Access & Participation Plan

2020-2025

Version:	Approved:	Date:

Contents

INTRODUCTION

Norwich University of the Arts is a small and specialist arts university in the East of England. We have a firm commitment to widening participation and have a strong track record in recruiting and retaining students from a diverse range of backgrounds[1]. Our commitment to excellence in teaching and learning, and success in enabling students from all backgrounds to achieve consistently outstanding outcomes, were recognised by the Teaching Excellence Framework Assessment Panel in June 2017.[2]

The Plan has been developed by the University's Council, University Executive, and Students' Union through a series of meetings with a sub-group of independent governors from the University's Council formed specifically for this purpose (Deputy Chair of Council and the Council's diversity champion), the Students' Union President and a sub-group of the University's Executive team (Vice-Chancellor, Deputy Vice-Chancellor, Pro Vice-Chancellor (Academic), Academic Registrar, Director of Finance and Director of External Relations). The consultation process took place over a period of several months. The Plan sets out our progress to date, our key challenges, our aims and aspirations, and our plans to realise those aims in the context of widening access, and promoting equality of opportunity for students from all backgrounds.

ASSESSMENT OF CURRENT PERFORMANCE
ACCESS
POLAR4 Low participation neighbourhoods / Indices of Multiple Deprivation

For purposes of this evaluation, the University has focused on POLAR4 as a target group for analysis and planning interventions. The numbers in the IMD population are much smaller than in the POLAR4 population and 60% of the individuals in the IMD quintile 1 population are also in the POLAR4 quintile 1 population. The similarities or differences between POLAR4 and IMD analysis will be included in boxes to aid the evaluation.

POLAR4 classifies postcodes according to the likelihood of young 18 year olds from specific postcodes accessing higher education. For NUA, we are pleased to note that the gap between the proportion of new entrants from quintile 5 (highest) and those from quintile 1 (lowest) has been eliminated, changing from 4.8% in 2013/14 to -1.2% in 2017/18 (chart 1). NUA performance exceeded the sector results for the same period which recorded a gap of 19.9% in 2013/14 and 18.3% in 2017/18.

Chart 1
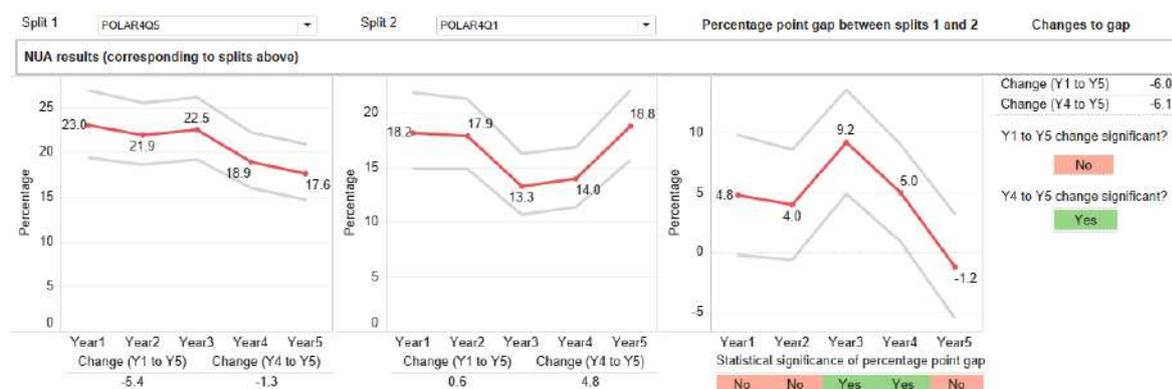
IMD comparison: the gap between students from IMD quintile 5 (highest) and IMD quintile 1 (lowest) increased between 2013/14 and 2016/17 from 10.5% to 16.0%, but has reduced in 2017/18 to 9.1% (chart 2). This has been directly affected by the reduction in the gap between POLAR Q5 and POLAR Q1.

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1 HESA UK Performance Indicators 2017-18, https://www.hesa.ac.uk/news/07-02-2019/widening-participation-summary
2 TEF Panel Statement of Findings, June 2017, https://www.officeforstudents.org.uk/advice-and-guidance/teaching/tef-outcomes/#/provider/10004775
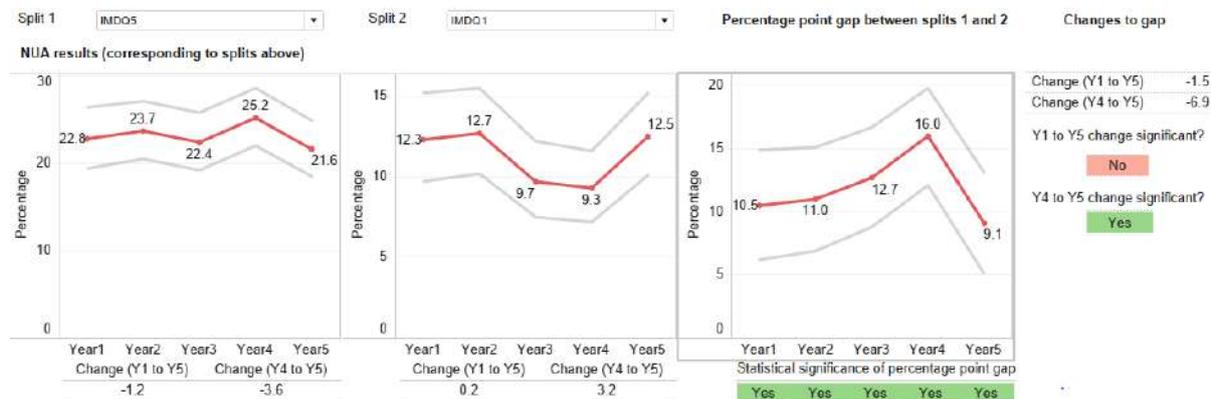
Chart 2

The proportion of applications from each quintile has remained consistent over the last 5 years: 16% for quintile 1 and 22% from quintile 5. The following charts[3] (chart 3) show that the gap in applicants from quintile 1 and quintile 5 who attend some form of interview (assessments to applications) has varied across the 6 years between 2013/14 and 2018/19, the gap between the proportion of applicants receiving offers from each quintile has narrowed to just 1% in 2018/19 (offers to assessment). Applicants from quintile 1 are more likely to accept an offer from NUA (firm acceptance to offers) and enrol with us (enrolment to offers) than applicants from quintile 5.

Chart 3
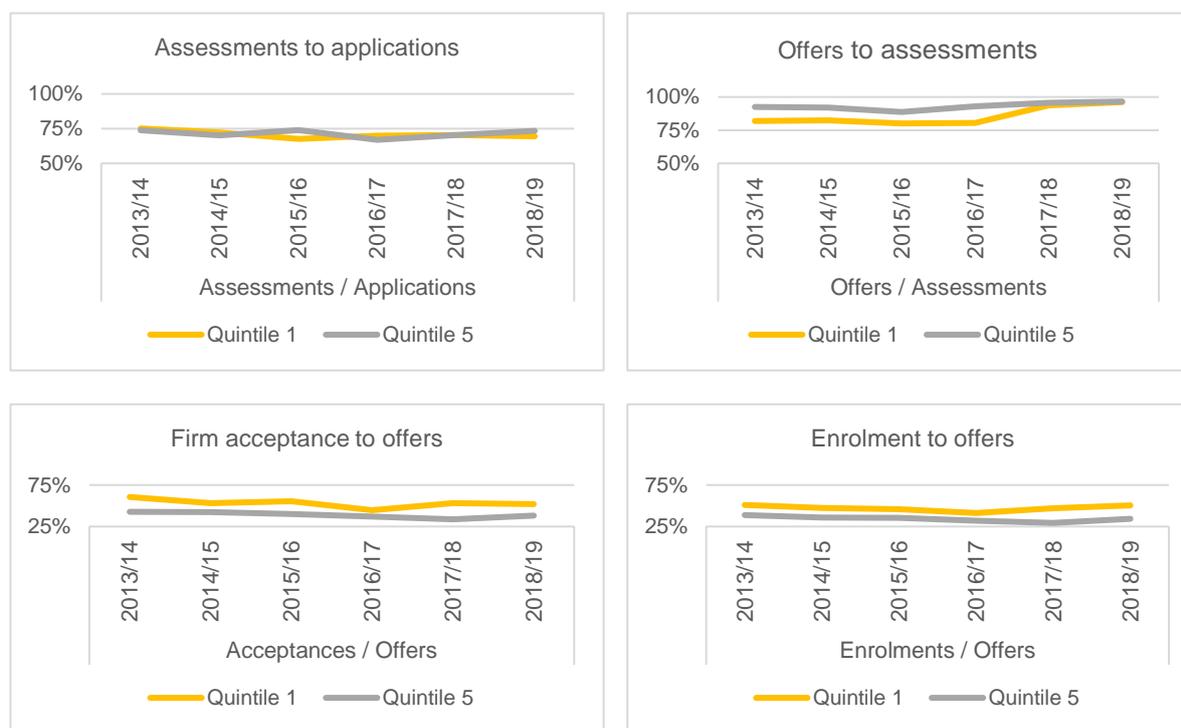
Intersectional analysis

When looking at the intersectional analysis of POLAR and sex the gap in access by male students from POLAR quintiles 1 and 2 and quintiles 3, 4 and 5 has reduced from 10.0% in 2013/14 to 3.6% in 2017/18 (Chart 4). The gap between access by female students from quintiles 1 and 2 and quintiles 3, 4 and 5 has also narrowed, but remains greater than for males (17.2% to 14.2%) (Chart 5).

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3 NUA Admissions Data, 2013-14 to 2018-19

Chart 4

Split 1	POLAR4Q12_Male	Split 2 POLAR4Q345_Male

NUA results (corresponding to splits above)

Split 1 (POLAR4Q12_Male): Year1 14.0, Year2 15.7, Year3 13.5, Year4 14.8, Year5 15.8
Change (Y1 to Y5) 1.8   Change (Y4 to Y5) 1.0

Split 2 (POLAR4Q345_Male): Year1 24.0, Year2 22.3, Year3 26.8, Year4 24.5, Year5 19.5
Change (Y1 to Y5) -4.5   Change (Y4 to Y5) -5.1

Percentage point gap between splits 1 and 2: Year1 -10.0, Year2 -5.6, Year3 -13.3, Year4 -9.7, Year5 -3.6
Statistical significance of percentage point gap: Yes Yes Yes Yes No

Changes to gap:
Change (Y1 to Y5) 6.4
Change (Y4 to Y5) 6.1
Y1 to Y5 change significant? No
Y4 to Y5 change significant? No

Chart 5

Split 1	POLAR4Q12_Female	Split 2 POLAR4Q345_Female

NUA results (corresponding to splits above)

Split 1 (POLAR4Q12_Female): Year1 22.4, Year2 22.6, Year3 19.8, Year4 21.3, Year5 25.2
Change (Y1 to Y5) 2.8   Change (Y4 to Y5) 4.0

Split 2 (POLAR4Q345_Female): Year1 39.6, Year2 39.5, Year3 39.8, Year4 39.4, Year5 39.4
Change (Y1 to Y5) -0.2   Change (Y4 to Y5) 0.1

Percentage point gap between splits 1 and 2: Year1 -17.2, Year2 -16.9, Year3 -20.0, Year4 -18.1, Year5 -14.2
Statistical significance of percentage point gap: Yes Yes Yes Yes Yes

Changes to gap:
Change (Y1 to Y5) 3.0
Change (Y4 to Y5) 3.9
Y1 to Y5 change significant? No
Y4 to Y5 change significant? No

> IMD comparison: the gap in access rates between IMD quintiles 1 and 2 male and IMD quintiles 3, 4 and 5 male entrants decreased from 12.3% lower in 2013/14 to 10.8% lower in 2017/18 (18.5% high point in 2016/17). The gap between IMD quintiles 1 and 2 female and IMD quintiles 3, 4 and 5 female increased over the same period from 21.1% lower to 25.9% lower.

Similarly there is a discrepancy between the intersection between POLAR and ethnicity. The gap between entry rates for white new entrants from POLAR quintiles 1 and 2 and quintiles 3, 4 and 5 has narrowed from 25.4% below to 14.8% below. This is much higher than the gap between entry rates for BAME new entrants from POLAR quintiles 1 and 2 and quintiles 3, 4 and 5 (1.8% below to 3.0 below). The reduction in the gap for white students from quintiles 1 and 2 may be partially explained by the introduction of new courses in digital coding subjects, which appear to attract a higher proportion of local, male applicants.
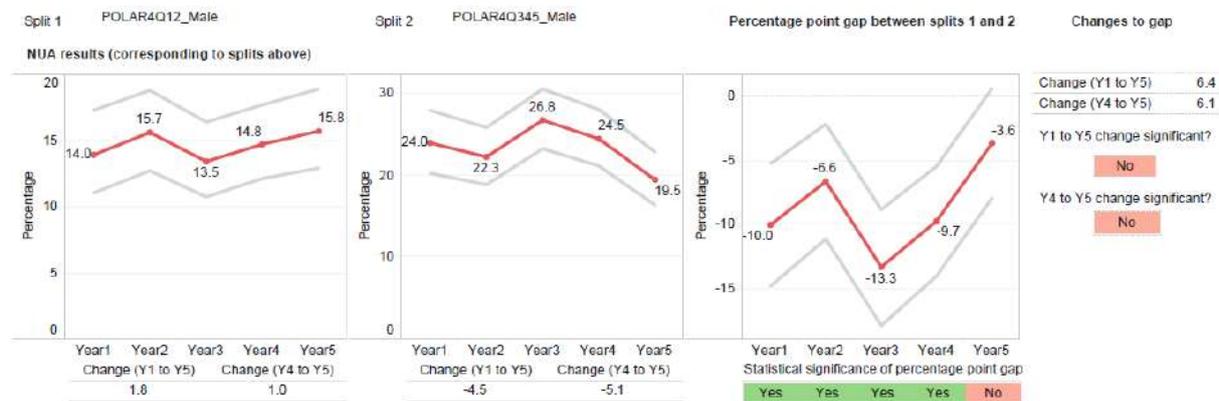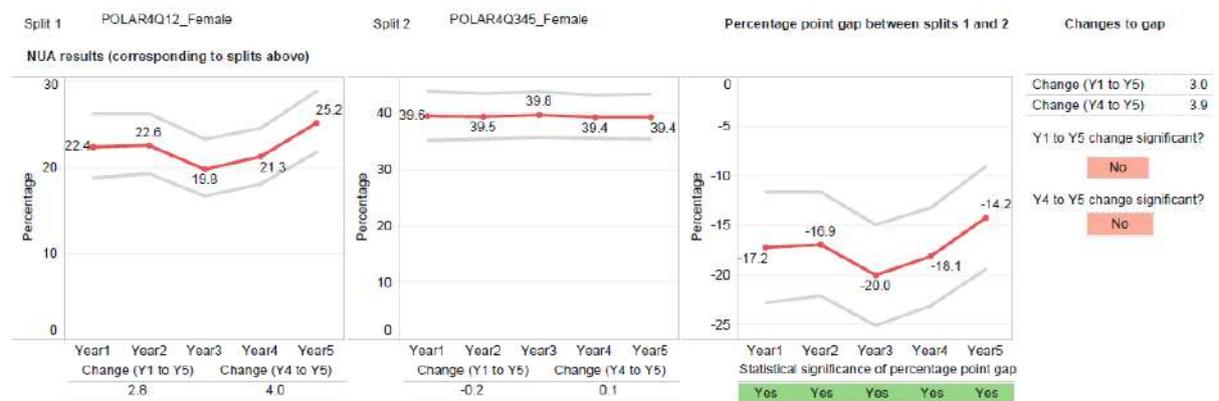
> IMD comparison: the gap between white new entrants from IMD quintiles 1 and 2 and IMD quintiles 3, 4 and 5 decreased between 2013/14 and 2017/18 but remains significant at -35.1%. The gap between IMD quintiles 1 and 2 BAME and IMD quintiles 3, 4 and 5 BAME was not significant during the period.

The University will seek to implement interventions that will target IMD quintiles 1 and 5 to reduce the gap from 9.1% in 2017-18 to 4.6% by 2024-25 [PTA_1]. We also believe that activity that targets BAME students (see below) will also have a positive impact on reducing the gap in IMD quintile 5 and IMD quintile 1 access[4].

Black, Asian and Minority Ethnic (BAME) new entrants

The proportion of BAME students has increased from 8.2% in 2013/14 to 10.5% in 2017/18 and was 13% in 2018/19 (Chart 6). Our F1: Transparency Return data[5] indicates that 74% of BAME applicants received an offer from us in 2018/19 compared to 72% of white applicants. The acceptance of offers by the applicants was the same for both BAME and white applicants, but the proportion of BAME

4 Crawford, C & Greaves, E, Socio-economic, ethnic and gender differences in HE participation, BIS Research Paper No. 186, Department for Business, Innovation and Skills, London, 2015
5 NUA F1: Transparency Data: Admissions – to be published in August 2019

applicants with firm acceptances who enrolled was 87% compared to 91% of white applicants. We will require more research into why this gap in enrolment exists but one factor is likely to be applicant choice. We know that applications from BAME applicants to creative art and design subjects has remained relatively consistent since 2014 at 16% of subject applications, however, BAME applicants to art and design as a percentage of all UCAS applications has fallen since 2015 from 10% to 6%[6]. We also know that 50% of BAME new entrants to Creative Art and Design subjects in 2017 went to providers located in London, the South East, and the Midlands[7].

The charts that relate to BAME students measure the rates of participation between Asian, Black, Mixed-race and Other ethnic minorities which is abbreviated to ABMO on the Office for Students' Access and Participation dataset and the charts have been constructed using that data. We have used the ABMO group to represent BAME students, and will refer to this group as BAME throughout the document to maintain consistency with other University publications.

Chart 6
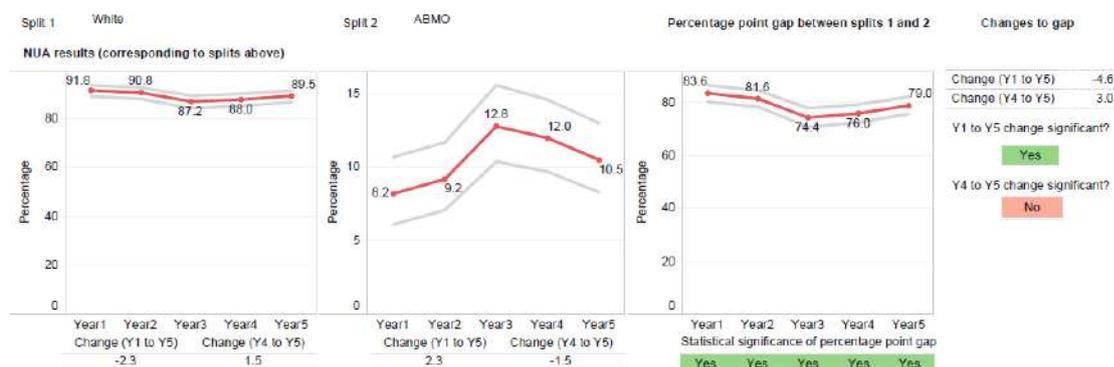
Disaggregation by ethnicity

The percentage of Asian new entrants increased between 2013/14 and 2017/18 from 1.4% to 3.2%. The percentage of black students has decreased from 2.4% to 1.9%. The proportion of students from a mixed ethnic origin has increased from 3.9% to 4.7% in the same period.

The gap between white and Asian students decreased over the five year period (90.4% to 86.3%) as has the gap between white and black students (89.4% to 87.6%). Similarly the gap between white and mixed-ethnicity new entrants has also decreased during the same period (87.8% to 84.8%). When comparing the population of 18 year olds by ethnicity against the population of 18 year olds nationally, we have experienced an increase in the gap in access for Asian students from 5.9 to 6.7 over a 5 year period. This gap is statistically significant, however, we have not set a specific target based on the 18 year old population as this does not reflect our new entrant age profile. On average, 42% of our new entrants are aged 18 on entry, with a similar proportion entering at 19. An analysis of the 18 year old populations for black, mixed-race and other minority ethnic populations does not indicate significant gaps, however the limitations of this measure as outlined above could result in false conclusions.   Recruitment of students from all minority ethnic backgrounds remains a priority area for us, and we have set a target that is intended to build on the progress we have made over the previous 5 years.

The University will seek to increase applications and conversions from applicants from BAME backgrounds through targeted outreach and recruitment activity in London from 2020-21, expanding into the East Midlands area by 2022-23. We aim to reduce the gap in access by 5% by 2024-25 and increase our BAME new entrants to 16% of the undergraduate population [PTA_2].

Mature entrants

The gap in access between young and mature entrants increased over 5 years (Chart 7). The main influence for this is the declining number of applicants to our specialist subjects. Mature entrants to all subjects declined by 9% between 2014 and 2018 cycles, while applications from mature entrants to

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6 UCAS Undergraduate Data National Level table set – DR3-022 – Subject group by ethnic group, December 2018, https://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-end-cycle-data-resources
7 HEIDI, 2019

art and design subjects declined by 14% over the same period[8]. The full-time mode of study may also be a factor. The split between full-time and part-time mature new entrants to art and design subjects between 2013/14 and 2017/18 changed from 82%/18% to 76%/24%, with full-time mature entrants declining by 8% during the period while part-time new entrants increased by 28%[9].

Chart 7
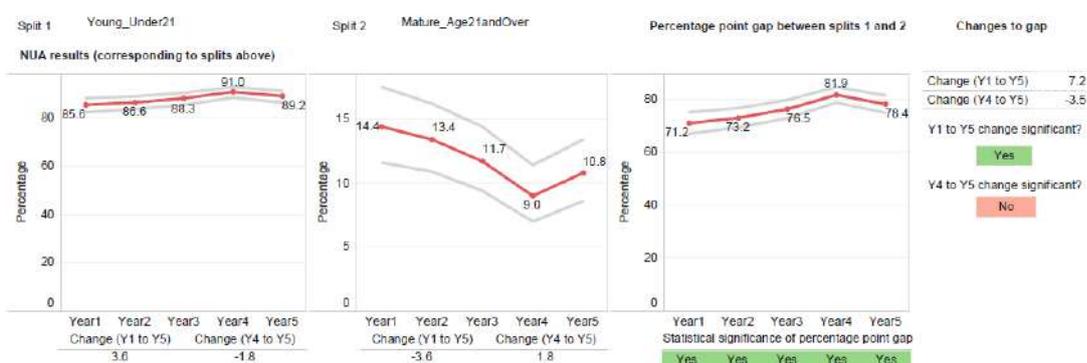
Our own data[10] (Chart 8) shows that mature applicants are as likely to attend an interview assessment as young entrants (Assessment / Applications), but a lower proportion actually receive offers from us (Offers / Assessments) – 89% compared to 96% of young applicants. Once offered, mature entrants are more likely than young applicants to accept an offer (Acceptance / Offers) and enrol (Enrolments / Acceptances) than younger entrants, mainly because they are more likely to be based in the locality of the University.
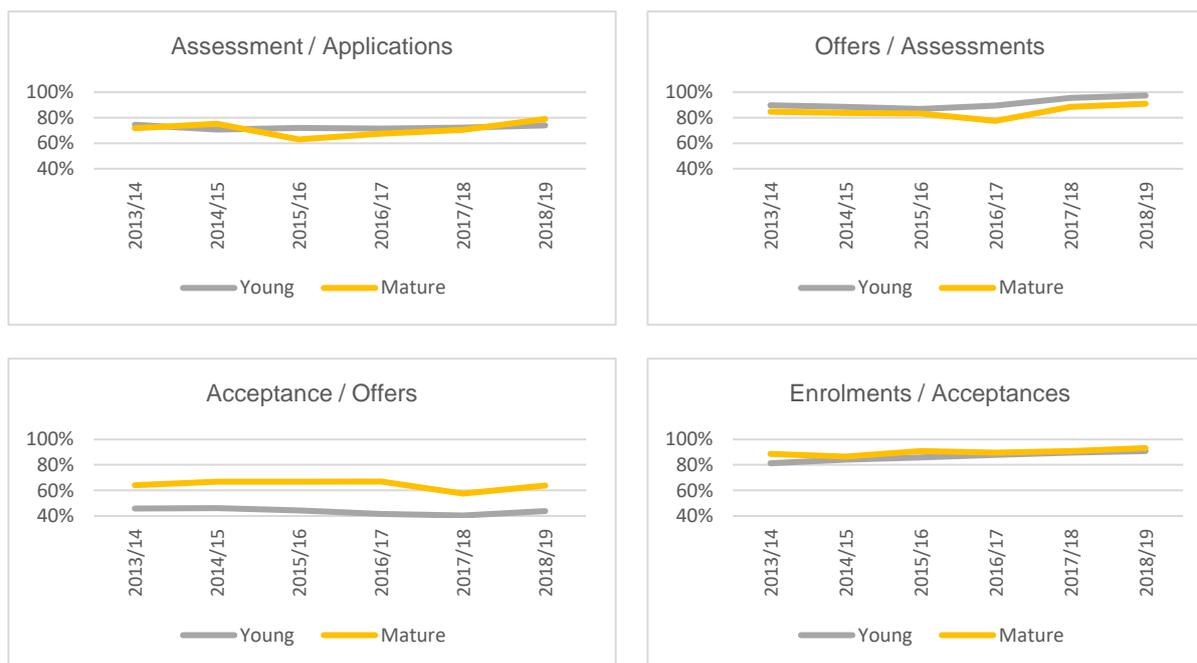
Chart 8

The University has no strategic plans to introduce part-time study at undergraduate level but maintains a commitment to increasing the absolute numbers of mature students on our undergraduate courses. We aim to reduce the gap in offers made to mature applicants from 7% in 2017-18 to 0% in 2024-25 [PTA_3]. Interventions will target resource to better prepare mature applicants for interview, thus reducing the gap between mature and young applicants who are made offers in order to increase the numbers of mature entrants that enrol with us.

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8 UCAS Undergraduate Data National Level table set – DR3-013 – Subject group by age, December 2018,
https://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-end-cycle-data-resources
9 HEIDI, 2019
10 NUA Admissions Data, 2013-14 to 2018-19

Students with one or more declared disabilities

OfS data indicates a reduction in the gap between disabled and non-disabled applicants who register on a university course (Chart 9). Whilst the gap fluctuates from year to year, it is below the sector difference (71%)[11]. Our internal data shows that applicants with disabilities are equally as likely to receive an offer from us as applicants with no disability, and are more likely to accept an offer from us than non-disabled applicants. The University provides a comprehensive support service for applicants with disabilities and this is reflected in an increased proportion of students with disabilities who enrol from 17% in 2014/15 to 29% in 2018/19[12].

Chart 9
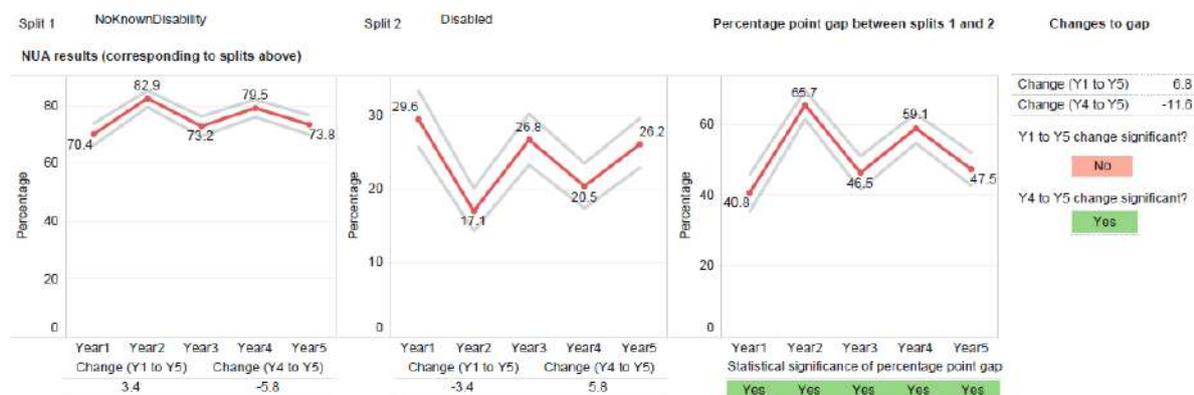
Disaggregation by disability

Disaggregating by disability leads to some fluctuation in results due to small numbers in some categories. The gap in access between students with no disability and students with a cognitive and learning disability has increased from 52.6% in 2013/14 to 64.3% in 2017/18. We know that this does not reflect the proportion of students who have a cognitive and learning disability, as many students wait until later in their course before declaring a disability. In 2013/14, 87% of students being screened for dyslexia by the University were new entrants. In 2017/18 this had reduced to 76% with 24% being from Year 2 or above indicating an increase in students who are screened later in their course. The proportion of students declaring mental health disabilities has increased from 5% in 2013/14 to 9% in 2015/16. The gap in access between this group and students with no disability has fluctuated over the five–year period and has reduced overall from 65.4% to 64.7%. The proportion of students entering with sensory or physical disabilities has also increased over the period from 1% to 2%, while the gap between this group of new entrants and students with no declared disability has increased from 69.3% to 71.7%. Similarly the proportion of students with social or communication disabilities has increased from 0.7% to 1.6%, while the gap in access between this group and students with no declared disability has increased slightly from 69.7% to 72.2%. The gap in access for students with multiple disabilities and students with no declared disability fluctuates from year to year due to the small numbers.

We will continue to provide comprehensive pre-interview and interview support for students with disabilities to ensure that we maintain the equality of offer-making between students with disabilities and those with no-disabilities.

Care leavers and estranged students

The numbers of care leavers and estranged students are too small to enable any meaningful analysis of trends. In 2017/18 there were 19 students who were care leavers, of which 9 were new entrants. We know that in 2017/18 just 5% of 18 year olds and 3% of 19 year old care leavers were in higher education.[13] Figures for Norfolk are slightly higher at 6%[14]

We are committed to increasing the absolute numbers of care leavers who access NUA courses, through participation in collaborative activities with other regional providers and through targeted recruitment activities. Due to the low numbers involved, there is insufficient data to measure the gap in access therefore we have not included a specific target in the

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11 OfS Access and Participation Data, 2019
12 NUA Student data, 2019
13 Looked after children in England National Statistics 2018, Department for Education, 13 December 2018, https://www.gov.uk/government/collections/statistics-looked-after-children
14 Looked after children in England Local Authority Statistics 2018, Department for Education, 13 December 2018 https://www.gov.uk/government/statistics/children-looked-after-in-england-including-adoption-2017-to-2018

Target and Investment Plan. Recruitment numbers will be monitored throughout the duration of this plan.

CONTINUATION

POLAR4 Low participation neighbourhoods /Indices of Multiple Deprivation

The gap in continuation rates between students from POLAR quintile 5 and quintile 1 has increased from 4.2% (Q1 higher) to 6.4% (Q1 lower) between 2013/14 and 2017/18 (Chart 10). An intersectional analysis of POLAR data by sex and POLAR data by ethnicity shows an improving profile for POLAR quintiles 1 and 2 compared with other quintiles.

Chart 10
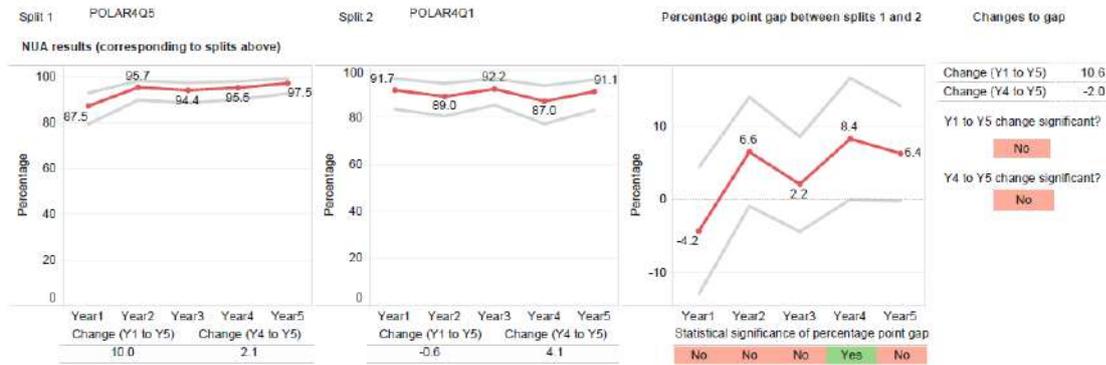
IMD comparison: the gap between students from IMD quintile 5 (highest) and IMD quintile 1 (lowest) increased between 2013-14 and 2016-17 from 0.3% to 7.4% (Chart 11).

Chart 11
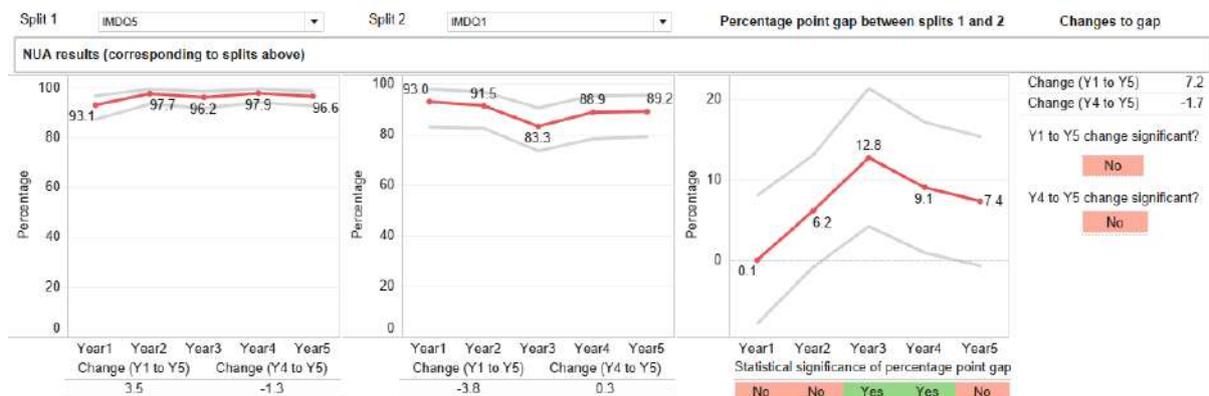
Non-continuation due to academic failure is likely to be a major cause of this, however there is only limited data to test this hypothesis. We are introducing improved attendance monitoring systems in 2019/20, which will enable us to monitor attendance more closely and provide much earlier intervention for students who are not attending, and we will specifically target intervention for students from POLAR4 quintiles 1 and 2. The improvements to data will also allow us to gather increased evidence to test the correlation between attendance and continuation, attainment, and progression to employment/further study, although the latter will be out-with the time-span of this current Plan.

The University will prioritise the development of enhanced monitoring and early interventions aimed at reducing the gap in continuation rates for POLAR4 quintiles 5 and 1 from 6.4% in 2016/17 to 3.1% by 2024/25 [PTS_1], and for IMD quintiles 5 and 1 from 7.4% in 2016/17 to 3.8% by 2024/25 [PTS_7].

BAME

The gap between the continuation rates of BAME students compared to white students has reduced between 2013/14 and 2017/18, and BAME continuation rates were comparable between the two groups (Chart 12).

Chart 12

| | Split 1 | White | | Split 2 | ABMO | | Percentage point gap between splits 1 and 2 | | Changes to gap | |

NUA results (corresponding to splits above)

| Change (Y1 to Y5) | -4.7 |
| Change (Y4 to Y5) | -2.6 |

Y1 to Y5 change significant?
No

Y4 to Y5 change significant?
No

Split 1 (White): 90.8, 94.6, 93.7, 94.1, 93.9
Change (Y1 to Y5): 3.1 Change (Y4 to Y5): -0.2

Split 2 (ABMO): 87.5, 91.7, 91.8, 92.9, 95.3
Change (Y1 to Y5): 7.8 Change (Y4 to Y5): 2.4

Percentage point gap: 3.3, 2.9, 1.9, 1.2, -1.4
Statistical significance of percentage point gap: No, No, No, No, No

Disaggregation by ethnicity

There is very limited data when analysing gaps in continuation between Asian, black, mixed and other BAME students, but what data there is indicates that the only increasing gap is for students of Asian ethnic origin (1.3% to 10.6%). When analysing the population of Asian students for other contributory factors it would appear that where the gap is greatest mental health disability appears to be a common factor in the continuation of BAME, particularly black and Asian female students. We intend, therefore, to pay particular attention to the ne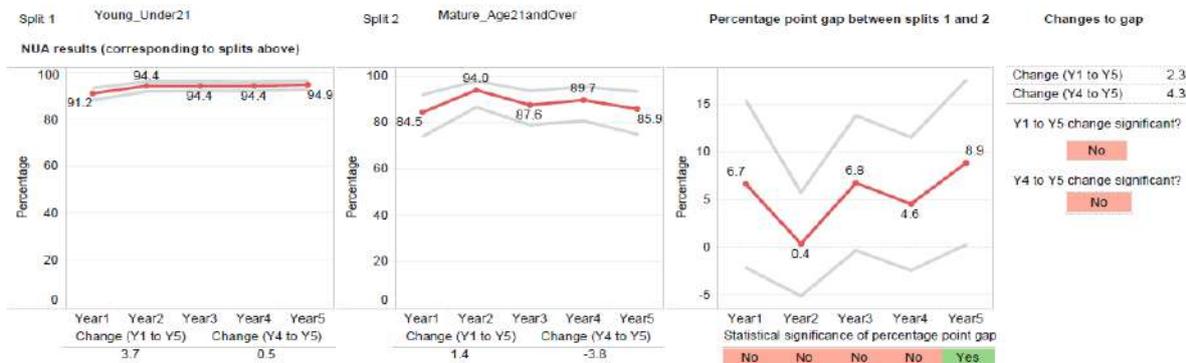eds of BAME students when providing mental health interventions (see below). We will continue to monitor the continuation rates between Asian, black, mixed-race and other BAME students throughout the duration of this Plan.

Mature

The gap between the continuation rates of young and mature students increased from 6.7% in 2013/14 to 8.9% in 2017/18 (Chart 13). This is due to mature students being more likely to have family or other outside commitments, being more likely to commute from distance and less likely to be able to engage with extra-curricular activities and feel part of the community[15].

Chart 13

| Split 1 | Young_Under21 | | Split 2 | Mature_Age21andOver | | Percentage point gap between splits 1 and 2 | | Changes to gap |

NUA results (corresponding to splits above)

| Change (Y1 to Y5) | 2.3 |
| Change (Y4 to Y5) | 4.3 |

Y1 to Y5 change significant?
No

Y4 to Y5 change significant?
No

Split 1 (Young_Under21): 91.2, 94.4, 94.4, 94.4, 94.9
Change (Y1 to Y5): 3.7 Change (Y4 to Y5): 0.5

Split 2 (Mature_Age21andOver): 84.5, 94.0, 87.6, 89.7, 85.9
Change (Y1 to Y5): 1.4 Change (Y4 to Y5): -3.8

Percentage point gap: 6.7, 0.4, 6.8, 4.6, 8.9
Statistical significance of percentage point gap: No, No, No, No, Yes

The University will continue to prioritise measures to reduce the gap in continuation between mature and young entrants, through working with the Students' Union and mature students to enhance our understanding of the support needs of mature students at NUA. By 2024/25 we aim to reduce the gap in continuation from 8.9% to 5.0% [PTS_2].

Students with one or more disabilities

The University provides a comprehensive disability support service, which we are pleased to see reflected in the continuation rates of disabled and non-disabled students (Chart 14).

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15 Bennun, H, A report into mature students' experiences of support at the University of Bristol, conference paper, 2014

Chart 14

| Split 1 | NoKnownDisability | Split 2 | Disabled | Percentage point gap between splits 1 and 2 | Changes to gap |

NUA results (corresponding to splits above)

	Change (Y1 to Y5)	2.7
	Change (Y4 to Y5)	-1.3
	Y1 to Y5 change significant?	No
	Y4 to Y5 change significant?	No

Split 1 values: 89.5, 93.7, 93.8, 94.0, 94.0
Change (Y1 to Y5) 4.5 — Change (Y4 to Y5) -0.1

Split 2 values: 92.7, 96.0, 92.1, 93.2, 94.5
Change (Y1 to Y5) 1.8 — Change (Y4 to Y5) 1.3

Gap values: -3.2, -2.3, 1.7, 0.8, -0.5
Statistical significance of percentage point gap: No No No No No

Disaggregation by disability

The generally positive figures mask a differential between students with mental health disabilities and students with other types of disability or none. For students declaring mental health disabilities the gap in continuation rates is 4.2% (90% continuation for disabled students compared to 94% non-disabled). Like other education providers we recognise the increasing proportion of students facing mental health difficulties and have enhanced our mental health support services in order to meet the demand. Continuation rates for students with cognitive and learning disabilities, sensory and physical disabilities and students with multiple disabilities were above the rates for those with no declared disabilities. Due to small numbers of students with social and communication disabilities, there is insufficient data to provide a trend analysis in the Access and Participation dataset.

The University will continue to prioritise its mental health support in order to reduce the gap in continuation between students with mental health disabilities and those with no disability from 4.2% to 2.8% by 2024/25 [PTS_3].

Care leavers and estranged students

We have insufficient data to provide an analysis of progress to date and recognise that this is an area in which we need to improve our data and analysis. Our own records[16] show that at NUA, continuation rates for care leavers and other students are no different, but a higher proportion of care leavers appear to take intermission (an authorised break from study). We provide a high level of personal support for care leavers and estranged students, but are not complacent, and recognise that we need to understand the challenges facing our own care-leaver/estranged student population in light of national findings that care leavers are significantly more likely to withdraw than other students[17].

We are committed to enhancing our data collection and evaluation methods for our care-leaver/estranged student population (see Monitoring and Evaluation section).

ATTAINMENT

For the purposes of this Access and Participation Plan, attainment is being measured as the proportion of students who achieve a degree classification of 2.1 or 1st class. This measure, while useful in comparing attainment levels between different groups of students, should not be confused with any value judgement that views only degrees of 2.1 or above as "good". There are many students who achieve lower degree classifications who progress into successful careers.

Low participation neighbourhoods /Indices of Multiple Deprivation

The gap in attainment between students from POLAR4 quintile 5 and quintile 1 has increased from 5.1% to 10.2% (Chart 15). Absolute numbers are small, and when averaged over 5 years the gap in attainment is 71% (quintile 5) compared to 63% (quintile 1) which is high enough to need attention.

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16 NUA Student Record System
17 Harrison, N, *Moving on up: Pathways of care leavers and care-experienced students into and through higher education,* NNECL, 2017

Chart 15
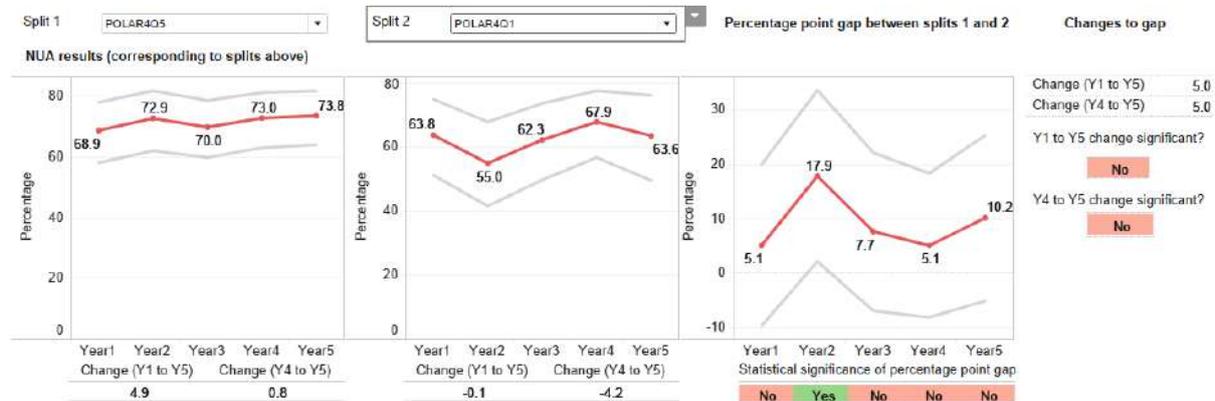
IMD comparison: the gap in attainment between IMD quintile 5 and quintile 1 showed a similar increase from 13.5% to 20.4% (chart 16).

Chart 16

Intersectional analysis:

POLAR – sex

The gap between males from POLAR quintiles 1 and 2 compared to quintiles 3, 4 and 5 is not significant, however males have generally performed less well than females. The gap between females and males from POLAR quintiles 1 and 2 has reduced from 21% to 7% between 2013/14 and 2017/18 but remains higher than we would like.

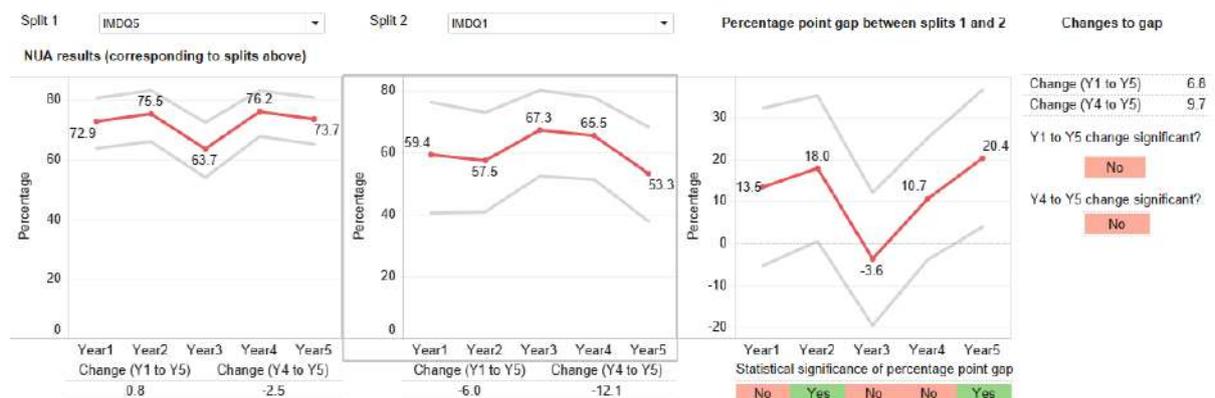IMD comparison: the gap in attainment rates for males from IMD quintiles 1and 2 male and IMD quintiles 3, 4 and 5 male has decreased (10.8% to 6.9%). This is set against an increasing sector gap (1.9% to 11.4%).

We have also seen an increase in the gap in attainment between females from POLAR quintiles 1 and 2, and quintiles 3, 4 and 5. In 2013/14 females from quintiles 1 and 2 outperformed females from other quintiles, however in 2017-18 the direction of the gap reversed and the gap increased to 7.8% with females from higher quintiles achieving higher results.

IMD comparison: the gap between females from IMD quintiles 1 and 2 and IMD quintiles 3, 4 and 5 increased, from 6.3% below in 2013-14 to 22% below in 2017-18.

POLAR-ethnicity

The attainment gap between white students from quintiles 1 and 2, and white students from quintiles 3, 4 and 5 has increased from 1.9% below to 5.8% below, with students from quintiles 1 and 2 achieving less well than other students.

IMD comparison: the gap in attainment between white males from IMD quintiles 1 and 2 and IMD quintiles 3, 4 and 5 has also increased from 10.2% to 15.3% in the same period (quintiles 1 and 2 achieving less well).

The data for the gap between BAME students from POLAR quintiles 1 and 2 and quintiles 3, 4 and 5 is insufficient to identify any significant gaps between BAME students from different POLAR quintiles. The more significant gap in attainment is between BAME and white students (see below).

We are committed to reducing the gap in attainment between students from POLAR4 quintiles 5 and 1 from 10.2% to 5.0% by 2024/25 [PTS_4] and students from IMD quintiles 5 and 1 from 20.4% to 10.2% by 2024/25 [PTS_8]. We will achieve this through enhancements to our learning and teaching and the implementation of a new Year 3 curriculum in 2019/20.

Black, Asian and Minority Ethnic (BAME)

The proportion of BAME students achieving a degree classification of 2.1 or above tends to fluctuate due to the small absolute numbers involved. Generally the gap has reduced from 17.3% in 2013/14 to 9.5% in 2017/18 (Chart 17). The low numbers make it more difficult to provide any more granular analysis, but it is clear from the data that reducing the attainment gap is a clear priority for us.

Chart 17
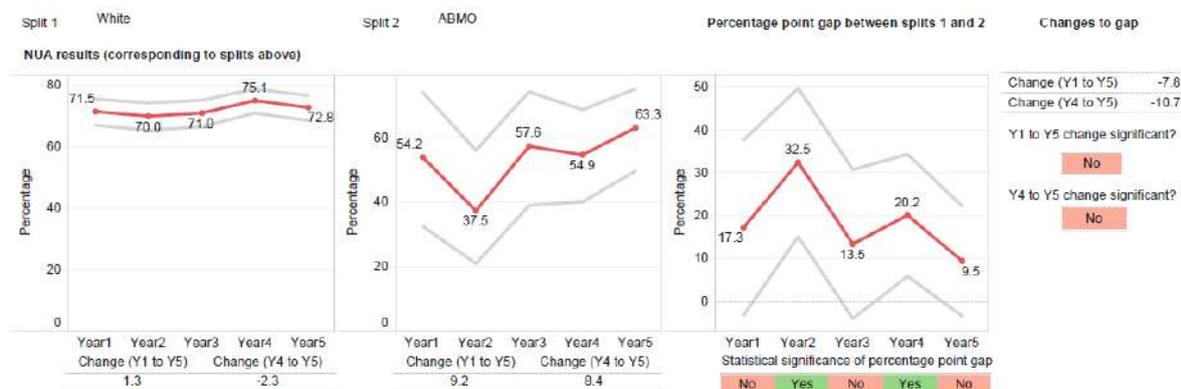
Disaggregation by ethnicity

The data for the different groups of BAME students is limited due to the low numbers of graduates below the BAME level. There are only two years of data for Asian students which indicates a reducing gap in attainment compared to white students (28% to 22% between 2016/17 and 2017/18). There is no data for students from black or 'other' ethnic origins. The gap in attainment for students from mixed ethnic origins and white students has reversed between 2014/15 and 2017/18, from 27.1% *below* white students to 4.6% *above*.

The recently published report[18] from Universities UK and NUS identified a number of contributory factors that impact on the attainment gap between BAME and white students, with identity and belonging being one of the key factors identified. This is a particular challenge for NUA with a relatively small proportion of BAME students, and a smaller proportion of BAME staff role models. Measures to enhance inclusion of BAME students in the creative community are considered a key component of addressing the attainment gap. Encouraging BAME students to become PAL Mentors (student role models) and identifying visiting lecturers from BAME origins (industry role models) are two areas of focus. Success in this area will be linked to the successful achievement of our aspirations to increase the numbers of BAME students enrolling on our courses. We will consult regularly with the Students' Union and BAME Liberation Officer, and BAME student representatives to enhance our own understanding of the specific challenges and expectations of BAME students while studying with us, and co-design interventions to support BAME students to achieve to their full potential.

The University will continue to work on reducing the attainment gap between BAME and white students, through measures to support community inclusion, as well as measures to enhance resilience and mental health support. We anticipate reducing the gap from 9.5% to 5.0% by the end of 2024/25 [PTS_5].

Mature students

The gap in attainment between young and mature students fluctuates year on year due to the low numbers of mature students in each graduating cohort (Chart 18). To minimize the impact of these fluctuations and present a more coherent picture we have averaged the NUA results across a 5-year period which shows that on average 71% of young students and 69% of mature students achieve a degree classification of 2.1 or 1st class. We are, therefore, pleased to note that there is no statistically significant gap in attainment. We will continue to monitor the gaps in attainment between young and mature students throughout the duration of this Plan.

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18 Universities UK and NUS, *Black, Asian and Minority Ethnic Students: #REDUCETHEGAP,* UUK, London, May 2019

Chart 18

Split 1 `Young_Under21` Split 2 `Mature_Age21andOver` Percentage point gap between splits 1 and 2 — Changes to gap

NUA results (corresponding to splits above)

	Change (Y1 to Y5)	Change (Y4 to Y5)
Chart 1 (Young_Under21)	2.3	-0.2
Chart 2 (Mature_Age21andOver)	-11.1	-14.0

Change (Y1 to Y5) 13.5
Change (Y4 to Y5) 13.8
Y1 to Y5 change significant? No
Y4 to Y5 change significant? No

Statistical significance of percentage point gap: No | No | Yes | No | No

Students with one or more declared disabilities

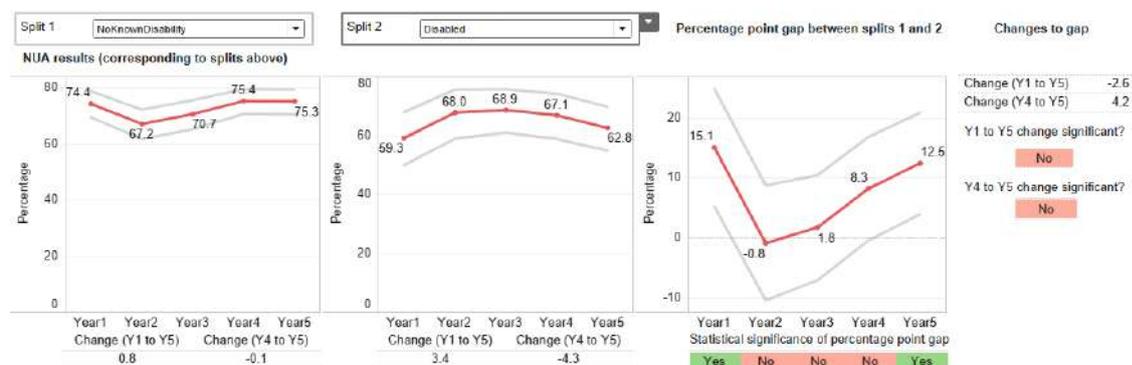The gap in attainment between students with no disability and students with a disability has decreased slightly from 15% to 13%, but the data shows that in 2014/15 and 2015/16 the gap reduced significantly (Chart 19). We know from our own data that the proportion of new entrants entering HE with mental health disabilities went up between 2012-13 and 2017-18 from 5% to 9%[19], and we believe that this has had an impact on the increasing gap in attainment.

Chart 19

Split 1 `NoKnownDisability` Split 2 `Disabled` Percentage point gap between splits 1 and 2 — Changes to gap

NUA results (corresponding to splits above)

	Change (Y1 to Y5)	Change (Y4 to Y5)
Chart 1 (NoKnownDisability)	0.8	-0.1
Chart 2 (Disabled)	3.4	-4.3

Change (Y1 to Y5) -2.6
Change (Y4 to Y5) 4.2
Y1 to Y5 change significant? No
Y4 to Y5 change significant? No

Statistical significance of percentage point gap: Yes | No | No | No | Yes

Disaggregation by disability

Analysing disabilities by different types supports the above hypothesis.

- The gap in attainment between non-disabled students and students with cognitive/learning disabilities fluctuated over the period due to relatively low absolute numbers, but has reduced from 19.5% in 2013/14 to 8.6% in 2017/18. If we average over 5 years, the attainment of non-disabled students was 73% and those with cognitive/learning disabilities 68%. We have a well-established specialist mentor team who support students with cognitive and learning disabilities, and we believe that this is reflected in the relative performance of these students.
- The gap in attainment between students with no disability and students with mental health disabilities was relatively stable until 2017/18 when it increased from 5.7% to 17.3%. The University had already anticipated the increase in mental health disabilities and implemented enhanced Student Support measures, with 2017/18 being the first year in which more staff were appointed to provide daytime and out of hours welfare support for students.
- The gap in attainment between students with no-disability and students declaring multiple disabilities has been relatively consistent over the 5 years.

The University will continue with measures aimed at supporting students with mental health difficulties through measures to support community inclusion, as well as measures to enhance resilience and mental health support. We aim to reduce the gap in attainment from 17.3% to 10.0% by 2024/25 [PTS_6].

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19 NUA Student data

Care leavers and estranged students

We have insufficient data to provide an analysis of progress to date and recognise that this is an area that we need to improve our data and analysis. Data for graduates completing between 2015/16 and 2018/19 (11 in total) indicates that 36% attained a first class or upper second class degree classification. Due to the low number in the population we have not set specific targets for this group of students but will seek to improve our evaluation of outcomes so that future targets can be set.

PROGRESSION TO EMPLOYMENT OR FURTHER STUDY

For the purposes of this analysis we have utilised the OfS published data on Access and Participation, and the definition of progression as employment in highly skilled employment or further study.

Low participation neighbourhoods/Indices of Multiple Deprivation

In assessing progression to employment or further study, graduates from POLAR quintile 5 are more likely to be in highly skilled employment/study than those from quintile 1 (Chart 20).

Chart 20
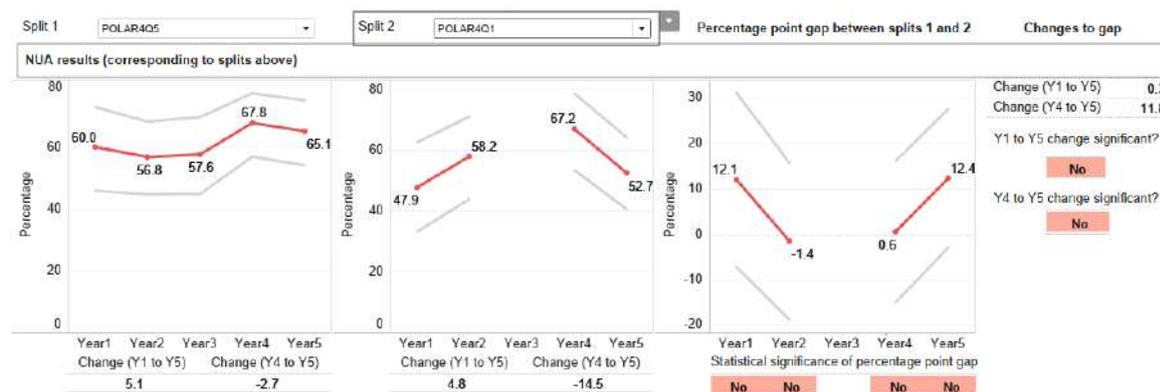
IMD comparison: the IMD data is very limited but shows that the gap between quintile 5 and quintile 1 reduced from 17.3% in 2012-13 to 2.2% in 2016-17.

Intersectional analysis

POLAR4 / sex:

- The gap between males from quintiles 1 and 2, and males from quintiles 3, 4 and 5, has fluctuated due to low absolute numbers, but is around 6.6% (latter group performing better).
- The gap between males and females from quintiles 1 and 2 has reduced over the past 5 years but remains relatively significant (20.6% down to 14.8%). Males appear to be more successful in the employment market than females despite females showing stronger attainment than males.
- The gap between females from quintiles 1 and 2 and females from quintiles 3, 4 and 5 has increased from 3.6% in 2013-14 to 9.8% in 2017-18 (latter group performing better).

IMD comparison: the data for males shows a similar result to the POLAR4 data while data for females shows the opposite. The progression gap between males from IMD quintiles 1and 2 and males from quintiles 3, 4 and 5 has reduced from 7% to 5%. The gap between females from the two groups actually reversed during the period from 17% higher for quintiles 3, 4, and 5, to 5% higher for quintiles 1 and 2 in 2016-17.

POLAR-ethnicity

- The gap between white graduates from POLAR quintiles 1 and 2 and quintiles 3, 4 and 5 has increased from 2% to 11%, with graduates from quintiles 1 and 2 performing less well.
- There is insufficient data available to provide an analysis of POLAR and BAME and data for BAME graduates compared to white graduates does not show a significant gap (see below).

IMD comparison: there is limited data available, but the data that is available shows a decreasing gap between white graduates from quintiles 1 and 2, and quintiles 3, 4 and 5 (5% to 1%) (quintiles 3, 4 and 5 performing better). The data for BAME also indicates a decrease in the gap between quintiles 1 and 2, and quintiles 3, 4, and 5, but the numbers are much smaller in absolute terms.

This is an area where we will need to improve the data we capture and information that we hold in order to fully understand the reasons for the gaps in progression that are shown by the data. A recent HEPI report highlighted the importance of "social capital" in creating and shaping graduates' opportunities and life chances[20]. Equipping graduates not just with the skills and abilities to perform a role, but equipping them to understand the "rules" of the employment market to enable them to fully exploit the opportunities that they find, is equally as important. We have been implementing a university-wide initiative, PROFILE and PLATFORM[21] around employability to enhance our students understanding of employment and transferable skills. We know that attendance and engagement has been an issue for us over the past two years and we are already taking action to improve engagement through timetabling, attendance monitoring and the introduction of a redesigned Year 3 curriculum (co-designed with our students).

Black, Asian and Minority Ethnic (BAME) students

The data for BAME graduates is very limited but the data indicates that generally BAME graduates are doing as well, if not better, than white students in gaining employment or further study.

Chart 21
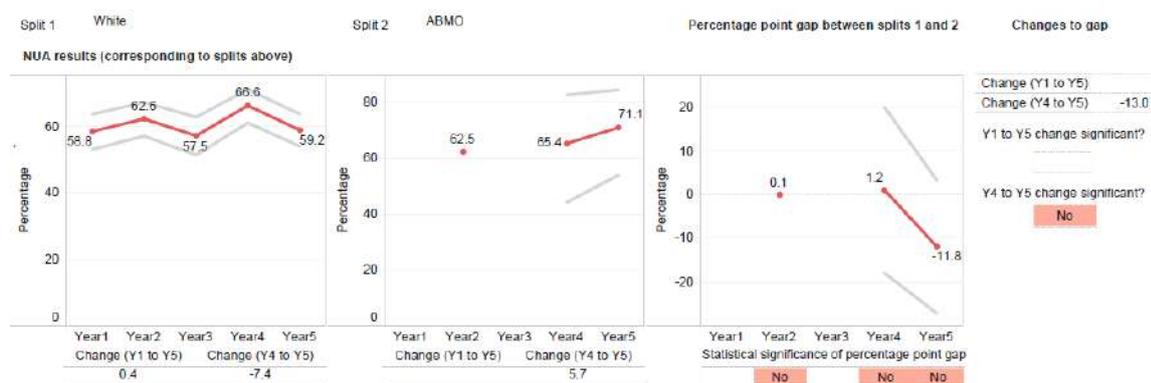
Disaggregation by ethnicity

The data for any further analysis of different groups within the BAME population is limited therefore we will continue to monitor graduate destinations for BAME students carefully to ensure that the limitations of the data gathered through graduate surveys does not mask a differential. If our monitoring indicates any significant change within the 5-year duration of this plan, we will seek permission from the Office for Students to amend the plan accordingly.

Mature students

Mature graduates do much better than those who were categorised as young entrants when considering rates of progression into employment or further study. This is likely to be partially attributable to pre-existing experience and/or confidence. We need more data and analysis in this area, but we are already enhancing employability measures through the curriculum and hope to see both sets of graduates progressing equally.

Students with one or more declared disabilities

There is no gap in the progression rates for disabled students overall when compared to non-disabled students, however, when looking at categories of disability there is a gap between students with mental health disabilities. Over 5 years, this gap has reduced from 6.2% in 2013/14 to 4.2% in 2017-18 largely due to the interventions that have already been put in place. We continue to improve the mental health support across the University and will continue to aim at reducing this gap still further.

Disaggregation by disability

Gaps for other disability types do not show the same level of disparity. Students with multiple impairments do better than their non-disabled peers (average over 5 years 95% compared to 93%). Students with cognitive and learning disabilities also have more positive progression rates than non-disabled students, again due to the comprehensive support packages and inclusive learning strategy that the University has in place. As confirmed above, the largest gap is for students with mental health disabilities.

20 Clarke, P, "*New Insights on WP: The importance of Social Capital*" in *Where next for widening participation and fair access?,* Higher Education Policy Institute & Brightside, London, 2017
21 For information on Profile and Platform visit https://www.nua.ac.uk/after-university/your-career/

This is an area that will remain a focus for the University both in terms of enhancing our intelligence on how our graduates interact with employment after they leave us, and in terms of targeting students from different WP backgrounds in order to ensure that they fully engage with the employability programme at NUA. We will focus on reducing the gap in progression between students from POLAR4 quintiles 5 and 1, from 12.4% to 8.0% by 2024/25 {PTP_1}. We anticipate that actions taken to address this differential will impact positively on gaps in progression between graduates from IMD quintiles 1 and 2, and other IMD quintiles.

Care leavers and estranged students

We have very limited data on which to base an analysis of progression of care leavers or estranged students into employment or further study. Between 2015/16 and 2016/17, 10 Care leavers graduated, and 7 responded to the DLHE[22] survey. Of these, 6 were in full-time employment 6 months after graduation, and 5 were in professional/managerial occupations. Based on limited data our care leavers appear to be progressing well into employment, however, we recognise that drawing conclusions from such small numbers is unreliable and have identified this as an area that we need to improve our data and analysis. We have, therefore, not set specific targets for this group of students but will seek to improve our evaluation of outcomes over the next two years in order to provide a greater level of understanding of our care leavers' and estranged students' employment trajectories, with a view to setting targets in the future.

STRATEGIC AIMS

Context, ambition and credibility

As a small and specialist arts university in the East of England, Norwich University of the Arts faces a number of challenges particular to our subject, location and scale that focus our drive to continuously enhance access and participation in higher education. These challenges generally fall into the following areas: demographic, social and geographic. In terms of ethno-geography, our region includes areas of urban, coastal and rural deprivation and uneven distributions of social and ethnic diversity. Logistical challenges to access and participation include the County's transport infrastructure relative to regional and national population centres and major cities in the UK. Whilst this challenge may appear negotiable, transport infrastructure impacts profoundly on the diversity of our applicant groups and resulting student body due to the times involved in travelling to Norwich from many parts of the country. This is magnified by perceptions of 'remoteness' given the challenge of using public and private transport to access the East of England[23].

Social and ethnic challenges to access and participation in our subjects is part of a national rather than local picture, but nonetheless, these challenges have been accentuated by the curriculum emphasis in schools on STEM - with STEAM as very much an afterthought[24]. In relation to BAME entrants to our subjects, there are particular cultural factors which make our subjects less likely to attract applicants from BAME backgrounds[25]. For our subjects, only 6% of the applications nationally are made by BAME students[26]. As part of developing our theory of change, we have identified our long-term aims alongside the conditions (outcomes) which, on the basis of past evidence, we anticipate will need to be in place.

As a mature institution with a strong record of proactive engagement with underrepresented groups, we feel that the Plan as outlined is ambitious in its targets, robust in its evidence measures and credible in its attempt to reduce the gaps identified in our evaluation of progress to date. Below we have identified a number of key points that have helped us develop an ambitious and credible set of aims, objectives and targets to maximise equality of opportunity for all across the student lifecycle.

1/ NUA's specific context and how risks related to widening participation, including progression or potential impacts on underrepresented groups may be mitigated through policy or practice.

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22 Destination of Leavers from Higher Education Survey - for more see https://www.hesa.ac.uk/data-and-analysis/publications/destinations-2016-17/introduction

23 *East Integrated Transport Strategy: Development of Long-term economic scenarios*, *Final Report*, New Anglia Local Enterprise Partnership, 2018
24 Last, Prof J, *A crisis in the creative arts in the UK?,* HEPI Policy Note 2, 7 September 2017, https://www.hepi.ac.uk/2017/09/07/crisis-creative-arts-uk/
25 Alberts, Dr N & Atherton, Dr G, *The more colours you add, the nicer the picture*, AccessHE, London, 2016
26 UCAS Undergraduate Data National Level table set – DR3-022 – Subject group by ethnic group, December 2018, https://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-end-cycle-data-resources

2/ Looking at our longer terms aims and trying to set stretching but credible targets for the five year period covered by this Plan taking on board inputs and outcomes.

3/ Undertaking work on the University's academic infrastructure based on key assessment metrics to ensure that attainment gaps in underrepresented groups are identified and addressed effectively and systematically through transparent and inclusive measures.

4/ Identifying and addressing a range of factors that may be seen as contributing to gaps in performance and identifying strengths and weaknesses to inform targets.

5/ Using our geographical context to inform strategic planning and make informed interventions to address gaps where these occur.

Target groups, aims and objectives

Mindful of the evidence base, the University has set the following strategic aims and objectives to address the participation gaps for students with identified characteristics.

The Strategy aims to address gaps for the following key areas, reflecting OfS key performance measures where appropriate, with differentiated emphasis in the groups targeted:

- Access
- Continuation
- Attainment
- Progression

The Aims of the Strategy focus resources on target groups to close the measurable gaps for the following target groups:

- POLAR4 Low participation neighbourhoods / Indices of Multiple Deprivation
- Black, Asian and Minority Ethnic (BAME) new entrants and students
- Mature entrants and students
- Students with one or more declared disabilities
- Care leavers and students estranged from their families
- Areas where the characteristics of disadvantage intersect and/or overlap

The aims of the Strategy focus on the two key areas **of** Access and Success (continuation, attainment and progression) where we believe that targeted investment will result in the greatest impact and drive change. Our investment plan balances the need to address specific and identifiable applicant characteristics against a wider perspective on the total student lifecycle:

Aim 1: To reduce the gaps in **access** to higher education for the groups identified in this plan through targeted outreach activity and focused recruitment and admissions activities aimed at increasing participation in NUA undergraduate courses. We will contribute to national targets for increasing participation for POLAR4, BAME and mature entrants through these measures. [Targets 1 – 3]

Aim 2: To reduce the gaps in **continuation** and **attainment** for the groups identified in this plan through innovation and enhancement to curriculum design and inclusive teaching, learning and assessment practices that will promote equality of opportunity and enable students to achieve to their full potential. We will contribute to national targets eliminating the gap in non-continuation between the most and least represented groups, and the gap in degree outcomes between white and BAME students, and disabled and non-disabled students through these measures. [Targets 4 – 11]

Aim 3: To reduce the gaps in **progression** to employment or further study for the groups identified in this plan through enhanced employability engagement within the curriculum, providing more opportunities for all students to understand their employment/further study options and to prepare for progression to their chosen career path as part of their course so that they are graduate. [Target 12]

Aim 4: To improve the data and analysis of access, continuation, attainment and progression of students who are **care leavers** or those who are **estranged** from their families, to improve our knowledge and understanding of the challenges that impact on this group of students which will enable us to design effective interventions to support these students. [See Monitoring and Evaluation section]

Aim 5: To improve our monitoring and evaluation capabilities to ensure that we can effectively assess our performance against the objectives and targets set out in this Plan, and identify any new gaps that may emerge in the future. This will ensure that resources are directed towards

groups of students where gaps exist, and that the interventions that we implement have been demonstrated to work. [See Monitoring and Evaluation section]

The target groups specified above are the focus for our investment plan and increased support across the student lifecycle. Specifically we are committed to allocating resources to enable us to meet the aims and objectives over the 5-year duration of the Plan. Realistically, we also expect these objectives to evolve to meet the changing needs of students over the period, as well as being increasingly informed by enhanced information capture and a greater longitudinal evidence base.

In order that we do not restrict our activities to the target groups already identified, we are committed to improving our data collection and understanding of:
- students whose studies have been interrupted prior to, or during their HE experience in order to develop a strengthened support package
- HE entrants who are care leavers or estranged students and those from Armed Services families in order to develop a strengthened support package
- HE entrants who have experienced parental or familial estrangement in order to develop a strengthened support package
- students with care responsibilities in order to develop a strengthened support package;
- prospective entrants and students who originate from refugees communities in order to develop a strengthened support package
- prospective entrants and students who originate from Travellers, gypsy and Roma communities in order to develop a bespoke support package

In relation to strategic aims and objectives, the University has refocussed its spending in relation to measuring effectiveness of investment in narrowing the measurable gaps in key areas between institutional aspiration and evidence of achievement. These are defined in the Targets and Investment Plan.

These **aims** and the **objectives** and **targets** outlined in the next section build on existing work, institutionally, regionally and nationally, and we are seeking to effect progress towards targets on a clear trajectory, based on investment and best practice. Our targets are stretching and outcome based, using the most consistent measures available to us institutionally, using sector and regional data where available.

Our whole provider approach

NUA is wholly committed to facilitating seamless access and inclusive participation across the student journey. Whilst our institutional approach is to promote academic excellence for all students, the University has invested increasingly in support infrastructure to enhance attainment, engagement, social and personal development for the wellbeing of the targeted applicants and students.

The Access and Participation Plan is an important dimension of the University's commitment to maintaining an inclusive and supportive learning and working environment based on mutual respect and trust. NUA's Equality, Diversity and Inclusion Policy promotes equality of opportunity and the elimination of unlawful discrimination, and actively promotes inclusivity across the University. The University acknowledges the duty of higher education in promoting equality of opportunity and its role in furthering social inclusion. NUA's commitment to equality and diversity is made explicit throughout our Strategic Plan and Strategy for Learning and is integrated into all aspects of university culture. We have taken equality issues into account in designing this plan and have paid due regard to the requirements of the Equality Act 2010.

NUA does not maintain a discrete Employability Strategy as this is a central component of our curriculum. We have conducted significant work over the past two years in ensuring that additional measures have been implemented at curriculum level in the shape of NUA's 'Curriculum for Employability'. The resulting revision of course content and delivery is entirely and consciously aligned with the commitments of the Access and Participation Plan and fair access in terms of taking specific action aimed at narrowing gaps in attainment.

The University's academic infrastructure (Award and Credit Scheme) has been revised in terms of the sequencing and scale of units and unit content to ensure that all students benefit from integrated employability sessions and work-related learning activities throughout their undergraduate course of study. These timetabled sessions cover key skills areas for employment such as CV writing, completing job applications and live competition entry. For final year undergraduate students, the University has funded the development of simulated job interview experiences for students using immersive virtual reality in realistic interview scenarios. The early indicators are that this VR employability toolkit is proving extremely beneficial in confidence building - especially for those groups of students associated with having low esteem or a deficit in social or cultural capital.

In April 2019 NUA won the Guardian Employability and Entrepreneurship Award[27] for its work on 'Profile', which embodies an inclusive approach to engaging students from all backgrounds in employability education.

Our increased vigilance around access and participation over the preceding 5 years has shaped our Continuing Professional Development for professional services and academic staff. CPD sessions geared at supporting Care Leavers, Estranged students, mental health and disengagement have been aimed at supporting a wide range of underrepresented groups in HE.

Our University Development Days (UDDs) are held 3 times a year and enable the entire NUA staffing body to come together and raise awareness around a whole range of issues, with access and participation and equality and diversity a standing agenda item for the university community. In terms of a whole provider approach, the University has put in place funding and/or timetable alleviation for its fractional and hourly-paid lecturing staff to attend these UDDs and any essential CPD that may result from them. This enables all academic staff and student-facing professional services staff to engage with access and participation measures and ensures that they are supported to engage with learning, teaching, assessment, graduate employability and the targeted support of students. The University also supports targeted interventions with underrepresented student groups through the NUA Teaching Excellence Fund. Further engagement with the UKPSF and Advance HE also plays a role in the related professional development of staff.

Training for students who are recruited as Peer-assisted Learning Mentors (PAL-Mentors) includes equality and diversity training in the context of access and participation, as PAL-Mentors start to engage with new entrants prior to their enrolment at University, as well as supporting them once they are studying. Student Reps also receive a comprehensive training package delivered through the Students' Union to ensure that they understand their roles, their responsibilities and avenues for engagement with the University in all aspects of its operation.

Norwich University of the Arts strategic approach is founded upon a series of overarching commitments that underpin our theory of change; that is, how and why we expect change to happen within the specified timeframe. We have indicated links to associated NUA strategies and policies where applicable in parenthesis below:

- Targeted action based on gap data and evidence of need
- Recognition that bespoke support packages may be required to address access and success lifecycle gaps (Disability Support, Strategy for Learning)
- An institutional commitment to diversity and opportunity for all (Equality, Diversity and Inclusion Policy, APEL, Admissions Policy and Procedures, Student Regulations and Procedures)
- A commitment to inclusive learning, teaching and assessment based on equality of opportunity (Strategic Plan, Strategy for Learning)
- A focus on the whole student lifecycle but recognizing the need to disaggregate intersecting needs (Disability Support, Coordinated Support Group).
- A commitment to achieving a better understanding of the relevant contextual factors influencing HE choices (Admissions)

Measures to support access, success and progression are outlined in the "Access, Student Success and Progression Objectives and Targets" section.

Strategic Measures

Inclusive practice in Learning Teaching and Assessment

Based on evidence of admissions, access, attainment, continuation and the student voice, the University will commence a major revision of the structure of its curricula at undergraduate levels 4, 5 and 6 to take on board best practice in the sector.

In particular, teaching delivery, assessment requirements and Learning Outcomes will be substantially revised during 2020-21 to better facilitate the learning characteristics of under-represented groups. This work extends to the implementation of a re-worked employability offer, elements of which seek to address the deficits in social and cultural capital typical of POLAR4 quintile 1 entrants.

We believe that this work will enhance and clarify our offer for all applicants and the wider student body. The work also requires a root and branch review of teaching delivery and CPD for staff to successfully deliver this major project. Students from under-represented groups have already played a significant role in identifying the need for this measure, which we believe will substantially enhance

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27 https://www.theguardian.com/education/2019/apr/10/employability-and-entrepreneurship-award-winner-and-runners-up

the opportunities for participation and success for black, Asian and minority ethnic (BAME) students, mature students, and for students with one or more declared disabilities.

Assessment workloads and assessment requirements are being looked at in the light of the increasing incidence of mental health and wellbeing concerns, in order to alleviate unnecessary stress and anxiety for students identified as vulnerable.

The national context

In terms of access, the University recruits well above its benchmark for students from Low Participation Neighbourhoods (17.2% in 2017/18 compared to benchmark of 12.3%[28]) and is in the upper quartile of providers for the proportion of students recruited from this group. We also recruit a higher than average proportion of students with disabilities and in particular students with a mental health disability (37% of students declared a disability in 2017/18 with 10% declaring a mental health disability[29]) being in the top percentile for the proportion of students with disabilities. We therefore consider that we can contribute to the **OfS KPM1** in these areas, and the actions identified in this APP will enable us to further contribute towards reducing the overall gap in participation between the most and least represented groups.

In terms of student success, the proportion of students who are no longer in HE is also well below sector benchmark (5.7% in 2017/18 compared to a benchmark of 7.6%[30]) – demonstrating above sector performance. We have reduced the gap in non-continuation between white and BAME students, and are well below the sector gap in continuation. Our gap in non-continuation between non-disabled and disabled students is also below the gap for the sector. Through our evaluation we have identified gaps in attainment that are equivalent to, or below, sector level and through this APP we will work to reduce these. Through the actions identified in this APP we will contribute to **OfS KPM3**, to reduce the gap in non-continuation between the most and least represented groups and **KPM4**, and **KPM5** in respect of degree attainment for BAME and disabled students.

ACCESS, STUDENT SUCCESS AND PROGRESSION OBJECTIVES AND TARGETS

This section outlines the objectives and targets of the Plan. Specific measures associated with the targets are included in the Targets and Investment Plan tables that accompany this Plan.

ACCESS

Theory of change
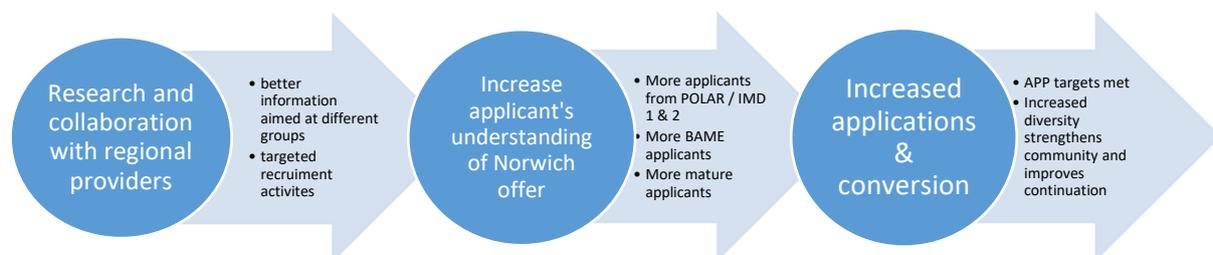
We will continue with targeted recruitment activity, alongside our outreach, in areas with high concentrations of **POLAR 1 and 2**, and **BAME** school and college students. Our admissions data indicates that we have increased the proportion of applicants and new entrants from the East Midlands and London areas over the past two years, with both areas having higher levels of underrepresented students than Norfolk. We will need to build relationships with more schools/colleges and intend to start activities in the North London area during 2019/20, 2020/21 and 2021/22 with colleges that we already have existing relationships with, and move into other areas within the East Midlands region from 2022/23 once we have established, through evaluation, that this approach has been effective.

The following table summarises the aims, targets and milestones that we have identified to measure our progress in addressing the gaps identified. The targets have been set by considering our starting point and sector average performance and are ambitious and stretching given our geographical location and subject mix, as outlined in our **Evaluation** section. Our subject is particularly challenging

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28 HESA Performance Indicator Table T1a, 2017/18 (https://www.hesa.ac.uk/news/07-02-2019/widening-participation-tables)
29 HEIDI, 2019
30 HESA Performance Indicator Table T3 2017/18 (https://www.hesa.ac.uk/news/07-03-2019/non-continuation-tables#)

in different ways to each of the target areas below. Target 1 is affected by the change to the school curriculum, as schools located in low participation neighbourhoods and areas of lower IMD are less likely to retain costly art and design subjects on the curriculum. For BAME and mature students our **Evaluation** section also provided evidence from UCAS to show that numbers of BAME and mature entrants to art and design subjects (Targets 2 and 3) have been static or in decline over the past 5 years. We have therefore set stretching targets that we believe are achievable with effort, but progress will be susceptible to external impacts of economic and political changes particularly in the area of school education policy.

Aim and Target	Baseline year	Baseline data	Yearly milestones				
			2020-21	2021-22	2022-23	2023-24	2024-25
Target 1: To reduce the gap in participation in HE for students from IMD quintiles 1 and 5 to 4.6% by 2024/25 [PTA_1]	2017-18	9.1%	8.4%	7.6%	6.7%	5.7%	4.6%
Target 2: To reduce the gap in participation in HE for students from BAME origin by 5% by 2024/25 and increase the proportion of BAME students to 16%. [PTA_2]	2017-18	79.0%	78.5%	78%	77%	76%	74%
Target 3: To reduce the gap in the ratio of offers made to mature and young applicants so that the proportion of young and mature applicants receiving offers is equal by 2024/25. [PTA_3]	2017-18	7%	6.5%	6.0%	5.0%	3.0%	0%

We have introduced an enhanced bursary package to support **care leavers** in 2019-20 and intend to extend this to **students who are estranged** from their family. We believe that a university education will benefit care leavers/estranged students in improving their opportunities after graduating, but also know that this group of students face very particular challenges in accessing and remaining in higher education[31]. Over the next five years we will achieve this through:

- Collaboration in regional events to deliver sessions targeted at care leavers
- Advertise bursary and support available for care leavers/estranged students
- Write and distribute material about NUA support for care leavers to Norfolk & Suffolk Social Services

We have not set specific targets for care levers and estranged students but will monitor the number of students from this priority group throughout the duration of the plan.

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31 Harrison, N, *Moving on up: Pathways of care leavers and care-experienced students into and through higher education,* NNECL, 2017

CONTINUATION

Theory of change
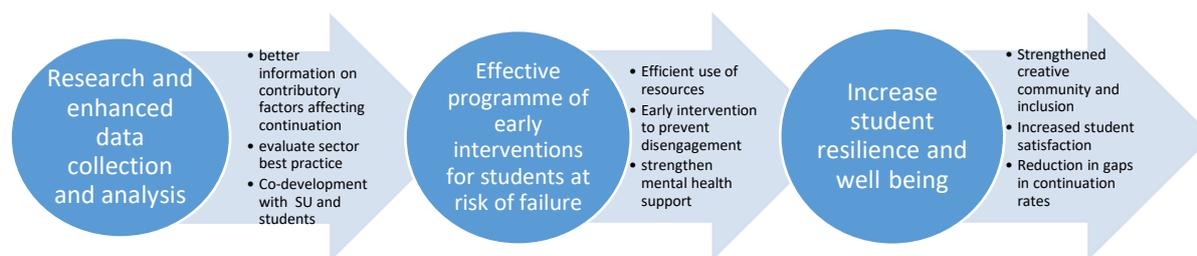
We will continue to deliver a range of support through our inclusive learning environment, paying particular attention to the following groups of students where we have identified the largest gap in attainment:

- Students from POLAR4 Low participation neighbourhoods or areas of disadvantage as indicated through the Indices of Multiple Deprivation (IMD);
- Mature students
- Students with one or more disabilities and particularly students with mental health support
- Care leavers/estranged students

By increasing our understanding of the common and specific contributing factors that affect each different group, we will develop interventions that will specifically benefit one or more of the target groups of students. We will do this through:

- Implementing a revised curriculum for final year (Year 3) students in 2019/20, which will remove some of the stress that students have told us they experience and enable students to manage their workload more effectively. This will benefit all students but will have a particularly positive impact on students with mental health disabilities;
- A review of the curricula for years 0, 1 and 2 using the same principles employed for the review of Year 3 and in collaboration with the Students' Union and Student Representatives. This review will take place during 2019/20 for implementation in 2020/21 and will be monitored throughout the duration of this Plan to establish impact on the target groups;
- Collaborating with the Students' Union and student representatives from mature and BAME student populations to explore issues that are creating barriers to continuing study in order to find innovative interventions to improve continuation rates. This activity will start during 2019/20 and we intend to make this a regular feature of our continuing monitoring of the Plan as it progresses through the five year period;
- Enhancing the 'creative community' to ensure an inclusive and welcoming environment for students from underrepresented groups, paying particular attention to the needs of mature and BAME students throughout the duration of the Plan;
- Improve the digital literacy of students which will particularly benefit students from mature and non-traditional backgrounds throughout the duration of the Plan;
- Continuing our development of support for students with mental health disabilities by (i) introducing a well-being and mental health strategy in line with the Mental Health Charter (to be developed during 2019/20) (ii) improving resilience and coping strategies and (iii) the development of more self-help materials to supplement face-to-face support. The latter two objectives will be started in 2019/20 with the introduction of a series of welfare initiatives delivered in collaboration with the Students' Union, which will be developed through the period of this Plan;

The following table summarises the aims, targets and milestones that we have identified to measure our progress in addressing the gaps in continuation identified. We have set our 2024/25 targets in the context of sector performance and our baseline position. The targets around mental health will be particularly stretching for us (Targets 6 and 9), given the relatively high proportion of students with mental health conditions that study at NUA. In 2017/18 10% of students had declared a mental health disability which was the second highest proportion in the sector[32]. This does not include students with more than one disability who may have declared a mental health condition alongside another disability. Achieving a gap in continuation rates of less than 3% by 2024/25 will be particularly challenging in this context.

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32 HEIDI, 2019

Aim and Target	Baseline year	Baseline data	Yearly milestones				
			2020-21	2021-22	2022-23	2023-24	2024-25
Target 4: To reduce the gap in continuation rates between students from POLAR4 quintiles 5 and 1 to 3.1% by 2024/25 [PTS_1].	2016-17	6.4%	6.0%	5.5%	4.9%	4.0%	3.1%
Target 5: To reduce the gap in continuation rates between young and mature students to 5.0% by 2024/25 [PTS_2]	2016-17	8.9%	8.5%	7.8%	7.0%	6.0%	5.0%
Target 6: To reduce the gap in continuation rates between students with mental health disability and students with no declared disability to 2.8% by 2024/25 [PTS_3]	2016-17	4.2%	4.0%	3.8%	3.5%	3.0%	2.8%
Target 7: To reduce the gap in continuation rates between students from IMD quintiles 5 and 1 to 3.8% by 2024/25 [PTS_7]	2016-17	7.4%	6.9%	6.3%	5.6%	4.8%	3.8%

We have not yet set specific targets for care leavers and estranged students as this is an area that we have identified a need to significantly improve the data that we collect in order to provide better analysis and evidence of performance over time.

ATTAINMENT

Theory of change:
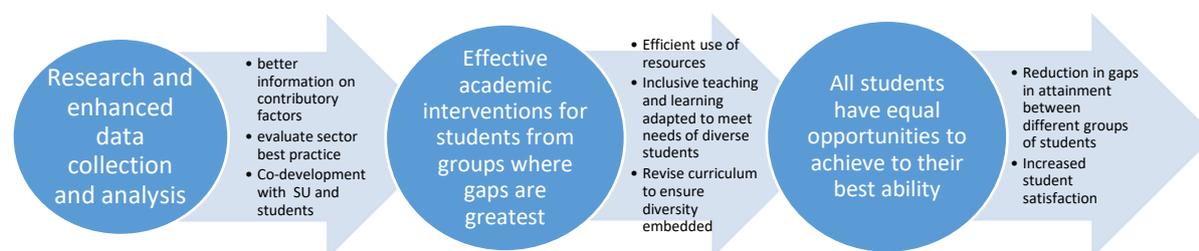
We will continue to deliver a range of interventions through our inclusive learning environment, paying particular attention to the following groups of students where we have identified the largest gap in attainment:

- Students from POLAR4 Low participation neighbourhoods or areas of disadvantage as indicated through the Indices of Multiple Deprivation, and particularly white males from IMD quintiles 1 and 2;
- Mature students
- Students with one or more disabilities and particularly students with mental health support

During 2019/20 enhancements to learning, teaching and assessment will be piloted to align with the revised Year 3 curriculum. Successful initiatives will be cascaded to all years of study during 2020/21. Ongoing monitoring and evaluation will be undertaken throughout the duration of the Plan to establish the impact of these enhancements on the target groups. By 2025 we hope to see a measurable improvement in attainment between target and non-target groups.

The following table summarises the aims, targets and milestones that we have identified to measure our progress in addressing the gaps in attainment identified. As with targets in the previous section, we have set these in the context of our own starting point (baseline) and sector averages. The targets around attainment, particularly for students with mental health disabilities will be particularly stretching

for us given the high proportion of students who disclose mental health at NUA (see previous section). We are also mindful that our small number of BAME students creates specific challenges for us in addressing the barriers that are known to impact on BAME student attainment. We will need to focus significant resources into these areas to address the attainment gaps to achieve the targeted outcomes.

Aim and Target	Baseline year	Baseline data	Yearly milestones				
			2020-21	2021-22	2022-23	2023-24	2024-25
Target 8: To reduce the gap in attainment between students from POLAR4 quintiles 5 and 1 to 5% by 2024/25 [PTS_4]	2017-18	10.2%	9.5%	9.2%	8.7%	7.3%	5.0%
Target 9: To reduce the attainment gap for students from BAME origins and white students to 5.0% by 2024/25 [PTS_5]	2017-18	9.5%	9.0%	8.8%	7.9%	6.5%	5.0%
Target 10: To reduce the gap in attainment between students with mental health disabilities and those with no declared disability to 10% by 2024/25 [PTS_6]	2017-18	17.3%	16.3%	15.0%	14.0%	12.0%	10.0%
Target 11: To reduce the attainment gap for students from IMD quintiles 5 and 1 to 10.2% by 2024/25 [PTS_8].	2017-18	20.4%	19.0%	17.0%	14.8%	12.5%	10.2%

PROGRESSION

Theory of change
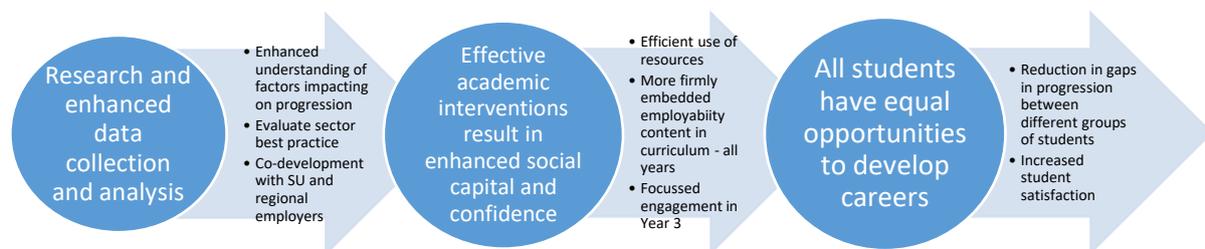
Employability within the curriculum is delivered in an inclusive environment to all students, but we will develop our data gathering and analysis capabilities to ensure that we can effectively monitor different groups of students, paying particular attention to students from POLAR quintiles 1 and 2. Engagement with PROFILE is now a compulsory, timetabled, session, and we aim to get engagement from 100% of enrolled students. Enhanced attendance monitoring will allow us to identify, much earlier on, those students who are not engaging with PROFILE and so are at risk of adversely impacting on their future career prospects. We have also shifted the emphasis away from career goals based solely on individuals as creative specialists in creative industries, and are placing more emphasis on opportunities for creative careers in other industry sectors. We believe that this may be particularly helpful to students from lower income families who do not have the means to take up non-paid internships which are still a key entry point into the creative industries.

During 2019/20, PROFILE and employability sessions will be timetabled for each individual student as compulsory sessions. Engagement will be monitored during 2019/20 and 2020/21 to establish whether we are successfully engaging with all students (including all target groups) and to find any gaps in engagement. The results of monitoring and evaluation will feed into further development of the programme in 2021/22 and for the remaining period of the Plan.

The following table summarises the aim, target and milestones that we will use to measure our progress in addressing the gap identified. The target has been set by taking our starting position and referencing sector averages, and also in recognition of the small numbers and limited data that exist to date. Our experience has shown that graduates from low participation neighbourhoods have less social capital and are less economically able to take unpaid internships or move to London to take advantage of the creative job market there. We consider that reducing the gap by 35% is stretching given our regional context and graduate profile.

Aim and Target	Baseline year	Baseline data	Yearly milestones				
			2020-21	2021-22	2022-23	2023-24	2024-25
Target 12: Reduce the gap in progression to employment or further study between POLAR4 quintiles 5 and 1 to 8.0% by 2024/25. [PTP_1]	2016-17	12.4%	11.5%	10.5%	9.5%	8.5%	8.0%

FINANCIAL SUPPORT MEASURES

To maximise support for students from under-represented backgrounds the University will provide additional financial support. This is seen as an effective measure to enable them to remain on their course.

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

The University will offer a bursary of £1,000 per annum to new entrants who are care leavers and those who are estranged from their family. For new entrants whose household income is assessed as £25,000 or less, the University will offer a contribution towards the costs of studying at NUA This will be £500 for new entrants to Year 1, and when they progress to Year 2 the award will be to £300, followed by £200 in Year 3. For those who start in Year 0, the contribution will be £500 in Year 0, and when they progress to Year 1 the award will be £200, followed by £300 in Year 2 and £200 in Year 3.

The timing and phasing of these payments has been brought forward in this plan to ensure that students are able to access the teaching & learning support resources that they need at an earlier point in their studies. We will evaluate whether this change has been more effective through the use of the survey and interview tools (as provided in the OfS' financial support evaluation toolkit) during 2020/21.

STUDENT INVOLVEMENT
INITIAL CONSULTATION

The current plan has been drafted in consultation with the Students' Union President and the priorities, actions and targets have been jointly agreed. The Students' Union President is a governor of the University and is a member of the University's Senate, the Learning, Teaching and Quality Committee (LTQC), and Equality, Diversity and Inclusion Committee (EDIC) which will have responsibility for the monitoring and evaluation of the Plan. The Students' Union President retains a pivotal role in the success of this Plan.

Students are regularly involved in consultation and design of developments that are part of our ongoing access and participation activity. During 2018/19, Student Representatives were consulted on changes to the Year 3 curriculum and on the redrafting of the Learning Outcomes. Student Representatives were also consulted on measures to support mental health and well-being, and as a result of this feedback additional adviser support sessions were introduced during the evenings and Student Support promoted services on different online platforms (e.g. Instagram) to increase the profile of the service. The Students' Union and Student Support service have also been collaborating on a programme of welfare and resilience-building initiatives for implementation during 2019/20, which will have a particular advantage on students with mental health disabilities.

ONGOING DESIGN, IMPLEMENTATION AND EVALUATION

As a result of consultation with the Students' Union, the ongoing mechanism for involving students in the Access and Participation Plan was agreed. Student involvement in the ongoing design, implementation and evaluation of the Plan will be achieved in collaboration with the Students' Union and the elected student Liberation Officers. Liberation Officers represent students from different groups including mature students, BAME students, disabled students, women and students who identify as LGBTQ. As such, the viewpoints will extend beyond the target groups of this Plan and will ensure that we do not neglect specific groups not initially identified through the gap analysis.
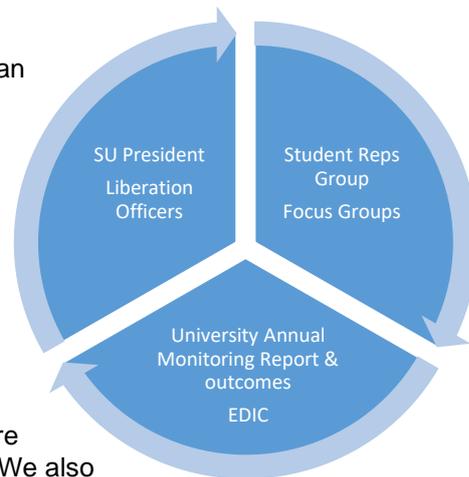
Updates and progress will be reported to the Student Reps Group, which reports to the LTQC. Reports from the Student Reps Group are also received by EDIC (see the Monitoring and Evaluation section). We also collaborate with the Students' Union to run focus groups with students during the year and will retain this mechanism to obtain feedback on specific issues where identified through consultation with the Students' Union and Liberation Officers, or through updated gap analyses or external research findings. This will be implemented in Autumn 2019 for the evaluation of the 2018/19 Access Agreement, and the outcome of an evaluation of the first year of operation will feed into future monitoring arrangements.

PROVISION OF INFORMATION TO STUDENTS

The Access and Participation Plan will be published to prospective applicants through the *How to Apply Page* (https://www.nua.ac.uk/study-at-nua/undergraduate-apply/) and *Fees and Funding* page (https://www.nua.ac.uk/study-at-nua/fees-funding/). The Plan will also be publicised through our Open Days and through UCAS.

Information for current students will continue to be published on the University intranet. Previous Access and Participation Plans and Access Agreements for the last five years are published through the University's information scheme https://www.nua.ac.uk/about-nua/info-publication-scheme/governance/.

MONITORING AND EVALUATION
MONITORING

Monitoring will be the responsibility of the Access and Participation Plan Monitoring Group (APPMG), which consists of members of the University's Executive team in each of the key areas of responsibility and is chaired by the Deputy Vice-Chancellor. This group will report to the Equality, Diversity and Inclusion Committee (EDIC), which will be responsible for ensuring that APP outcomes continue to align with the University's Equality, Diversity and Inclusion Policy. The APPMG will also be responsible for drafting the OfS Annual Monitoring Return and reporting annually on the outcome of annual monitoring to Senate. Accountability to students will be through direct engagement with students through the Students' Union, Liberation Officers and Student Reps Group as outlined in the previous section.
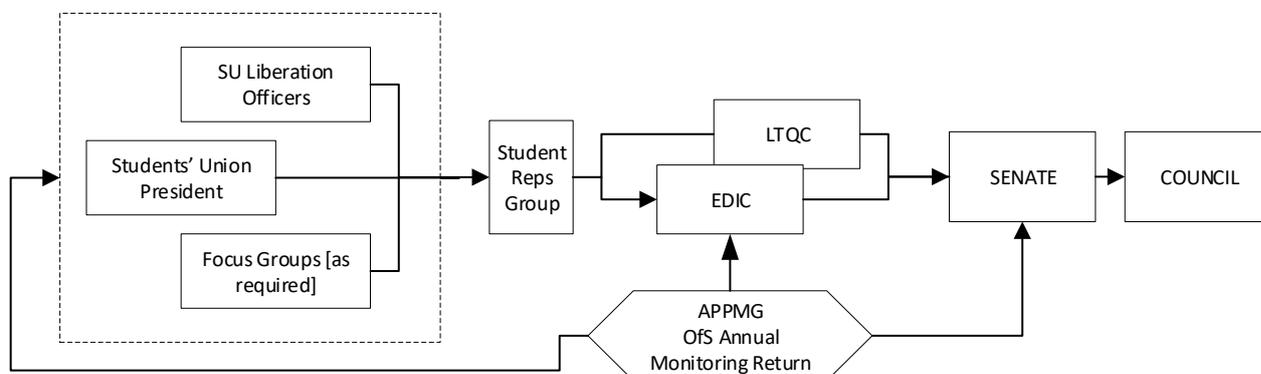
The APPMG will have the authority to amend or replace specific programmes where progress against targets is deemed to be below that expected.

EVALUATION STRATEGY

Aim of the Strategy

NUA will use a process of evaluation that is designed to enable us to demonstrate continuous improvement in practice over the lifetime of the Plan. The Strategy enables the APPMG to establish whether the Plan is meeting, or has met, identified aims, targets and milestones agreed by the University's Council. Our evaluation is informed by a theory of change, which enables us to articulate how the identified activities link with outputs and outcomes. Our theory of change will enable us to measure the effectiveness of our actions in addressing statistically significant gaps. Our 5-year Access and Participation Plan is informed by existing baseline data, gap analysis, and service delivery. NUA's institutional commitments and targets are aspirational and stretching and mindful of the local, regional and national context.

Monitoring

The evaluation strategy enables clear and measured judgements of our progress against targets to be made by the APPMG. The APPMG reports directly to the Equality, Diversity and Inclusion Committee, Student Reps Group, and ann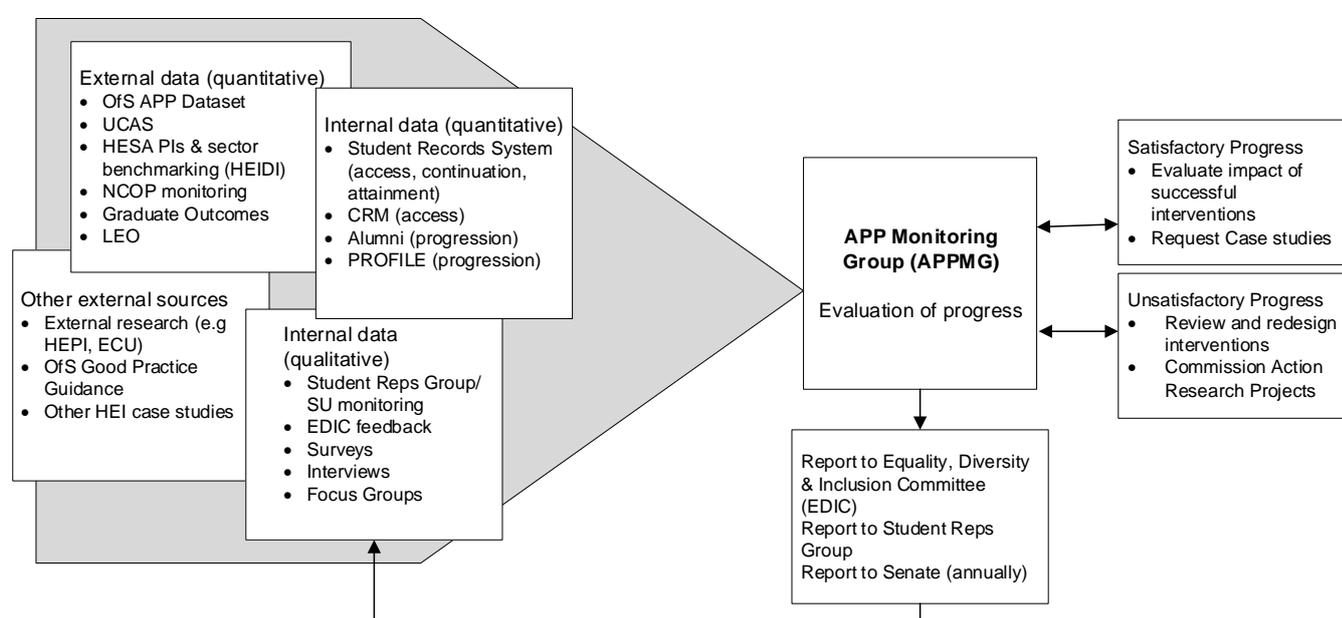ually to Senate. The following diagram demonstrates the different inputs to, and outputs of, our monitoring that will inform the evaluation of progress during the APP timespan.

Ensuring the credibility of our evaluation strategy

The evaluation strategy is predicated on targets that are SMART, and that have been approved by the University's Council as appropriate to achieve a reduction in the gaps identified. There is no doubt, however, that these will be challenging to achieve for a specialist provider with our subject specialism. Our strategy has therefore been designed to provide an early warning of any areas where we are not performing as well as we hope to, in order that we can identify areas where programmes may need a change of emphasis or focus. The evaluation framework is therefore designed to improve our internal data collection and analysis of targeted information, and reducing our reliance on wider sectoral or contextual data. We have designed our evaluation strategy to take into account our starting point evidence baseline, factoring in a range of environmental factors to avoid bias or the use of comparative analysis where this might distract from the focus of the APP. Our evaluation methods will be guided by our own internal codes of research ethics and data protection considerations.

Measuring and maintaining progress

Our outputs and outcome measures are geared towards providing simple quantitative and quantifiable evidence that can signify progress, and if necessary, additional (qualitative, action-research) informed interventions should these be required as we push toward the targets set out in this Plan. We will use these findings to shape our programme design during the duration of the Plan, and for the next APP period. To accompany our enhanced data collection we will also gather quantitative data using questionnaires, and surveys as required to inform our understanding of specific issues identified by the APPMG. This will help us to understand and articulate the impacts of actions taken on target groups in addition to the data evidence and measurement of effectiveness.

Qualitative evaluation will focus on exploring the experiences and opinions of those groups identified in relation to our gaps in attainment. We will use focus groups and semi-structured interviews to gain these insights into our measurable progress and value for money as this applies. The relationship of patterns, trends or other features from this work will enable us to analyse recurring features to inform qualitative outputs.

Evaluation of financial support

In the areas associated with financial support we currently assess withdrawal rates of students eligible to receive financial support compared with withdrawal rates for students not eligible to receive financial support, with data routinely showing lower withdrawal rates for the former than the latter. While this data provides strong evidence that our financial support package improves the continuation levels of those who receive it, we are keen to look at further ways to evaluate the package we offer, and in 2019/20 we will pilot the survey tool provided in the Office for Students' financial support evaluation toolkit. The survey, which will be sent to all those who have received financial support in the year, will include questions on their financial situation, their awareness of our support package before they started and the activities they would not have been able to do without the support.

We intend to supplement the survey with the more detailed interview tool from 2020/21 for a subset of students undertaking the survey, to give us a greater level of understanding of the impact that the support has had on them. We will analyse the results from the survey and interviews alongside the quantitative data on continuation rates to establish whether this provides us with a robust evaluation of the impact of our financial support. We will use the evidence of this evaluation to inform what we do in future. We will repeat these evaluation methods in later years, as we deem appropriate. By 2024/25 we will have a minimum of three years of robust results to inform future APP developments.

Ensuring continuous improvement

We intend to develop our strategy over the next 5 years to achieve a suite of tools that will enable us to achieve improvement in our evaluation methods and demonstrate achievement against our Access and Participation Plan. It is intended that by the end of the current APP we will have developed and tested a range of evaluation methods that will serve to inform the next Access and Participation Plan.

We have taken our self-assessment as a starting point, using the OfS Self-assessment tool, which indicated that we are relatively strong in quantitative analysis capability and have strong management oversight, but that further development is required to improve the range of data captured and our methodologies for assessing impact. Since 2018 we have enhanced our quantitative data analysis capabilities and will continue to improve the data that we derive from our own records and utilising external data sources. Over the next two years we intend to use data from relatively new data sources, including a new CRM system, enhanced attendance monitoring data, and our digital platform PROFILE. We will explore the potential to link data captured through these new systems with our existing data to inform our impact assessment and provide more robust evaluation of our APP activities.

In addition to our quantitative data we currently use a range of qualitative methods in the form of surveys and focus groups, but have identified potential to enhance our data capture and analysis from these sources. We intend to develop these over the next two years so that by 2022 we will have a suite of qualitative methods that we have tested, and by 2025 we will have captured 3 years of data that will inform an ongoing programme of engagement with target groups and feed into future programme design.

FURTHER INFORMATION

We hope that the evaluation, strategic aims, objectives and targets set out in this Plan demonstrate the University's commitment to widening participation and promoting equality of opportunity. Any questions about the information contained in this Plan can be sent to the Academic Registrar by email to aro@nua.ac.uk, or by post to Norwich University of the Arts, Francis House, 3-7 Redwell Street, Norwich, NR2 4SN.

Access and participation plan
Fee information 2020 21

Provider name: Norwich University of the Arts

Provider UKPRN: 10004775

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	*	*
Other	*	*

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	*	*
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	*	*
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: Norwich University of the Arts

Provider UKPRN: 10004775

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
Total access activity investment (£)	£758,577.00	£758,577.00	£758,577.00	£758,577.00	£758,577.00
Access (pre-16)	£128,177.00	£128,177.00	£128,177.00	£128,177.00	£128,177.00
Access (post-16)	£450,512.00	£450,512.00	£450,512.00	£450,512.00	£450,512.00
Access (adults and the community)	£152,736.00	£152,736.00	£152,736.00	£152,736.00	£152,736.00
Access (other)	£27,152.00	£27,152.00	£27,152.00	£27,152.00	£27,152.00
Financial support (£)	£552,062.00	£401,877.00	£310,679.00	£310,679.00	£310,679.00
Research and evaluation (£)	£15,784.00	£15,784.00	£15,784.00	£15,784.00	£15,784.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£6,642,005.00	£6,518,605.00	£6,413,715.00	£6,413,715.00	£6,413,715.00
Access investment	11.3%	11.5%	11.7%	11.7%	11.7%
Financial support	8.3%	6.2%	4.8%	4.8%	4.8%
Research and evaluation	0.2%	0.2%	0.2%	0.2%	0.2%
Total investment (as %HFI)	19.9%	17.9%	16.8%	16.8%	16.8%

Office for Students | OfS

Targets and investment plan
2020-21 to 2024-25

Provider name: Norwich University of the Arts

Provider UKPRN: 10004775

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 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in participation in HE for students from IMD quintiles 1 and 5	PTA_1	Socio-economic	Gap in entry rates for IMD quintile 1 and quintile 5	No	The access and participation dataset	2017-18	9.1%	8.4%	7.6%	6.7%	5.7%	4.6%	We have set the target with the ambition of eliminating the gap by 2030/31. The small cohort will mean that numerical changes will have a disproportionate impact on percentage indicators. We will continue to monitor access for POLAR quintile 1 students to ensrue that progress to date is maintained.
To reduce the gap in participation in HE for students from BAME origin	PTA_2	Ethnicity	Gap in entry rates for BAME and white students	No	The access and participation dataset	2017-18	79.0%	78.5%	78%	77%	76%	74%	Regional location and population statistics make this a challenge for us. We will aspire to increase the BAME undergrdauate population to 16% by 2024-25.
To reduce the gap in the ratio of offers made to mature and young applicants	PTA_3	Mature	Ratio of offers made to mature applicants compared to young	No	UCAS data	2017-18	7%	6.5%	6.0%	5.0%	3.0%	0%	We aim to increase the absolute numbers of mature entrants through reducing the gap in offers made to zero to align with the percentage made to young applicants (96%). We anticipate that this will effectively reduce the gap in access.
	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 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To reduce the gap in continuation rates between students from POLAR4 quintiles 5 and 1	PTS_1	Low Participation Neighbourhood (LPN)	Percentage difference in non-continuation rates between POLAR4 quintile 5 and quintile 1 students	No	The access and participation dataset	2016-17	6.4%	6.0%	5.5%	4.9%	4.0%	3.1%	We have set the target with the amibtion of eliminating the gap by 2030/31. We anticipate that actions taken to reach this aim will also have a positive impact on the gap between IMD quintiles 5 and 1, and specifically on male students from IMD quintles 1 and 2.
To reduce the gap in continuation rates between young and mature students	PTS_2	Mature	Percentage difference in non-continuation rates between young and mature students	No	The access and participation dataset	2016-17	8.9%	8.5%	7.8%	7.0%	6.0%	5.0%	We have set our target to reduce the gap to 5.0% by 2024/25. The small number of students in this group means that an individual outcome results in a disproportionate movement in percentage indicators, particularly when indicators are below 5.0%. The small cohort means that indicators are also more susceptible to year on year fluctuations. We will therefore also measure performance as an average over time to establish improvement in performance.
To reduce the gap in continuation rates between students with mental health disability and students with no declared disability	PTS_3	Disabled	Percentage difference in non-continuation rates between students with Mental Health disabilities and those with no declared disabilities	No	The access and participation dataset	2016-17	4.2%	4.0%	3.8%	3.5%	3.0%	2.8%	We have set a target to reduce the gap to below 3.0% by 2024/25. We anticipate that this will be particularly challenging for us due to the relatively high percentage of students declaring mental health disabilities, and the increase in students with complex or multiple mental health conditions. In 2017/18 10% of NUA students declared a mental health disability which is the second highest proportion of all HE providers submitting HESA data (HEIDI, 2019).
To reduce the gap in attainment between students from POLAR4 quintiles 5 and 1	PTS_4	Low Participation Neighbourhood (LPN)	Percentage difference in degree attainment (1st and 2:1) between POLAR4 quintile 5 and quintile 1	No	The access and participation dataset	2017-18	10.2%	9.5%	9.2%	8.7%	7.3%	5.0%	We anticipate that actions taken will have a positive impact on gaps in attainment for students from IMD quintiles 1 and 2, and those from quintiles 3, 4 and 5.
To reduce the attainment gap for students from BAME origins and white students	PTS_5	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and BAME students	No	The access and participation dataset	2017-18	9.5%	9.0%	8.8%	7.9%	6.5%	5.0%	We have set the target with the amibtion of eliminating the gap by 2030/31. The target set is for NUA in the context of a current sector gap of 13.2% and will be stretching. The small numbers in each graduating cohort will mean that individual results can have a disproportionate effect on percentage indicators.
To reduce the gap in attainment between students with mental health disabilities and those with no declared disability	PTS_6	Disabled	Percentage difference in degree attainment (1st and 2.1) bewteen students with a mental health disability and those with no declared disability	No	The access and participation dataset	2017-18	17.3%	16.3%	15.0%	14.0%	12.0%	10.0%	The 2024/25 target has been set in the context of our relatively high percentage of students declaring mental health disabilities. In 2017/18 10% of NUA students declared a mental health disability which as the second highest proportion recorded for all HE providers submitting HESA data (HEIDI, 2019).

Aim	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets
To reduce the gap in continuation rates between students from IMD quintiles 5 and 1.	PTS_7	Socio-economic	Percentage difference in non-continuation rates bewteen IMD quintile 5 and quintile 1 students	No	The access and participation dataset	2016-17	7.4%	6.9%	6.3%	5.6%	4.8%	3.8%	We have set the target with the ambition of eliminating the gap by 2030/31.
To reduce the attainment gap for students from IMD Quintiles 5 and 1.	PTS_8	Socio-economic	Percentage difference in degree attainment (1st and 2.1) between students from IMD Quintile 1 and IMD Quintile 5.	No	The access and participation dataset	2017-18	20.4%	19.0%	17.0%	14.8%	12.5%	10.2%	The target has been set to reduce the gap by half by 2024/25 and to continue to reduce the gap to less than 3% by 2030/31.

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
Reduce the gap in progression to employment or further study between POLAR4 quintlles 5 and 1	PTP_1	Low Participation Neighbourhood (LPN)	Percentage difference in progression to employment/further study	No	The access and participation dataset	2016-17	12.4%	11.5%	10.5%	9.5%	8.5%	8.0%	
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												