See Strategic Aim A6 and Table 33).

### Attainment

Table 7: LPN POLAR4 Full-time (Data Source – OfS Dashboard)

	UCA Percentage of First and Upper Second Degrees			Benchmark
	2015/16	2016/17	2017/18	2017/18
Widening Participation (UK Domiciled, POLAR4, ALL Undergraduate)				
Low Participation (Q1 and 2)	75%	73%	76%	76%
Other (Q3, 4, 5)	72%	76%	75%	82%
Gap LPN to other	+3%	-3%	+1%	-6%
Q1	66%	79%	75%	75%
Q5	72%	81%	74%	84%
Percentage Point gap Q1 to Q5	-6%	-2%	+1%	-9%

The percentage point gap between Q1 and Q5 is on an upward - and improving - trajectory, with Q1 attaining above Q5 in the most recent year of data. In all three years UCA's LPN performance is above sector benchmark for 2017/18.

Table 8: EIMD Full-time (Data Source – OfS Dashboard)

	UCA Percentage of First and Upper Second Degrees			All HEIs
	2015/16	2016/17	2017/18	2017/18
EIMD (England domicile, all young undergraduates)				
Q1	66%	64%	68%	67%
Q5	80%	80%	81%	85%
Percentage points difference	-14%	-16%	-13%	-18%

Using this dataset the gap in performance between Q1 and Q5 identifies an area of concern. Although our data demonstrates an upward trajectory and is above sector average for the attainment of students with multiple disadvantage, further targeted analysis and action is required (See Strategic Aim A4 and associated measures in Table 33 and Target PTS\_3).

#### Part-time

No statistically significant data available as yet (see introduction).

#### Progression to employment or further study

Table 9: Full-time (Data Source: TEF averaged data)

	% of UCA students in full time employment or further study six months after graduation			Benchmark	% of UCA students in highly skilled employment or further study six months after graduation			Benchmark
	2012-14	2013-15	2014-16	2014-16	2012-14	2013-15	2014-16	2014-16
Widening Participation (UK Domiciled, POLAR3, all undergraduate within the graduating cohort)								
Low Participation (Q1 and 2)	93%	94%	95%	94%	48%	51%	59%	60%
Other (Q3, 4 and 5)	92%	94%	95%	94%	52%	55%	61%	63%
Gap LPN to Other	+1%	0%	0%	0%	-4%	-4%	-2%	-3%

Data included here is from the TEF dataset to provide a view of both students in employment and students in highly skilled employment, which was considered in UCA annual monitoring for 2017/18. This data is trend data averaged across three-year periods and reflects POLAR3 datasets. This analysis shows a small gap for lower LPN students in terms of highly skilled and further study after six months of employment.

Table 10: LPN POLAR 4 Full-time (Data Source – OfS Dashboard)

	UCA students progressing into highly skilled employment or higher further study			Sector Average
	2014/15	2015/16	2016/17	2016/17
Widening Participation (UK Domiciled, POLAR 4, all undergraduate within the graduating cohort)				
Low Participation (Q1 and 2)	53%	54%	67%	70%
Other (Q3, 4, 5)	51%	59%	72%	73%
Gap LPN to other	+2%	-5%	-5%	-3%
Q1	49%	51%	66%	69%
Q5	55%	63%	78%	75%
Percentage Point gap Q1 to Q5	-6%	-12%	-12%	-6%

Whilst highly skilled employment of LPN Q1 students is increasing year on year (17%age point increase over the past three years), it lags significantly behind the increases in high skilled employment of Q5 students. Comparing the picture given in Tables 8 and 9 above it is interesting to note that when a subject dimension is added to the benchmarking (as is the case with the TEF dataset) UCA performs considerably better in line with other art and design providers. (See Strategic Aim A4 and associated measures in Table 33 and Target PTP\_2)

Table 11: EIMD Full-time (Data Source – OfS Dashboard)

	UCA students progressing into highly skilled employment or higher further study			Sector Average
	2014/15	2015/16	2016/17	2016/17
EIMD (England domicile, all young undergraduates)				
Q1	54%	56%	64%	69%
Q5	58%	68%	78%	76%
Percentage points difference	-4%	-12%	-14%	-7%

Analysis of IMD data shows a similar gap in the graduate trajectory between Q1 and Q5 groups despite there being an upward trajectory in the success of these students.

Career progression within the art and design sector has particular challenges, not least the nature of portfolio careers and a high proportion of self-starters in terms of business and freelance work. These routes are more accessible to students with economic and social advantage. Employability is a key focus at UCA (as evidenced by the year-on-year improvements in the data for all students), however, we recognise the need for strategic interventions to support the career success of graduates who experience disadvantage.

### Part-time

Table 12: Part-time (Data Source: TEF)

	% of UCA students in full time employment or further study six months after graduation	Benchmark	% of UCA students in highly skilled employment or further study six months after graduation	Benchmark
	Three year averaged data: 2014/15 - 2016/17	Three year averaged data: 2014/15 - 2016/17	Three year averaged data: 2014/15 - 2016/17	Three year averaged data: 2014/15 - 2016/17
Widening Participation (UK Domiciled, National IMD, all undergraduate within the graduating cohort)				
IMD (Q1 and 2)	100%	31%	85%	40%
Other (Q3, 4 and 5)	100%	40%	88%	45%
Gap IMD to Other	0%	-9%	-3%	-5%

This data is prior to the acquisition of OCA, and relates to the small population of part-time students graduating from UCA between 2014/15 and 2016/17. The part-time population is performing well above sector: for example 70%age points more part-time students are in employment six months after graduating at UCA. The data demonstrates that there is no equality gap in employment, and only a small gap (above sector) in highly skilled employment.

## 1.2 Black, Asian and minority ethnic students

### Introduction

The tables below are constructed from HESES BAME data, OfS Dashboard 'all students except white' data and TEF BME data. Access is based on the total population of Home undergraduates at UCA in that year. Benchmarks are taken from the sector averages for all subjects as published on the OfS dashboard, with the exception of:

- The HESA benchmark for access that reflects the entry profiles in 2016/17 (Table 13), and
- the TEF benchmarks for employability that are adjusted to reflect similar institutions and provision (Table 17).

Tables 13 and 15 demonstrate that full-time UCA students are close to benchmark in access and non-continuation. Our concern is primarily the BAME attainment gap as evidenced in Table 16.

## Access

Table 13: Full-time (Data Source HESES Returns)

	UCA Student Demographics			HESA Benchmark
	2015/16	2016/17	2017/18	2016/17
Ethnicity (UK Domiciled, all undergraduate)				
BAME*	1049 (27%)	1027 (26%)	985 (26%)	28%
White	2824	2863	2814	71%
Unknown	37	32	17	1%
Grand Total	3910	3922	3816	

\*HESES definition

Trend data demonstrates relatively consistent recruitment of BAME students. Current recruitment is within two percentage points of benchmark.

OfS Dashboard disaggregation of BAME Access in 2017/18 by ethnic subgroup demonstrates that:

- Asian students form 6% of UCA population compared to 8% of UK population
- Black students form 7% of UCA population compared to 4% of UK population
- Mixed students form 7% of UCA population compared to 3% of UK population
- White students form 76% of UCA population compared to 84% of UK population

Our demographic mix therefore has a higher proportion of black and mixed-race students than is seen in the UK population, with a lower proportion of Asian and White students.

Table 14: Part-time (Data Source HESES Returns)

	UCA Student Demographics			HESA Benchmark
	2015/16 (Prior to acquisition of OCA – Headcount across all quintiles approximately 17 students)	2016/17 (UCA Group)	2017/18 (UCA Group)	2016/17
Ethnicity (UK Domiciled, all undergraduate)				
BAME*	0 (0%)	330 (21%)	427 (20%)	14%
White	17	1106	1583	85%
Unknown	0	124	80	1%
Grand Total	17	1560	2090	

With the inclusion of OCA data, the proportion of BAME students has remained consistent at around 20% of the population, against a 2016/17 benchmark of 14%.

## Success

### Non-continuation

Table 15: Full-time (Data Source – OfS Dashboard)

	UCA Student Continuation			Sector Average
	2014/15	2015/16	2016/17	2016/17
Ethnicity (UK Domiciled, all Undergraduate)				
All students except white	350 (92%)	330 (87%)	330 (90%)	88%
White	930 (90%)	930 (89%)	1030 (91%)	91%
Gap 'All students except white' to White	+2%	-2%	-1%	-3%

Continuation of BAME students varies marginally from year to year and over the three-year period analysed here is broadly in line with the continuation of White students.

OfS dashboard disaggregation of BAME Non-Continuation in 2016/17 by ethnic subgroup demonstrates:

- 92% continuation of UCA Asian students compared to 90% across English HE providers
- 90% continuation of UCA Black students compared to 85% across English HE providers
- 88% continuation of UCA Mixed students compared to 89% across English HE providers
- 91% continuation of UCA White students compared to 91% across English HE providers

This data demonstrates that UCA students are in line with other HE providers, and indeed outperform the sector in three of the four ethnic subcategories.

#### Part-time continuation

Continuation data for part-time students is only available for 2015/16, prior to the inclusion of OCA data. This population was small (16 students) and included no BAME students. (See Strategic Aim A6 and Table 33).

#### Attainment

Table 16: Full-time (Data Source – OfS Dashboard)

	UCA Percentage of First and Upper Second Degrees			Sector Average
	2015/16	2016/17	2017/18	2017/18
Widening Participation (UK Domiciled, POLAR 4, all undergraduate)				
All students except white	54%	63%	59%	69%
White	79%	79%	80%	82%
Gap 'All students except white' to White	-25%	-16%	-21%	-13%

BAME attainment is significantly below White student performance and although three-year average data sees a reduction in the gap, the lack of an improvement 'trend' has led UCA to make significant revisions to its interventions in 2018. Actions include: establishing a BAME Attainment Group that reports to the Deputy Vice-Chancellor (Academic) with an Action Plan designed to drive a co-ordinated institutional approach. The BAME Attainment Group includes student representatives and is supported by an internally funded research project in 2018/19 into the BAME experience at UCA. This work is holistic and targets the BAME student experience from application through to employment. We launched the BAME Manifesto in 2018 that requires course teams to take action against 16 indicators that have been identified from internal and sector-wide evidence. (For further information see strategic measures in Table 33)

OfS dashboard disaggregation of BAME Attainment in 2017/18 by ethnic subgroup demonstrates:

- 58% attainment of good degrees by UCA Asian students compared to 72% across English HE providers
- 55% attainment of UCA Black students compared to 59% across English HE providers
- 67% attainment of UCA Mixed students compared to 78% across English HE providers
- 80% attainment of UCA White students compared to 82% across English HE providers

This data reinforces the analysis above; there are significant gaps in each ethnic subcategory and BAME attainment continues to be a priority across all ethnic subgroups. (See Strategic Aim A2 and associated measures in Table 33 and Target PTS\_1)

#### Part-time

No statistically significant data available as yet (see introduction).

#### Progression to employment or further study

Table 17: Full-time (Data Source – TEF averaged data)

	% of students in full time employment or further study six months after graduation			Benchmark	% of students in highly skilled employment or further study six months after graduation			Benchmark
	2012-14	2013-15	2014-16	2014-16	2012-14	2013-15	2014-16	2014-16
Ethnicity (UK Domiciled, all undergraduate within the graduating cohorts)								
BME*	90%	91%	94%	91%	49%	50%	57%	60%
White	93%	94%	96%	94%	53%	56%	63%	63%
Gap BME* to White	-3%	3-%	-2%	-3%	-4%	-6%	-6%	-3%

\*TEF definition

Data here is from the TEF dataset to provide a view of both students in employment and students in highly skilled employment that includes subject in the benchmarking data, which was considered in UCA annual monitoring for 2017/18. OfS dashboard data is also included:

Table 18: Full-time (Data Source OfS Dashboard)

	UCA students progressing into highly skilled employment or higher further study			Sector Average
	2014/15	2015/16	2016/17	2016/17
Ethnicity (UK Domiciled, all undergraduate within the graduating cohort)				
All students except white	48%	52%	67%	70%
White	54%	61%	73%	74%
Gap BAME to White	-6%	-9%	-6%	-4%

Both datasets show an upward trajectory for employment and highly skilled employment and further/higher study for UCA's BAME graduates. However, a gap remains between BAME and White graduates. UCA's highly skilled employability is below benchmark for both BAME and White students and has been a significant focus of activity in recent years to provide more explicitly embedded career development opportunities within the curriculum. This has had an impact on the trajectory of the data and brought it more in line with sector averages. Further work is required to improve highly skilled employment across the board, as well as to reduce the gap between student groups (see Strategic Aim A2 and associated measures in Table 33 and Target PTP\_1).

OfS dashboard disaggregation of BAME progression in 2016/17 by ethnic subgroup demonstrates:

- 62% progression to highly skilled employment or study at a higher level by UCA Asian students compared to 70% across English HE providers
- 75% progression to highly skilled employment or study at a higher level by UCA Black students compared to 69% across English HE providers
- 60% progression to highly skilled employment or study at a higher level by UCA Mixed students compared to 71% across English HE providers
- 73% progression to highly skilled employment or study at a higher level by UCA White students compared to 74% across English HE providers

Black students outperform all other ethnic subcategories at UCA, exceeding the sector average for 2017/18 by 6%age points. All other categories are below sector average, with performance varying from 60% (mixed students) to 75% (Black students). Research and analysis of the differential performance within BAME groups is included in our strategic measures. (See Strategic Aim A2 and associated measures in Table 33 and Target PTP\_1).

#### Part-time

No statistically significant data available as yet (see introduction).

### 1.3 Mature students

#### Introduction

Our collaboration with the OCA is very important within the 'UCA Group' to widen participation of mature learners (see Strategic Aim A1 and associated measures in Table 33). The tables below assess the performance of mature learners on UCA courses and the population of OCA students is identified in the part-time dataset. Benchmarks are taken from the sector averages for all subjects as published on the OfS dashboard, with the exception of:

- the HESA benchmark for access that reflects the entry profiles in 2016/17 (Table 19)
- the TEF benchmarks for employability that are adjusted to reflect similar institutions and provision (Table 22).

#### Access

Table 19: Full-time (Data Source – HESES Returns)

	UCA Student Access			Benchmark
	2015/16	2016/17	2017/18	2016/17 HESA
Age (UK and Overseas, all undergraduate)				
Mature (21 and over)	725 (16%)	755 (17%)	734 (16%)	36%
Young (under 21)	3746	3808	3777	64%
Grand Total	4471	4563	4511	

The majority of UCA students are under 21 on entry, 20%age points below sector average in 2017/18. The number of mature students has been static across the past three years. UCA has attempted to address this imbalance through provision of an Access Diploma at FE level across all four campuses to encourage mature entry. 67.3% of our Access Diploma students in 2017/18 progressed into degree level study at UCA (a 17.3 percentage point improvement on 2016/17). We ensure provision of information to learners regarding progression to HE throughout the course.

UCA's Cultural Ambassadors outreach programme for mature learners continues to be delivered in Herne Bay in Kent. The 12-week programme covers multiple creative subjects, allowing participants to learn a range of creative skills, and also includes a visit to the HE campus and an end of programme exhibition. We are exploring the opportunity to deliver a similar programme in Surrey. (see Strategic Aim A1 and A5 and associated measures in Table 33 and Target PTA\_1).

Table 20: Part-time Data Source – HESES Returns)

	UCA Student Access			Benchmark
	2015/16 (Prior to acquisition of OCA – Headcount across all quintiles approximately 17 students)	2016/17 (UCA Group)	2017/18 (UCA Group)	2016/17 HESA
Age (UK and Overseas, all undergraduate)				
Mature (21 and over)	16 (94%)	1460 (94%)	1947 (93%)	90%
Young (under 21)	1	101	144	10%
Grand Total	17	1561	2091	

The proportion of mature students has remained consistent prior to and since the acquisition of OCA at around 94% of the population, against a 2016/17 benchmark of 90%. This demonstrates a primarily mature part-time intake.

## **Success**

### *Non-continuation*

Table 21: Full-time (Data Source – OfS Dashboard)

	UCA Student Continuation			Sector Average
	2014/15	2015/16	2016/17	2016/17
Age (UK and Overseas, all undergraduate)				
Mature (21 and over)	200 (88%)	190 (82%)	210 (87%)	85%
Young (under 21)	1100 (91%)	1080 (90%)	1150 (92%)	92%
Gap Mature to Young	-3%	-8%	-5%	-7%

Continuation of Mature students is below that of Young students, but above sector average. The gap is 2%age points better than the sector average in 2016/17. We will continue to monitor the continuation of mature learners. (See Strategic Aim A5 and associated measures in Table 33).

### Part-time Continuation

Part-time continuation data is only available for 2015/16 data, and relates to UCA's small part-time population (17 students in 2015/16) prior to acquisition of OCA. This data demonstrates 40% continuation of part-time mature students, compared to 45% of young students. This compares to an 'All HEI' average of 62% for mature part-time students. Continuation is low, because students are not generally recruited to part-time UCA courses, but rather have a lower intensity of study due to retrieval of failure or a bespoke arrangement to suit domestic circumstances. (See Strategic Aim A6 and Table 33).

## Attainment

Table 22: Full-time (Data Source – OfS Dashboard)

	Percentage of First and Upper Second Degrees			Benchmark
	2015/16	2016/17	2017/18	2017/18
Age (UK and Overseas, all undergraduate)				
Mature (21 and over)	69%	69%	74%	70%
Young (under 21)	73%	76%	75%	80%
Gap Mature to Young	-4%	-7%	-1%	-10%

UCA's performance in relation to attainment of Mature and Young students is good. The gap in performance has reduced year on year and now stands at 1%age point, compared with a sector average of 10%.

## Part-time

No statistically significant data available as yet (see introduction).

## Progression to employment or further study

Table 23: Full-time (Data Source – TEF averaged data)

	% of students in full time employment or further study six months after graduation			Benchmark	% of students in highly skilled employment or further study six months after graduation			Benchmark
	2012-14	2013-15	2014-16	2014-16	2012-14	2013-15	2014-16	2014-16
Age (UK and Overseas, all undergraduate)								
Mature (21 and over)	90%	93%	96%	91%	59%	63%	73%	65%
Young (under 21)	92%	94%	95%	94%	51%	54%	60%	62%
Gap Mature to Young	-2%	-1%	+1%	-3%	+8%	+9%	+13%	+3%

Data is provided above from the TEF dataset to give a view of both students in employment and students in highly skilled employment, which was considered in UCA annual monitoring for 2017/18. OfS dashboard data is also included below:

Table 24: Full-time (Data Source – OfS Dashboard)

	UCA students progressing into highly skilled employment or higher further study			2016/17 Sector Average
	2014/15	2015/16	2016/17	
Age (UK and Overseas, all undergraduate)				
Mature (21 and over)	67%	70%	76%	76%
Young (under 21)	51%	58%	71%	72%
Gap Mature to Young	+16%	+12%	+5%	+4%

The data reveals that Mature students across the sector are more successful at securing highly skilled employment or higher further study. This data is not considered to be problematic as the prior experiences of Mature students will contribute positively to their employability. Both Young and Mature students are successful against respective benchmarks.

Table 25: Part-time progression (Data Source – TEF averaged data 2014 - 16)

	Age	
	Young	Mature
Employment or further study	100%	100%
Highly skilled employment or further study	100%	85%

This data is prior to the acquisition of OCA, and relates to the small population of Part-time students graduation from UCA between 2014/15 and 2016/17.

## 1.4 Disabled students

### Introduction

UCA attracts a high proportion of disabled students. We currently (2018/19) have 1,234 students (across all years) with a disclosed disability, 535 (43%) of whom are in receipt of Disabled Students Allowance (DSA). We have responded positively to changes in DSA, putting in place an Inclusivity Project Plan 2016-18, with a series of key outputs to enhance inclusive practice. These outputs are now being taken forward through an Advance HE 'Embedding Equality, Diversity and Inclusion' project, where UCA is collaborating with nine other universities in sharing practice and devising strategies to enhance inclusive teaching.

Benchmarks are taken from the sector averages for all subjects as published on the OfS dashboard, with the exception of:

- the HESA benchmark for access that reflects the entry profiles in 2016/17 (Tables 26 and 27)
- the TEF benchmarks for employability that are adjusted to reflect similar institutions and provision (Table 30).

### Access

Table 26: Full-time (Data Source – HESES Returns)

	UCA Student Access			HESA Sector Average
	2015/16	2016/17	2017/18	2016/17
Disability (all undergraduates)				
Disabled (including learning difficulty)	1032 (23%)	1073 (24%)	1035 (23%)	13%
No Known Disability	3439	3490	3476	87%
Grand Total	4471	4563	4511	

Proportions of disabled students accessing undergraduate education at UCA across the three-year period remain consistently and significantly above sector averages.

In terms of 2016/17 undergraduate **new entrants**, we had 140 students with a cognitive or learning disability, 80 students with mental health related disabilities, 50 students with multiple impairments, 40 students with a sensory, medical or physical disability and 30 students with a social or communication disability.

Table 27: Part-time (Data Source – HESES Returns)

	UCA Student Access			HESA Sector Average
	2015/16 (Prior to acquisition of OCA – Headcount across all quintiles approximately 17 students)	2016/17 (UCA Group)	2017/18 (UCA Group)	2016/17
Disability (all undergraduates)				
Disabled (including learning difficulty)	9 (53%)	332 (21%)	449 (21%)	14%
No Known Disability	8	1229	1642	86%
Grand Total	17	1561	2091	

Since the acquisition of OCA, the proportion of part-time disabled students has been consistent at 21% of the part-time population, 7%age points above the sector average.

## Success

### Non-continuation

Table 28: Full-time (Data Source – OfS Dashboard)

	UCA Student Continuation			Sector Average
	2014/15	2015/16	2016/17	2016/17
<b>Disability (all undergraduate)</b>				
Disabled (all categories)	280 (90%)	250 (86%)	300 (91%)	89%
No Known Disability	1020 (91%)	1020 (89%)	1060 (91%)	90%
Gap Disabled to No Known Disability	-1%	-3%	0%	-1%
Disabled (cognitive or learning)	160 (93%)	130 (88%)	130 (92%)	91%
Gap Cognitive or Learning Disability to No Known Disability	+2%	-1%	+1%	+1%

Continuation of disabled students is good, with no gap in continuation and disabled students continuing at 2%age points above sector average in the most recent year of reporting.

Cognitive or learning difficulties form the largest proportion of disabled students at UCA (13% of disabled entrants in 2016/17) and, in line with sector, continue at a slightly higher rate than students with no known disabilities.

### Part-time Continuation

Part-time continuation data is only available for 2015/16 data, and relates to UCA's small part-time population (17 students in 2015/16) prior to acquisition of OCA. This data demonstrates 42% continuation of part-time disabled students, compared to 40% of non-disabled students. This compares to an 'All HEI' average of 58% continuation of disabled students. Continuation is low, because students are not generally recruited to part-time UCA courses, but rather have a lower intensity of study due to retrieval of failure or a bespoke arrangement to suit domestic circumstances. (See Strategic Aim A6 and Table 26).

### Attainment

Table 29: Full-time (Data Source – OfS Dashboard)

	Percentage of UCA First and Upper Second Degrees			Sector Benchmark
	2015/16	2016/17	2017/18	2017/18
<b>Disability (all undergraduate)</b>				
No Known Disability	73%	76%	79%	79%
Disabled (All Categories)	71%	72%	61%	76%
Gap (Disabled to No Known Disability)	-2%	-4%	-18%	-3%
Disabled (cognitive or learning)	70%	70%	62%	75%
Gap Cognitive or Learning Disability to No Known Disability	-3%	-6%	-17%	-4%
Disabled (mental health condition)	70%	80%	60%	77%
Gap Mental Health Condition to No Known Disability	3%	+4%	-19%	-2%
Disabled (multiple impairments)	No Data	75%	75%	75%
Gap Multiple Impairments to No Known Disability	No Data	-1%	-4%	-4%

Attainment of disabled students appears steady across the first two years of reporting but there is a severe drop in attainment for disabled students in the most recent year, which is the subject of investigation. Attainment gaps in 2017/18 are not consistent with those in other years of reporting. In 2014/15 and 2013/14 there was a 4%age point gap and a 6%age point gap respectively between disabled student attainment (all categories) and attainment of students with no known disabilities. The average gap in each of the four years prior to 2017/18 hovered at about 4%age points, whilst the average sector gap was approximately 3%age points over this period.

UCA performance moved out of kilter with the sector in the 2017/18 academic year when significant changes in support for disabled students occurred with a move to a more embedded 'on-course' model of support. This move appears to be linked to the removal of the provision of a funded laptop for certain disability types alongside other changes to DSA funding. Whilst this was experienced across the sector, it did not lead to a

sector-wide drop in attainment. The impact of these changes may have been felt more at UCA where there is a higher-than-average proportion of students with known disabilities (see Table 21). Further reductions in DSA allocations are being addressed through targeted work to enhance inclusivity within the curriculum, teaching, learning and assessment which will impact on the 2018/19 cohort onwards. The impact of this work will be carefully monitored in 2018/19 through a focus on the trajectory of disabled student attainment. (See Strategic Aim A3 and associated measures in Table 33 and Target PTS\_2).

#### Part-time attainment

There is no attainment data for part-time students as yet (see Introduction).

#### *Progression to employment or further study*

**Table 30: Full-time (Data Source – TEF averaged data)**

	% of students in full time employment or further study six months after graduation			Benchmark	% of students in highly skilled employment or further study six months after graduation			Benchmark
	2012-14	2013-15	2014-16	2014-16	2012-14	2013-15	2014-16	2014-16
<b>Disability (UK and Overseas, all undergraduate)</b>								
Disabled	92%	93%	95%	92%	51%	54%	63%	62%
No Known Disability	92%	94%	95%	94%	52%	55%	62%	62%
Gap Disabled to No Known Disability	0%	-1%	0%	-2%	-1%	-1%	+1%	0%

The TEF dataset (above) provides a view of both students in employment and students in highly skilled employment, which was considered in UCA annual monitoring for 2017/18. This data is trend data averaged across three-year periods. OfS dashboard data is also included:

**Table 31: Full-time (Data Source – OfS Dashboard)**

	UCA progression to highly skilled employment or higher further study			Sector Average
	2014/15	2015/16	2016/17	2016/17
<b>Disability (UK and Overseas, all undergraduate)</b>				
Disabled	56%	55%	74%	72%
No Known Disability	52%	60%	70%	73%
Gap Disabled to No Known Disability	+4%	-5%	+4%	-1%

Disabled student success in terms of progression to employment and further studies, including highly skilled employment and higher further studies, is good. In two out of the three years of data included above, disabled graduates outperformed other graduates from UCA by 4%age points.

**Table 32: Part-time (Data Source – TEF averaged data)**

	Disabled	
	Yes	No
Employment or further study	100%	100%
Highly skilled employment or further study	100%	83%

Part-time progression is excellent: there is a gap of 17% in highly skilled employment of non-disabled students, but given the small numbers of part-time students at UCA prior to the acquisition of OCA it is difficult to draw a conclusion as to why disabled students perform significantly better than their non-disabled peers.

## 1.5 Care leavers

### Access

The number of Care Leavers who started in 2017/18 was small: nine students (0.6%). Given the low numbers of students identifying as care leavers at UCAS application stage, and enrolment at UCA, it is challenging to monitor trends. We are part of a local collaborative partnership (Care Leaver Progression Partnership) which has commissioned research on Looked After Children involving a longitudinal study. This will help us to better understand the progression patterns of Care Leavers. Previous results show a very low progression rate to HE nationally, where 9% were found in HE (CLPP Report, 2015-16). (See Strategic Aim A1 and associated measures in Table 33 and Target PTA\_2)

### Success

Given the population size, analysis of this group has not up until now played a significant part in the Annual Academic Monitoring exercise. Anonymised performance of Care Leavers will be incorporated in annual academic monitoring at institutional level from 2019/20, relating to the 2018/19 year onwards, allowing analysis of performance and associated interventions (see Strategic Aim A1 in Table 33).

## 1.6 Intersections of disadvantage

UCA is increasingly aware of the effects of multiple disadvantage on issues of access and participation, and will plan strategic interventions based on analysis of targeted groups. Analysis of the effects of intersections of disadvantage on access, success and progression have not previously formed part of the University's annual monitoring exercises. As set out under the Analysis and Monitoring heading in Table 33, the impact of multiple disadvantage will be an area for analysis and action from 2019/20. The University's Student Access, Inclusion and Wellbeing Advisory Group (SAIWAG), chaired by the Pro Vice-Chancellor, will oversee focused work to investigate the intersections of disadvantage in particular on white males from low-participation neighbourhoods, BAME students and those studying part-time.

## 1.7 Other groups who experience barriers in higher education

During student consultation on this Plan, student representatives raised a concern that students who are carers experience barriers to learning in HE, in particular around timetabling and attendance. This was the first time specific barriers relating to this group were raised. We take this concern seriously and believe that addressing this concern will benefit our young carers as well as increasing access for mature students with dependents. We will collate data during 2019/20 to gauge the scale of this issue. (See Strategic Aim A5 and associated measures in Table 33).

## 2. Strategic aims and objectives

### 2.1 Target groups

The internal annual monitoring of protected characteristics in 2016/17 and 2017/18 alongside the analysis of data as part of this Plan, clearly identify the areas of concern that will require focused strategic measures and the resource for closing gaps in access and success over the next five years. Our target groups concern Quintile 1 students (access, attainment and employment); BAME student attainment and employment; Mature student access; Disabled student attainment and Care Leavers access to HE. This section outlines our strategic aims and objectives.

### 2.2 Aims and objectives

- A1. We will focus our outreach activity on POLAR4 Q1 entrants to reduce the gap between Q1 and Q5 (OfS KPM 1 and 2) and support the access of Mature learners and those leaving the Care system.
- A2. Through the activities of the BAME Attainment Group UCA will identify and implement evidenced-based and coherent strategies to eliminate the unexplained gap in BAME student attainment; this will include strategies to address BAME employability. (OfS KPM 3 and 4)
- A3. We will investigate and monitor the data for disabled student attainment and ensure that our disabled students attain in line with their non-disabled peers. (OfS KPM 5)

- A4. We will put measures in place to improve the attainment and progression to highly skilled employment or higher further study for Q1/Q2 LPN/IMD groups. (No related OfS KPM)
- A5. We will address the barriers to study for students with additional carer responsibilities to support both our young carers and our mature students. This will specifically target removing barriers to study and improving retention (by end 2024/25). (OfS KPM 3)
- A6. We will build up our equality data relating to part-time students on OCA provision to enable us to identify through trend data any equality gaps that require addressing and to create a bespoke associated action plan (all KPMs in relation to part-time provision).

Ongoing yearly milestones for 2020 – 2025 are included in the attached Appendix for target groups. Our primary target groups (Aims 2 and 3) are clearly referenced in the KPIs approved by our Board of Governors for annual assessment of performance. These will be revised in 2019/20 to ensure the Board of Governors is satisfied that it has sufficient oversight of the goals of this Plan. Some gaps will remain at the end of the five-year period of this Plan but our longer-term goal is to completely close the gaps over the next ten years using the incremental approach described herein.

### 3. Strategic measures

#### 3.1 Whole provider strategic approach

UCA's 10-year Strategic Plan (2018-28) aligns with the Access & Participation Plan, a fundamental part of the strategic direction of the University. A section of the Strategic Plan is dedicated to flexible, inclusive and interdisciplinary learning, with the plan to:

- Further embed personalised learning, promote inter-disciplinary opportunities and utilise inclusive approaches to close equality gaps.
- Develop non-traditional routes for students to access HE and flexible modes of delivery, exploring the opportunity for blended and online learning models across the UCA Group.

Our theory of change is to use data and other high-quality sources of evidence to identify gaps in performance and implement change across the UCA Group to eliminate the barriers to success experienced by particular groups. Every team has a detailed understanding of their role in delivering the strategic measures and has the kinds of organisational structures around them to support them in work collaboratively. Our overarching ambition is to ensure an institution-wide commitment to eliminating equality gaps, being systematic in the way that we do this to ensure opportunities for students when they leave UCA are also equal.

We are committed to providing a range of long-term outreach activities targeted at groups that are under-represented in HE and at UCA, as identified in the assessment of performance. UCA delivers sustained and coordinated outreach activity both independently and collaboratively through networks such as AccessHE, UKADIA and partnerships with schools and colleges across the South East and the UK. Partner schools have been carefully selected, based on high proportions of students from under-represented groups. We work with partner schools to identify appropriate learners who meet criteria and would benefit from outreach activity. Outreach work includes Saturday Clubs, creative masterclasses both in schools and on campus, cultural visits, summer schools, Arts Award, and a mature learners programme. We continue to collaborate through the National Collaborative Outreach Programme (NCOP) in Kent, Surrey and London, which also incorporates work with Artsworld and the Royal Opera House Bridge.

In 2017/18, UCA created the Student Success Action Plan (SSAP) based on the 2019/20 Access & Participation Plan and our annual internal Quality Report to the Board of Governors. The latter includes the Equality & Diversity Report alongside specific monitoring of student success across the student lifecycle through to employment/further studies. The SSAP therefore gives us a single comprehensive point of reference for enhancement activity. The strategic measures identified in this plan will be incorporated into the SSAP.

UCA has made revisions to the committee structure to ensure the enhancement goals of the SSAP were supported organisationally. Revisions were made to the goals and membership of the Student Success Committee (SSC) to ensure that it has full oversight of the SSAP and two new groups were created to carry out specific activities in relation to the SSAP. These are the Student Access, Inclusion and Wellbeing Advisory Group (SAIWAG) and the BAME Attainment Group. These Groups have wide membership across senior management, professional support services, academic staff, the Students' Union and the student body

(SAIWAG for example has five student members as well as an elected officer from the Students' Union and the Students' Union's Representation Officer). Each has specific Terms of Reference relating to identified responsibilities within the SSAP. They report through our Academic Quality Committee which retains oversight of progress with the SSAP which includes the goals of this Plan. Below are three examples of targeted activities that arise from and are directed by the SSAP:

- Evidence-based analysis and revisions to the induction programme to change the medium and sequencing of information delivered to all students in the light of formats that are accessible to students with cognitive and learning impairments. A checklist of factors to take into consideration in induction planning was produced, alongside key principles for an induction that is 'ongoing and iterative' spanning pre-arrival, arrival and orientation, welcome/enrolment and on-course support. An associated 'Starting@UCA' toolkit has been produced specifically encompassing the needs of students on the Autism spectrum and students with anxiety about moving into the HE environment.
- The production and implementation of a BAME Attainment Manifesto in 2017/18 which draws on sector-wide and internal evidence of the barriers experienced by BAME students and identifies the actions we must take to ensure BAME students are included and reflected in all that we do.
- The revision and creation of new policy in support of APP goals including a new Personal Development Tutoring Policy and Employability Aide Memoire to be launched in 2019/20. These new policies reflect the barriers experienced by specific groups and enhance the experience of all students at UCA.

These examples show that change is not centred in a particular department or service, nor is it limited by a belief that by targeting the needs of a specific group we cannot also enhance the experience of all students and in doing so create an institutional culture that celebrates diversity and is richer in learning opportunity because of its diversity.

We have identified that staff development is also crucial to our theory of change and will continue to be critical to achieving the goals of this Plan. Examples of the way UCA uses staff development in policy and practice-development include:

- we have held annual major University-wide Inclusivity Conferences over the past three years with the following themes: *Inclusive Learning & Teaching*; *Being Mindful of Mental Health*; and *Enabling an Inclusive Learning Environment*. These have resulted in significant online resources to develop inclusive learning and teaching practice;
- we hold three Course Leaders Awaydays each year to share practice, design and implement change. One of these awaydays focussing on BAME attainment during 2017/18 resulted in the creation of the BAME Attainment Manifesto referenced above.

#### Monitoring and Oversight of OCA Access and Participation Activity

OCA is fully integrated into the University's academic governance structure. OCA representatives sit on academic committees, including SAIWAG, Student Success Committee, Academic Quality Committee and the Academic Board. OCA courses are subject to the same academic scrutiny as other UCA provision, including validation, revalidation and annual academic monitoring. As the data becomes available it is incorporated in the UCA Equality and Diversity report, the Annual Quality Report to the Governors. It is also combined with UCA data within the TEF dataset and the OfS dashboard.

### **Alignment with other strategies**

As mentioned previously, UCA's top level Strategic Plan (2018 – 2028) includes 'flexible, inclusive and interdisciplinary learning' as one of the three targets relating to the educational character of UCA, specifically committing us to 'further embed personalised learning, promote inter-disciplinary opportunities and utilise inclusive approaches to close UCA's equality gaps'. The APP has been drafted in line with the University's Commitment to Equality and Diversity: <https://www.uca.ac.uk/equality-diversity/> and the associated Equality and Diversity Policy, which states our aim that the University will be truly representative of all sections of society and each employee and student feels respected and able to give their best'.

This APP has already described how our APP targets are manifested in institutional KPIs, holistic action planning in the SSAP and the academic committee structure. These targets and actions are not only the result of monitoring data through the Equality & Diversity (E&D) report and APP but are also embedded in wider institutional culture and strategy.

UCA's pedagogic ethos is enshrined in UCA's *Creative Education Strategy* (March 2015), which describes the

'shared characteristics and commitments of all UCA courses'. It ensures a consistent approach to education and guides all course development, explicitly tested at validation and periodic review. This ensures our 'curriculum is designed to be holistic and inclusive, challenging and developmental. It is appropriately staged and defined by specific learning outcomes that demonstrate student achievement' (Principle 2).

UCA's Assessment Policy requires assessment to be 'equitable, inclusive, transparent, reliable and valid'.

Inclusivity, respect and mutual understanding are also referenced within UCA's Student Charter (jointly written and owned by the University and Students' Union).

## Strategic measures

Our strategic measures identify the key activities that underpin the strategic aims and targets.

Table 33

	<u>Strategic Aim</u>	<u>Strategic Measures</u>
A1	<p><u>Access interventions</u></p> <p>We will focus our outreach activity on POLAR4 and IMD Q1 entrants to reduce the gap between Q1 and Q5 (OfS KPM 1 and 2) and support the access of Mature learners and those leaving the care system</p>	<p><u>Measures to increase number of Q1 entrants:</u></p> <p>Priority given to Q1 learners to participate in Outreach activity, which includes:</p> <ul style="list-style-type: none"> <li>- Summer schools</li> <li>- Easter schools</li> <li>- Creative workshops</li> <li>- Cultural visits</li> <li>- Masterclasses</li> <li>- Arts Award</li> </ul> <p>Outreach activities expose students to facilities and skills acquisition that they wouldn't usually have access to through their 'normal' schooling or curriculum. Delivered by expert creative practitioners, the interactive workshops afford students the chance to create work for their portfolio, supporting progression to further and higher education.</p> <p>The Outreach Team works with schools and colleges across the region to identify suitable learners for activities with priority given to students from target groups (POLAR4 Q1, care leavers).</p> <p>Continue to extend the newly-formed Creative Business Partnerships (currently 27 school and college partners) to target POLAR4 Q1-Q3 areas primarily located along the Kent coast.</p> <p><u>Measures to increase Care leaver entrants:</u></p> <p>Member of the Care Leaver Progression Partnership (CLPP)</p> <p>Activity delivered by UCA independently and in collaboration with CLPP partners, including:</p> <ul style="list-style-type: none"> <li>- Creative Workshops</li> <li>- Summer Schools</li> <li>- Cultural visits</li> </ul> <p><u>Measures to increase entrants of Mature learners:</u></p> <ul style="list-style-type: none"> <li>- Through the UCA Group, primarily through OCA, adapt provision to attract more working-age mature students</li> <li>- Deliver more online provision to support the learning needs of such working-age part-time students</li> <li>- 12-week Cultural Ambassadors programme delivered in Kent</li> <li>- Exploring opportunity to deliver similar mature learners programme in Surrey</li> </ul>

		<p>- Thrive Creative Careers conferences and events (see A4)</p>
A2	<p><u>BAME Attainment</u></p> <p>Through the activities of the BAME Attainment Group we will identify and implement evidenced-based and coherent strategies to eliminate the unexplained gap in BAME student attainment; this will include strategies to address BAME employability. (OfS KPM 3 and 4)</p>	<p>Implementation of the BAME Attainment Manifesto across the academic community (includes 16 individual measures covering staff development (unconscious bias training), staff and student representation, teaching and learning and curriculum change).</p> <p>Implement targeted interventions to support BAME student employability initially through implementation of the BAME Attainment Manifesto; Employability Aide Memoire and Creative Access Scheme.</p> <p>Implement changes to internal annual monitoring to include BAME attainment gaps as a trigger for Quality Enhancement Review Process.</p> <p>Inclusion of analysis and action planning based on ethnic subcategories as defined in this Plan.</p>
A3	<p><u>Disabled Student Attainment</u></p> <p>We will investigate and monitor the anomalous data for disabled student attainment and ensure that our disabled students attain in line with their non-disabled peers. (OfS KPM 5)</p>	<p>Undertake further detailed analysis of data concerning Disabled Student Attainment by sub-category to identify gaps and interventions.</p> <p>Complete, implement and monitor the learning from the Advance HE 'Embedding EDI in the curriculum' project.</p> <p>Implement the findings of the two-year Inclusivity project.</p> <p>The Inclusivity Project report recommended a number of outcomes to be further developed and embedded into service delivery by the Disability team. These include recording lectures, an embedded buddying scheme, development of orientation packs for students with specific disabilities, further promotion of 'listening posts' to help support positive mental health, guidance on 'Developing an Inclusive Practice E-resource' and a series of enhancement workshops to promote inclusivity. In addition, a new staffing model has been adopted to move away from the medical model of disability support to an inclusive approach to the development of students' learning and coping strategies and implementation of reasonable adjustments. This work facilitates greater student independence, both in terms of access to course delivery but also to wider learning and development activity.</p> <p><u>Enhancement of information, advice and guidance for disabled students in relation to application and support provided by Disabled Students' Allowance.</u></p> <p>The recent DfE evaluation report on the changes to DSA funding highlighted issues with disabled students' knowledge of DSA and the process by which support can be funded and delivered. Internal UCA data reveals that students who apply for and engage with their allocated support are more likely to attain better degree outcomes. It is therefore important that we look to enhance our current offer by review and evaluation of our current processes and communications with disabled students.</p> <p>It is essential that we understand how our applicants and students use and receive our current information, advice and guidance and how this can be enhanced to ensure all disabled applicants and students have knowledge about DSA and the application process. In addition, we need to monitor those students with DSA allocations to ensure that have arrangements in place for support to be provided and that they are making use of these resources.</p>

A4	<p><u>Q1 and Q2 Student Attainment and Employment</u></p> <p>We will put measures in place to improve the attainment and progression to highly skilled employment or higher further study for Q1 and Q2 LPN and IMD groups.</p>	<p><u>Implementation of the new Personal Development Tutoring Policy.</u></p> <p>This focuses on equality of access to personal developmental conversations and supports student motivation and confidence reducing any unconscious bias in distribution of time and support. Personal Tutors have a vital role in easing the transition to university and helping the student engage quickly and successfully with learning at HE level. The model shifts from integration to career planning as the student progresses through their course.</p> <p><u>Careers advice and activities</u></p> <p>Design and implement specific employability measures to support these groups and implement the Employability Aide Memoire and Creative Access Scheme.</p> <p>Continue to engage students, their parents and mature learners with the possible career paths available in the creative industries through the Thrive Creative Careers programme conferences and events.</p>
A5	<p><u>Carers</u></p> <p>We will address the barriers to study for students with additional carer responsibilities to support both our young carers and our mature students. This will specifically target removing barriers to study and improving retention (by end 2024/25).</p>	<p><u>Collation of data and convening student focus groups during 2019/20 to analyse this issue further.</u></p> <p>During student consultation on this Plan, student representatives raised a concern that students who are also carers experience barriers to learning in HE This relates to young carers, but also to mature students with additional caring responsibilities.</p>
A6	<p><u>OCA Part-time equality analysis and gaps</u></p> <p>We will build up our equality data relating to students on OCA provision to enable us to identify through trend data any equality gaps that require addressing and to create a bespoke associated action plan (all KPMs in relation to part-time provision).</p>	<p>OCA performance in relation to the categories and performance measures explored in this APP will be considered in the University's Annual Academic Monitoring processes. Once sufficient data is accumulated to allow for meaningful gaps to be identified, targeted action planning to close any evident gaps. Once the gaps have been identified associated measurable targets towards this goal will be set.</p> <p>In particular, OCA has already undertaken significant work in respect of continuation across the student body, particularly in student support mechanisms as referenced in their Strategic Plan. This Aim will enable disaggregation of continuation data by protected characteristic to set measurable targets.</p> <p>The impact and effectiveness of interventions will be reported in the University Annual Quality Report to the Governors and the Equality and Diversity Report, alongside the monitoring of the other strategic aims referenced in this Plan.</p>
Other measures that impact on multiple Strategic Aims:		
A1 A2 A3 A4 A6	<p><u>Analysis and monitoring</u></p> <p>We will continue to improve the quality of data-analysis and the processes of internal monitoring to ensure</p>	<p><u>From 2019/20 institutional level Annual Academic Monitoring will include:</u></p> <ul style="list-style-type: none"> <li>- Disaggregation of ethnicity and disability into subgroups for analysis of access and success</li> <li>- Analysis at provider level of progression and success of Care Leavers</li> <li>- Analysis of Q1 access, success and attainment using POLAR 4 and EIMD.</li> </ul>

	UCA remains alive to the experiences of different student groups and has the evidence and resource-base to design, implement and evaluate strategic measures and targets.	The analysis will form part of our annual consideration of performance at institutional level, driving enhancement and further quantitative or qualitative investigation. Where numbers are statistically significant at course level, the analysis will drill down through academic monitoring process and be used to determine specific actions in relation to underperformance of any category.
A1 A2 A3 A4 A5	<p><u>Launching the UCA Wellbeing Strategy</u></p> <p>We will continue to invest heavily in this extensive piece of work that focusses on the wellbeing of all of our students, with particular impact on those students with protected characteristics most at risk of not fulfilling their full potential.</p>	<p>Seven key areas for action are being taken forward by different departments in the University, under the direction of the Department of Academic Services.</p> <p>The UCA Wellbeing Strategy was drafted in 2018/19 with priorities covering: Mental Health, Social Engagement &amp; Belonging, Behaviour &amp; Tolerance, Physical Health, Physical Environment (including Accommodation) and Personal Finances &amp; Hardship. The Strategy will impact on factors affecting students' wellbeing and will improve the experience of students with multiple disadvantages, impacting on their success and progression to employment. The action plan includes, for example:</p> <ul style="list-style-type: none"> <li>- Professionalising the triage service for mental health</li> <li>- Establishing a Student Mental Health Charter</li> <li>- Facilitating accessibility for extra-curricular and recreational activities.</li> </ul>
A1 A2 A3 A4 A5	<p><u>Staff Development</u></p> <p>We will ensure our community of staff and students are empowered to act on this plan through a commitment to providing the resources, knowledge and skills that are needed to fulfil the targets of the Plan.</p>	<p><u>Develop a staff development plan that aligns with the strategic aims and objectives of the Access and Participation Plan.</u></p> <p>This plan will be developed and owned by the Student Success Committee.</p>
University's Financial Assistance Fund		<p>UCA's Financial Assistance Fund (FAF) is used to support home undergraduate and postgraduate students who may be at risk of not completing their course due to financial hardship. Eligible students must have taken their full entitlement to any statutory funding and be able to demonstrate a financial need. Funds are allocated in accordance with NASMA's Higher Education Hardship Fund Guidance.</p> <p>Within the Fund, several underrepresented groups are considered as having priority status for consideration of a financial award. These include disabled students, care leavers, students with caring responsibilities, students with children, students estranged from their families and living in supported housing or who are homeless and mature students with existing financial commitments. Within UCA's assessment of performance data for continuation and retention of disabled and LPN Q1 and 2, the green indicator suggests that financial hardship is no more a reason for non-retention of these students than it is for their peers.</p> <p>However, in previous years, FAF has not included BAME students as a stated priority group, though these students would not have been prohibited from applying for the Fund. To respond to OfS stated priorities, we will update our FAF</p>

	<p>Policy to include this as a priority group from the 2020/21 academic year. Across the lifespan of this Plan, we will monitor performance of this change, as part of our consideration of retention/continuation metrics for this group.</p> <p>Applications to and disbursements through the Fund are monitored and reported on termly to the University's Student Access, Inclusion and Wellbeing Action Group. Through this Group data is overseen by the University's Student Success Committee. Data extract reporting is provided at both application and award level, including all student characteristics as declared and held in the University's student records system. Historical comparative data on disbursements across priority target groups is also provided.</p> <p>We have not in the past monitored continuation or attainment outcomes for recipients of support from the FAF because without qualitative testament from individuals it is difficult to attribute success or failure to (modest) support from the Financial Assistance Fund. From 2019/20 we will consider continuation data for those students supported by the Fund.</p>
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### 3.2 Student consultation

The Access and Participation Plan is under the remit of SAIWAG, which as referenced above, includes student members alongside Students' Union representatives. This is the key committee for drafting the APP and taking forward the ensuing actions, monitoring progress towards targets and assessing the effectiveness of measures. The student representatives on SAIWAG requested consideration of students who are also carers, and although this is not a group that there are specific targets aligned to at this stage, the group plans to undertake research and analysis with the view to include those with caring responsibilities as a further target group in subsequent years.

We work in partnership with the Students' Union to deliver on a shared and inclusive commitment to student success. A pilot initiative led by the Students' Union established a co-creation model. Initially focused on curriculum review, this approach has subsequently been adopted by the Academic Quality Committee as a model for periodic review. Other examples of co-creation include looking at issues of equality and inclusivity across the institution: students are included in pre-validation discussions, the recent workshops entitled 'Queer to Learn' arose out of Students' Union research into the experience of LGBTQ+ students and the BAME attainment group includes student representation. UCA has Advance HE funding for a project entitled *Embedding EDI in the Curriculum*. Given students' concerns about transparency and fairness in assessment, a separate project, *Fair Assessment*, is looking at the affordability of participation and aims to deliver a Course Costs Policy across all our provision. We note the OfS requirement that students from a range of backgrounds are involved in the design, implementation and evaluation of the Plan and we will continue to work with the SU to ensure this is the case.

### 3.3 Evaluation strategy

Our evaluation strategy is to constantly review and improve our monitoring, action planning and reporting mechanisms. The 'review and enhance' approach aims to ensure that our evaluation mechanisms evolve to provide the best information possible to our academic committees and governors, to enable them to understand our performance and consider the effectiveness of the actions being taken to improve performance. Our approach requires accountability for targets evidenced through incremental improvements as described in the targets attached to this plan. Accountability for targets follows the investment plan: UCA now has a financial monitoring template to allow annual analysis of return on investment in relation to the targets and expenditure described in the appendix to this Plan.

The Academic Quality Committee is responsible for the mechanisms for monitoring, action planning and reporting on performance. The key document is the annual Quality Report to the Board of Governors, it responds to the quality questions required by the OfS accountability statements. It covers the following areas of quality assurance:

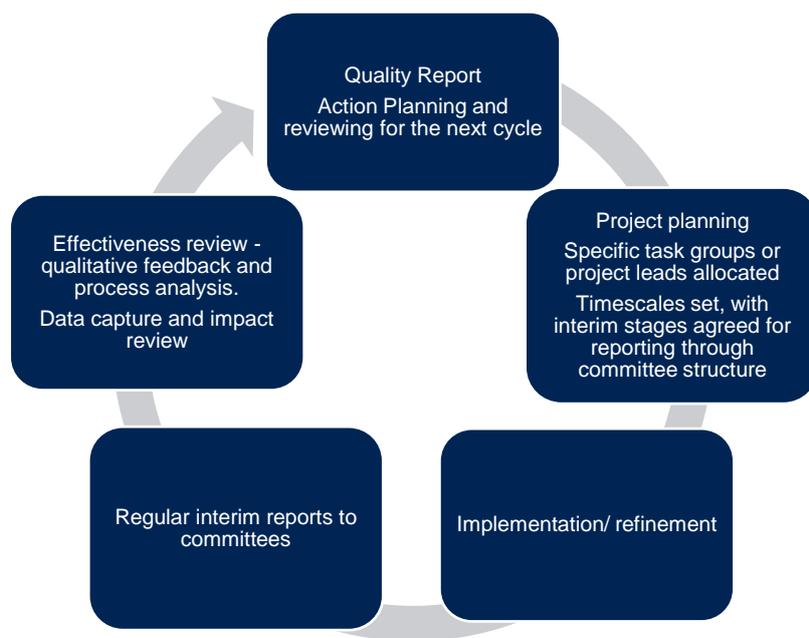
Section of the report	Quality aspect under consideration	
Main Report	Analyses UCA overall performance in relation to aspects below	Access, Continuation, Attainment & Progression. Student Experience and Standards
Annex 1	Student Complaints Report	Student Experience
Annex 2	Academic Appeals Report	Standards
Annex 3	Periodic Review Outcomes	Standards
Annex 4	Annual Academic Monitoring: Collaborative Outcomes	Standards
Annex 5	Annual Academic Monitoring: Course Level Outcomes	Access, Continuation, Attainment & Progression.
Annex 6	Student Satisfaction Surveys (NSS/PES/ISS)	Student Experience
Annex 7	External Examiner Reports	Standards
Annex 8	Student Retention	Continuation
Annex 9	Assessment data	Attainment
Annex 10	Employability	Progression
Annex 11	Equality & Diversity Report	Access, Continuation, Attainment & Progression.

Each section analyses performance by University, protected characteristic and domicile and provides a reflective evaluation of the associated processes and policies. The dataset is refined year on year to become more sophisticated as we better understand our datasets and as we require more targeted action planning to ensure maximum impact. For example, in 2017/18 we introduced analysis of BAME attainment at Course Level and incorporated the Equality & Diversity Report as Appendix 11 to ensure aligned action planning and a comprehensive view of our performance. In 2018/19 further refinements will be made to the Quality Report to ensure that it supports the work of the APP. Some of these enhancements are included in the Analysis and monitoring measure in Table 33 above. Further work will be required to embed the new OfS reporting requirements and the findings of the Transparency Review into the data capture systems and templates informing the Quality Report. The Quality Report will consider the targets and measures in the APP and measure effectiveness and impact.

The following bodies reflect upon the appropriateness of the Quality Report, as well as its contents, and make recommendations for enhancement to the evaluation process as well as endorsing the action planning:

- School Boards (local level-enhancement in practice)
- Student Success Committee/ Student Access, Inclusion and Wellbeing Advisory Group (cross-University – enhancement in operations)
- Academic Quality Committee (institutional oversight – enhancement through policy)
- Academic Board (approval body)
- Board of Governors (responsible body)

The Student Access, Inclusion and Wellbeing Advisory Group has responsibility for the articulation and implementation of the APP. The implementation includes a cycle of review:



The information that can inform effectiveness review includes, but is not limited to:

- Student focus groups
- Student surveys
- Analysis of best practice in high performing areas
- Investigation into causal effects in poor performing areas
- Evidence of change in data through pilot studies
- Feedback from academic staff
- Widening datasets to find causal effects (for example entry criteria mapped to attainment)
- Research findings from funded projects (at UCA and elsewhere within the sector)

The results of effectiveness reviews are used to inform policy, further development of toolkits and handbooks (for example, the curriculum development guidance attached to validation and periodic review). As a small institution, there is ample opportunity for the Heads of Schools to meet regularly within the Academic Committee Structure and other forums and events with key institutional staff to determine implementation strategies and monitor their effectiveness.

### 3.4 Monitoring progress against delivery of the plan

The strategic measures listed in section 3.1 above will be incorporated into the SSAP (which is an ongoing live document received at every meeting of the SSC). This is within the remit of the AQC, which checks progress against specific activity strands and adjusts the RAG risk ratings within the SSAP depending on progress made and evidence of impact within data.

Performance data is monitored annually throughout the academic committee structure, resulting in the annual Quality Report to the Board of Governors. The annual Quality Report analyses all the data categories referenced within the APP, and additionally, looks at student satisfaction ratings and the number of academic appeals and student complaints received from students with protected characteristics.

Past monitoring resulted in the Institutional KPIs as listed in Section 2.2, which support the findings of this Access & Participation Plan. Progress and effectiveness of measures included in the SSAP and referenced in this document will be evaluated by the AQC each year against emerging datasets. AQC will report the findings to the Governors in each successive annual Quality Report.

## 4. Provision of information to students

Prospective students are provided with information about the fees they will be charged for the duration of their course through a range of communication channels, supported by several teams of staff across UCA. Communication mechanisms include:

- Online (website, applicant portal, social media) and via specific fees and finance dedicated sites including 'Money Doctors'
- Printed materials, e.g. prospectus, dedicated booklets, posters, Student Finance England publications, guides for parents
- Face-to-face discussions, for example presentations and 1:1 discussion at Open Days, appointments with specialist advisers; together with phone, email and live chat.

The above range of mechanisms ensures that fees information remains both current and accessible with specific contact points for prospective students to access should they require further advice and guidance. The live nature of these channels ensures our staff can access up-to-date information when advising both current and prospective students.

UCA uses these same communication channels, to make details available to students about financial support on offer, providing clear guidance and information about eligibility criteria and applications processes. UCA recognises this importance of clarity particularly when communicating information about those financial support packages provided to support students from underrepresented groups.

## **5. Appendix**

The OfS will append the following items from the fees and targets and investment documents when an access and participation plan is published:

1. Targets (tables 2a, 2b and 2c in the targets and investment plan)
2. Investment summary (tables 4a and 4b in the targets and investment plan)
3. Fee summary (table 4a and 4b in the fee information document)

**Summary of 2020-21 entrant course fees**

\*course type not listed

**Inflationary statement:**

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

**Table 4a - Full-time course fee levels for 2020-21 entrants**

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years		£1,385
Other	Master of Architecture	£9,250

**Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants**

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	Royal School of Needlework(The) 10020436	£9,250
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4c - Part-time course fee levels for 2020-21 entrants**

Part-time course type:	Additional information:	Course fee:
First degree		£4,680
First degree	OCA Distance Learning Level 4	£4,050
First degree	OCA Distance Learning Level 5	£3,340
First degree	OCA Distance Learning Level 6	£3,340
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

**Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants**

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

# Targets and investment plan 2020-21 to 2024-25

Provider name: University for the Creative Arts

Provider UKPRN: 10006427

## Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

### Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

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.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Total access activity investment (£)</b>	£932,479.00	£823,972.00	£720,567.00	£716,238.00	£712,373.00
Access (pre-16)	£280,023.00	£242,948.00	£207,594.00	£205,324.00	£203,189.00
Access (post-16)	£447,115.00	£384,359.00	£324,443.00	£319,757.00	£315,264.00
Access (adults and the community)	£205,341.00	£196,665.00	£188,530.00	£191,157.00	£193,920.00
Access (other)	£0.00	£0.00	£0.00	£0.00	£0.00
<b>Financial support (£)</b>	£121,355.52	£126,209.74	£131,258.13	£136,508.46	£141,968.79
<b>Research and evaluation (£)</b>	£173,895.65	£179,177.42	£184,620.23	£190,229.03	£196,008.90

Table 4b - Investment summary (HF1%)

Access and participation plan investment summary (%HF1)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
<b>Higher fee income (£HF1)</b>	£11,367,493.00	£11,176,227.00	£11,197,823.00	£11,432,286.00	£11,620,474.00
<b>Access investment</b>	7.1%	6.2%	5.3%	5.1%	4.9%
<b>Financial support</b>	1.1%	1.1%	1.2%	1.2%	1.2%
<b>Research and evaluation</b>	1.5%	1.6%	1.6%	1.7%	1.7%
<b>Total investment (as %HF1)</b>	9.7%	9.0%	8.1%	7.9%	7.8%

# Targets and investment plan 2020-21 to 2024-25

Provider name: University for the Creative Arts

Provider UKPRN: 10006427

## Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap in HE progression for outreach participants from underrepresented groups	PTA_1	Mature	Reduce the gap in HE progression rate between mature students to UCA and sector average	No	HESA T2a - (Mature, full-time, first degree entrants)	2017-18	20% point gap in mature entrants between UCA and sector average	Gap: 18% points	Gap: 17% points	Gap: 15% points	Gap: 14% points	Gap: 13% points	Our outreach work with our own Access Diploma students will focus on delivering progression pathways and frameworks to mature students with the aim of contributing to increased participation in HE. Our milestones reflect the challenges of recruiting mature students to almost exclusively full time provision.
To reduce the gap in HE progression for outreach participants from underrepresented groups	PTA_2	Care-leavers	Increase HE progression rate of Care Leaver outreach participants (Looked After Children)	Yes	Other data source	2015-16	8% of Care Leavers progress to HE (Kent & Medway average)	9% to HE	9% to HE	10% to HE	10% to HE	11% to HE	Collaborative work will focus on delivering a progression framework of outreach to Year group 7-10 with the aim of contributing to increased progression of Looked after Children participants in Kent & Medway in collaboration with the Care Leavers Progress Partnership (CLPP). Our milestones reflect the challenges of this work and the delay in impact of results when working consistently with this group who face many barriers to entry (Data source: CLPP)
To reduce the gap in HE progression for outreach participants from underrepresented groups	PTA_3	Low Participation Neighbourhood (LPN)	Increase HE progression rate of LPN outreach participants	No	HESA T1a - Low participation neighbourhoods (POLAR4) (Young, full-time, first degree entrants)	2017-18	12%age point gap between Q1 and Q5 participation	Gap: 11%age points	Gap: 11%age points	Gap 10%age points	Gap 10%age points	Gap 9%age points	Priority given to Q1 (LPN/IMD) learners to participate in Outreach activity, which includes: - Summer and Easter schools - Creative workshops - Cultural visits - Masterclasses - Arts Award Working with schools and other partners to identify suitable Q1 learners for those activities
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the attainment gap for students from underrepresented groups	PTS_1	Ethnicity	Reduce the gap in degree attainment (1st and 2:1) between BAME students and other students	No	The access and participation dataset	2017-18	21% point gap in attainment between BAME students and their peers	Gap: 17% points	Gap: 15% points	Gap: 13% points	Gap: 11% points	Gap: 9% points	This is an ambitious target reflecting the attainment of BAME students as a key priority for the University
To reduce the attainment gap for students from underrepresented groups	PTS_2	Disabled	Reduce the gap in degree attainment (1st and 2:1) between disabled students and other students	No	The access and participation dataset	2017-18	18% point gap in attainment between disabled students and their peers	Gap: 7% points	Gap: 5% points	Gap: 4% points	Gap: 3% point	Gap: 2% point	The baseline year appears appears anomalous with trend data therefore we believe more rapid progress is possible
To reduce the attainment gap for students from underrepresented groups	PTS_3	Socio-economic	Reduce the gap in degree attainment (1st and 2:1) between Q1 and Q5 IMD	No	The access and participation dataset	2017-18	13% point gap in attainment between Q1 and Q5 IMD	Gap: 10% points	Gap: 9% points	Gap: 8% points	Gap: 7% points	Gap: 6% points	
	PTS_4												
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	

