

Norwich University College of the Arts

Access agreement for 2012-13

1. Context

- 1.1 Norwich University College of the Arts (NUCA) is particularly proud of its performance in widening participation and fair access over the past decade. The University College has 1,400 undergraduate students from a diverse range of backgrounds and educational experiences. During the preceding 5 years the University College has met or exceeded the relevant national benchmarks for the recruitment of students from underrepresented groups, and has significantly improved its performance in the recruitment of students from Low Participation Neighbourhoods (LPN's). Since 2006-7, and in keeping with the targets and milestones of our Widening Participation Strategic Assessment (WPSA), it is worth, in particular, noting our significant success in attracting and retaining young and mature students from Low Participation Neighbourhoods.
- 1.2 The HESA performance indicators show that the retention rates for successive years since 2006-07 remain above the sector benchmark for both young and mature students enrolled on first degrees. Similarly, retention for young students from Low Participation Neighbourhoods and mature students with no previous Higher Education experience has remained consistently above the respective location adjusted benchmarks for the same period (see section 4.2.8).
- 1.3 In noting our absolute and comparative success against national and location-adjusted sector benchmarks, the University College feels it is too early to speculate on potential impacts of increased levels and student borrowing on future participation on applicants from the most risk and debt-averse sectors of society.
- 1.4 Based on our current entry profiles, and on our history of strong success in Widening Participation (WP), we are forecasting that the greatest potential impact of the introduction of revised fees will be on prospective young entrants to HE from SEC groups 4 - 7 and on those from Low Participation Neighbourhoods. We also feel that increased fee levels may deter mature applicants with wider life and financial commitments and constraints. On the basis of past experience, the University College has designed its additional outreach and retention activities towards those activities that are most likely to mitigate the possible impacts of the change in fees and economic uncertainty on the participation of underrepresented groups in HE.
- 1.5 The University College's approach to the OFFA/Access Agreement and to its strategy for widening participation balances the imperatives of delivering effective outreach and robust retention in support of the continued success of our students. The University College also has a clear and explicit commitment to meeting the costs of the National Scholarship Programme (NSP). Our

projected efforts and expenditure on outreach, retention and the NSP have therefore been forecast assuming a predicted reduction in the participation of those groups outlined in 1.4 above, and the corresponding effect that this will have on national benchmarks. The quality of the University College's course offer, its level of fee and the targets and milestones for widening participation for 2012 onwards are, we believe, proportionate and realistic given the information and evidence available to the institution and to the sector at the time of writing.

- 1.6 Whilst the University College recognises that there is no single definition of widening participation, for the purposes of our OFFA/Access Agreement and its accompanying milestones and targets, the term 'WP' is used with reference to engaging target groups that have been identified as under-represented in UK Higher Education and in keeping with our proposed actions to ensure the success of such groups and individuals when they embark on a course of Higher Education.

2. Fair Admissions

- 2.1 Admissions procedures at the University College are designed to offer equal access to all applicants. The University College continues to work with SPA (Supporting Professionalism in Admissions), to ensure currency of admissions practice and to facilitate professional updating with regard to its admissions processes. The University College also continues to engage with UCAS and GuildHE to enhance its admissions procedures in keeping with best practice in the sector. Revisions to entry profiles, published information and procedures for assessing the needs of applicants with disabilities fully engage with SPA guidance and advice.
- 2.2 In common with the majority of HE art, design and media providers, applicants are invited to interview and their creative potential is assessed on the quality of their portfolio of work. The University College has in place specific provisions for applicants who declare a disability; an initial offer is made on the basis of the academic judgment of the interview panel, and support needs are further assessed by the Disability Support Group to ensure that the University College can meet students' individual requirements and facilitate reasonable adjustment where appropriate.
- 2.3 The University College proposes to maintain and renew its Progression Agreements with FE colleges, schools and academies, employing the principles and protocols developed by lifelong learning networks such as the National Arts Learning Network. We will maintain our active engagement in the National Arts Learning Network, as an integral part of the UK Art and Design Institutions Association (UKADIA), who continue to help disseminate good practice within the sector.

3. Fees

3.1 Tuition fees for new entrants from 2012-13

The University College will charge £8,500 per annum for its undergraduate courses.

Fees will rise in line with permitted increases from 2013-14 onwards as specified by Her Majesty's Government.

The same fee level will be set for all undergraduate courses offered by the University College.

4. Expenditure on access and retention

4.1 Estimated expenditure on access and retention measures for 2012-13

4.1.1 The University College expects to spend approximately £710,000 in 2012-13 on financial support, outreach and retention measures. This equates to approximately 21% of the forecast additional fee income for *all* old and new system students and, net of bursaries for old system students, 27% of the additional new student income above £6,000.

4.1.2 This expenditure will be broadly split between matching funding for the National Scholarship Programme and financial support for new entrants from 2012 (see section 4.5), the ongoing commitment to financial support for old system students, and outreach and retention measures targeted at underrepresented groups. We intend to spend approximately £115,000 on outreach and £150,000 on retention measures in 2012-13.

4.1.3 The University College will increase its spending in 2011-12 to mitigate the impact of the end of Aim Higher funding and will continue to support the full range of outreach activities during the forthcoming academic year. In real terms the University College anticipates an increased spend on outreach activities of almost double that which was spent in 2009-10.

In addition, the University College will honour its ongoing commitment to providing bursaries to students who enrol before September 2012. For this cohort, this has been forecast as £312,000 in 2012-13, and £146,000 in 2013-14 reducing to zero in 2014-15.

4.2 Assessment of access and retention record to date

4.2.1 The University College currently recruits a high proportion of students from under-represented groups and has exceeded the HESA benchmarks in this area over the past 3 years. The following paragraphs outline key performance indicators.

- 4.2.2 Participation of young students from SEC 4-7 at the University College has increased by 33% between 2006-07 and 2009-10. This has maintained a proportion of students of circa 34.5% over the 4 year period and we have consistently exceeded our location adjusted HESA Benchmarks with regard to this area.
- 4.2.3 The number of young students from Low Participation Neighbourhoods has doubled between 2006-07 and 2009-10. As a proportion of the overall student body, this has increased from 13.3% in 2006-07 to 18.5% in 2009-10. The location adjusted benchmark has increased from 13.6% to 14.7% and we believe that this has been directly influenced by NUCA's outreach activities targeted at low participation schools in the wider eastern region.
- 4.2.4 The percentage of mature students with no HE and from Low Participation Neighbourhoods has increased from 10.9% in 2006-07 to 12.9% in 2009-10 and has exceeded the location adjusted benchmark in all years. (The location adjusted benchmark has reduced from 10.6% (2006-07) to 10.3% (2009-10)).
- 4.2.5 The number of new entrants with a declared disability has increased from 102 in 2007-08 to 196 in 2009-10. This represents an increase of 90% over three years compared with an increase in new entrants of 40% over the same period. The number of students who were eligible for Disabled Student's allowance has increased by 93% between 2006-07 and 2009-10. In terms of the proportion of total new entrants, this has increased from 8.4% in 2006-07 to 13.1% in 2009-10.
- 4.2.6 The University College's recruitment of students from Black, Asian or Minority Ethnic (BAME) backgrounds has increased from 4.9% in 2007-08 to 6.8% in 2009-10. The University College encourages participation of potential applicants through its outreach activities and admissions processes, and has performed well against the demographic of the East of England.
- 4.2.7 The University College has a robust retention record for all students, but is particularly successful at retaining, and adding value to applicants from underrepresented groups. The University College has managed to further enhance its retention of students from underrepresented groups over the past 3 years. The University College monitors retention of underrepresented groups as part of its ongoing commitment to the WPSA.
- 4.2.8 HESA indicators show that the retention rates for successive years since 2006-07 remain above the sector benchmark for both young and mature students on first degrees. For 2009-10 the retention of young first degree entrants was 94.0% against an adjusted benchmark of 89.4% and for mature first degree entrants this was 96.2% compared with an adjusted sector benchmark of 86.3%.
- 4.2.9 In 2009-10 the retention of young students from Low Participation Neighbourhoods was 89.1% compared with an adjusted benchmark of 86.9% whilst retention of mature students with no previous Higher Education experience was 96.7% compared with a location adjusted sector benchmark

of 85.1%.

- 4.2.10 The differential in retention of students from Low Participation Neighbourhoods compared with students from other neighbourhoods is an area that the University College has identified as a focus for its continued retention activity.

4.3 Overview of investment in outreach and access

- 4.3.1 The University College's proposed outreach activities over the forthcoming period are based on statistical evidence of the success of established practices in reaching WP students and are informed by feedback from schools, colleges and individual applicants. The intention is to enhance such activities, which have been clearly targeted on WP learner constituencies in schools, colleges and the wider community.
- 4.3.2 Some of the most persuasive feedback on outreach activities has been obtained from 'taster' sessions and portfolio advisory sessions where pre- and post-activity questionnaires and interviews were conducted with participants from Low Participation Neighbourhoods (LPN's). In a significant number of cases, pre-activity participants who stated that they were not considering applying to HE, had changed their minds as a result of experiencing a 'taster' or other outreach session, and stated that they subsequently did intend to make an application to HE. It should be noted that this decision to apply did not solely pertain to the University College, but that many then had a wider aspiration to enter UK HE within and beyond the region.
- 4.3.3 In addition to a continued presence at key Information, Advice and Guidance (IAG) events across the region and beyond. The University College works closely with a wide range of feeder institutions, schools, colleges and community groups to reach out to those groups who would not naturally consider Higher Education as a future prospect.
- 4.3.4 The Schools and Colleges Day in June each year will be maintained as a way to offer IAG and to engage with teachers and advisors from feeder and partner institutions to encourage informed progression to HE. The maintenance of the 20 or so Progression Agreements that the University College has in place, is considered essential to supporting WP applicants' entry into HE. This maintenance involves curriculum updating as well as engagement with Schools and FE students from year 9 onwards, prior to any application being made.
- 4.3.5 The University College will continue with its commitment to the current Student Ambassador scheme as an effective tool for communicating with prospective applicants, interviewees and other visitors to the University College. Since its inception some 5 years ago, the Student Ambassador Scheme has gone from strength-to-strength and is considered to have been a resounding success with prospective and current students and with staff from Schools, Colleges, and within the University College community.

- 4.3.6 In terms of additional outreach, for 2011-12 the University College proposes to initiate a project which will result in a public exhibition of student and staff work from schools, colleges and NUCA, to be shown at a City Centre venue. Based on past experience of such events, this will act as a catalyst to a range of potential applicants, and a range of supporting WP activities and initiatives that will be coordinated to maximise engagement across a wide-range of potential applicant constituencies.
- 4.3.7 A series of taster sessions and short courses targeted towards attracting mature learners with no prior HE experience into a University environment.
- 4.3.8 An initiative to promote better engagement with potential applicants of Black, Asian and Minority Ethnic (BAME) origin, to include visits to a number of feeder sources.

4.4 Overview of investment in student retention

- 4.4.1 The University College's retention record and our accompanying data confirm that we exceed our adjusted sector benchmark for young, mature, Low Participation Neighbourhoods and overall aggregated entrants.
- 4.4.2 The retention activities outlined in this section are geared towards maximising retention across the board, but are specifically intended to support those HE students originating from WP backgrounds who are statistically more prone to withdraw from higher education during their course of study.
- 4.4.3 In the light of changes to the fee regime, and in order to maintain current levels of retention, the University College anticipates having to increase its ongoing support to students in various forms.
- 4.4.4 A cornerstone of the University College's retention strategy is its continuing support for the Peer Assisted Learning Scheme (PALs), which provides training for undergraduate and postgraduate students to become subject-based mentors for students in successive year groups. The PAL scheme has been implemented across all undergraduate courses at NUCA since 2006, and in conjunction with refinements to student support, finance, disability support, pastoral guidance and counselling, retention has steadily risen to its current level of 94% average across all years of study.
- 4.4.5 In 2012-13 the University College will commence a specific retention initiative aimed at better supporting first year undergraduate students: this project will concentrate on enhancing the effective coordination of existing student support in all its aspects. This includes working more closely with the SU Student Welfare Committee and the NUCA Coordinated Support Group to better understand some of the more subtle, underlying issues that face students entering into, and adjusting to, Higher Education.
- 4.4.6 In addition, the following initiatives are planned for delivery from 2012-13:
 - As with outreach, the University College proposes to continue to invest in

proven retention activities for maximum impact rather than invest in areas which may have some merit, but which might not represent a countable return on the investment we, as an institution, are able to make.

- Participation in the HEFCE funded initiative 'Back on Course' to better understand the context for applicant withdrawals from HE
- A programme of staff CPD to better support the integration of study skills delivery to students.
- An enhanced programme of staff CPD to support improved Behavioural Management in a classroom context.
- The establishment of a pilot scheme to support employability under the banner of the University College 'Job Shop'. For 2011-12, it is proposed that the NUCA Careers Service will establish a 'Job Shop' to assist students in finding employment that is concurrent to, and compatible with their course and pattern of study.

4.5 Financial support

4.5.1 National Scholarship Programme (NSP)

We will match the allocation of the government's contribution to the NSP by 100% in 2012-13. The provisional NSP allocation for 2012-13 has been confirmed as £75,000. We will match this with an additional £75,000 to a total of £150,000 in 2012-13.

We will award direct financial support to 50 new entrants to NUCA in 2012/13 through the NSP.

For 2012-13, we will offer a financial package worth £3,000 to students. This will be awarded as a combination of:

- £2000 fee waiver
- £1000 payment towards accommodation and maintenance costs

The fee waiver will be deducted at the start of the academic year, upon enrolment.

The maintenance element will be payable in February of the first year of study, subject to the student still being in regular attendance. Students who withdraw prior to 1 February 2013 will not receive the maintenance payment.

Eligibility:

Students will be eligible to apply for a National Scholarship if they can demonstrate that their declared household residual income is £25,000 or less, and that they qualify for full government maintenance support (as assessed by the Student Loans Company).

In addition, applicants must be young or mature applicants from a Low Participation Neighbourhood (as designated by the POLAR2 area classification of participation in higher education).

To be considered for a National Scholarship award, students must be:

- (i) new entrants in the academic year 2012-13, and;
- (ii) subject to the new fee rules, and;
- (iii) must have firmly accepted a place at the University College, and;
- (iv) must have submitted an application for a National Scholarship award by 30 May 2012.

Applicants should note that meeting the criteria does not guarantee a National Scholarship award. If we receive applications from more than 50 eligible candidates, the awards will be allocated to the most talented applicants based on the strength of their portfolio assessed through our interview process.

The applicants' eligibility will be assessed on the basis of the information provided in their application form, and provisional awards will be confirmed as soon as possible after application. The provisional awards will be subject to confirmation following verification of the eligibility criteria in July 2012.

The University College will verify applicants' eligibility for their National Scholarship award through contextual information provided by UCAS and financial assessments provided by the Student Loans Company in July 2012.

The University College will publish full application details on its website, along with an appeals and complaints procedure.

4.5.2 Norwich University College of the Arts financial support package

To maximise support from students from under-represented backgrounds who are not awarded a National Scholarship, the University College will provide the following additional financial support.

In 2012-13 the University College will offer a bursary of £1,000 per annum to new entrants who are not awarded a National Scholarship and who qualify for full government maintenance support. The bursary will be payable in February 2013. Students who withdraw prior to 1 February 2013 will not receive the bursary payment. For those students who receive NSP support in their first year, the University College bursary will apply from year 2 onwards.

Whilst some research has shown that bursaries have not influenced students' choices of institutions under the current system, we believe that linking our bursaries to the maintenance grant assessment has played a significant role in our successful retention of students, and this is likely to be of greater significance under the new system.

We will continue to honour existing bursary commitments for old system students in 2012-13. Students on the old system should refer to the 2011-12 Access Agreement for the rules on these bursaries, which can be found at: www.nuca.ac.uk/

5. Targets and milestone

5.1 Measures to support access

The overarching aim of the University College is to ensure that students from underrepresented groups continue to aspire to higher education study and that this remains a viable option for students from these groups. This will be achieved through a combination of outreach activity, inclusive admissions procedures and high quality information, advice and guidance to encourage applicants from all groups in society to apply to NUCA. The following targets and milestones are designed to measure the success in terms of the outcomes of measures to support access to higher education. The targets reflect the uncertainty about how the changes to the fees and student support arrangements will impact on participation of students from underrepresented groups in 2012 and beyond (see paragraph 1.4) and allow for a potential reduction in national participation rates in the first two to three years. In the event of a significant reduction in national participation of students from under-represented groups, the University College will at least maintain its relative position with respect to the HESA location adjusted benchmarks.

- 5.1.1 Target: to increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from SEC 4-7, and to remain above the Location Adjusted Benchmark in all years (HESA Table T1b). In 2009-10, the proportion of young entrants from SEC4-7 was 34.4% compared with a HESA location adjusted benchmark of 33.1%.

Milestones:

2012-13 -	Young NS-SEC 4-7 = target of 30% and to exceed the HESA location adjusted benchmark by at least 1.2%
2013-14 -	Young NS-SEC 4-7 = target of 31% and to exceed the HESA location adjusted benchmark by at least 1.2%
2014-15 -	Young NS-SEC 4-7 = target of 33% and to exceed the HESA location adjusted benchmark by at least 1.3%
2015-16	Young NS-SEC 4-7 = target of 34% and to exceed the HESA location adjusted benchmark by at least 1.3%
2016-17	Young NS-SEC 4-7 = target of 35% and to exceed the HESA location adjusted benchmark by at least 1.4%

- 5.1.2 Target: to increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from Low Participation Neighbourhoods (LPNs), and to remain above the Location Adjusted Benchmark in all years (HESA Table T1b). In 2009-10, the proportion of young entrants from LPNs was 18.5% compared with a HESA location adjusted benchmark of 14.7%.

Milestones:

- 2012-13 - Young LPN = 16% and to maintain at least 3% above the HESA location adjusted benchmark
- 2013-14 - Young LPN = 16.5% and to maintain at least 3% above the HESA location adjusted benchmark
- 2014-15 - Young LPN = 17 % and to maintain at least 3.1% above the HESA location adjusted benchmark
- 2015-16 - Young LPN = 18% and to maintain at least 3.2% above the HESA location adjusted benchmark
- 2016-17 - Young LPN = 18.6% and to maintain at least 3.3% above the HESA location adjusted benchmark

- 5.1.3 Target: to increase, by 2016-17, the absolute proportion of mature full-time undergraduate entrants with no previous HE and from Low Participation Neighbourhoods (LPNs), and to remain above the Location Adjusted Benchmark in all years. (HESA Table T2a). In 2009-10, the proportion of mature entrants from LPNs with no previous HE was 12.9% compared with a HESA location adjusted benchmark of 10.3%.

Milestones:

- 2012-13 - Mature with no HE/from LPN = 11% or at least 1.5% above the HESA location adjusted benchmark
- 2013-14 - Mature with no HE/from LPN = 11.5% or at least 1.5% above the HESA location adjusted benchmark
- 2014-15 - Mature with no HE/from LPN = 12% or at least 1.6% above the HESA location adjusted benchmark
- 2015-16 - Mature with no HE/from LPN = 12.5% or at least 1.8% above the HESA location adjusted benchmark
- 2016-17 - Mature with no HE/from LPN = 13% or at least 2% above the HESA location adjusted benchmark

- 5.1.4 Target – outreach: to continue to work with regional schools and colleges identified as high priority through the Indices of Multiple Deprivation (IMD) to target potential students from underrepresented groups and raise awareness of, and aspirations for, undergraduate study.

Milestones:

Year	Number of schools/colleges	Number of students benefitting
2012-13	30	700
2013-14	30	800
2014-15	35	900
2015-16	40	1000
2016-17	40	1000

- 5.1.5 Target – outreach: to work with local and regional networks to provide taster sessions for mature students with no previous experience of Higher Education to help raise awareness of, and aspirations to, study at undergraduate level.

Milestones:

Year	Number of students benefitting
2012-13	450
2013-14	450
2014-15	500
2015-16	500
2016-17	520

- 5.1.6 Target – outreach: to develop and renew Progression Agreements with targeted schools and colleges to maintain the current level, which has exceeded the targets set in the Widening Participation Strategic Assessment.

Milestones:

Year	Number of ongoing Progression Agreements
2012-13	20
2013-14	20
2014-15	20
2015-16	20
2016-17	20

- 5.1.7 Target – outreach: to increase the proportion of UK domiciled students from Black, Asian or Minority Ethnic origin to 10% by 2016-17, through targeted outreach activity at potential feeder courses outside the Eastern Region.

Milestones:

Year	Proportion of students as a percentage of intake
2012-13	6.6%
2013-14	7%
2014-15	8%
2015-16	9%
2016-17	10%

5.2 Measures to support retention and success

The overarching aim of the University College is to ensure that students from underrepresented groups are supported to remain on course and achieve their full potential in their chosen award. This University College supports all students through its inclusive curriculum and student support services, but recognises that some students from less advantaged backgrounds may need additional support measures to enable them to achieve to their full potential.

- 5.2.1 Target - retention: to ensure that the margin of differential for the retention of students from underrepresented groups and the remainder of the cohort does not fall below -5% in these categories (SEC 4-7, LPN, students with a declared disability, Black, Asian or Minority Ethnic Groups).

Milestones:

2012-13 - Margin of differential to remain at or above -5%
2013-14 - Margin of differential to remain at or above -5%
2014-15 - Margin of differential to remain at or above -5%
2015-16 Margin of differential to remain at or above -5%
2016-17 Margin of differential to remain at or above -5%

- 5.2.2 Target – retention: to continue to ensure that the percentage of young entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark.

Milestones:

2012-13 - Percentage no longer in HE 4.9%
2013-14 - Percentage no longer in HE 4.5%
2014-15 - Percentage no longer in HE 4.3%
2015-16 Percentage no longer in HE 4.2%
2016-17 Percentage no longer in HE 4.0%

- 5.2.3 Target – retention: to continue to ensure that the percentage of mature entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark

Milestones:

2012-13 - Percentage no longer in HE 3.8%
2013-14 - Percentage no longer in HE 3.7%
2014-15 - Percentage no longer in HE 3.6%
2015-16 Percentage no longer in HE 3.5%
2016-17 Percentage no longer in HE 3.5%

- 5.2.4 Target – retention: to reduce the percentage of young entrants from low participation neighbourhoods who drop out of Higher Education and continue the University College's successful performance in this area of retaining drop out levels below the HESA benchmark.

Milestones:

2012-13 - Percentage no longer in HE 7.6%
2013-14 - Percentage no longer in HE 7.4%
2014-15 - Percentage no longer in HE 7.0%
2015-16 - Percentage no longer in HE 6.8%
2016-17 - Percentage no longer in HE 6.4%

- 5.2.5 Target – retention: to increase the number of student peers on the Peer Assisted Learners scheme (PALs - see paragraph 5.2.3) attending external

training courses each year.

Milestones:

2012-13 - 10
2013-14 - 10
2014-15 - 10
2015-16 - 15
2016-17 - 15

- 5.2.6 Target – retention: to continue to support students with disabilities by increasing, by 2016-17, the proportion of students in receipt of DSA and to remain above the HESA benchmark in all years (HESA Table T7).

Milestones:

2012-13 - Proportion of students in receipt of DSA 12% and to exceed the HESA benchmark
2013-14 - Proportion of students in receipt of DSA 12.5% and to exceed the HESA benchmark
2014-15 - Proportion of students in receipt of DSA 12.8% and to exceed the HESA benchmark
2015-16 Proportion of students in receipt of DSA 13% and to exceed the HESA benchmark
2016-17 Proportion of students in receipt of DSA 13.5% and to exceed the HESA benchmark

- 5.2.7 Target - success: to ensure that the margin of differential for student achievement levels from underrepresented groups in HE compared with their peers not from these groups does not fall below -5%.

Milestones:

2012-13 - Margin of differential to remain at or above -5%
2013-14 - Margin of differential to remain at or above -5%
2014-15 - Margin of differential to remain at or above -5%
2015-16 Margin of differential to remain at or above -5%
2016-17 Margin of differential to remain at or above -5%

6. Monitoring and evaluation

- 6.1 The outcomes of the activities outlined in this Access Agreement will be monitored annually and reported on as part of the WPSA or other statutory reporting requirement as outlined by OFFA.
- 6.2 Progress will be evaluated by measuring outcomes against the targets and milestones set out in section 5, gauged against the University College's management information data, and where appropriate, benchmarking against published HESA data and location adjusted benchmarks.
- 6.3 Outreach activity will be monitored on the numbers of targeted students at

schools and colleges reached in each academic year, and management information data on the University College's admissions and recruitment records.

- 6.4 Retention measures will be evaluated and judged against achievement against the milestones and targets and also using measures of success (successful progression on course and successful achievement of the intended award).
- 6.5 In addition to statistical measures, methods of evaluation involving interviews, focus groups and surveys of participants of both outreach and retention activities will be used to provide an evaluation of the effectiveness of activities undertaken to fulfil the University College's commitment to its Access Agreement.
- 6.6 Progress will be reported on an annual basis to the University College's Academic Board. The Students' Union President will represent students on the Academic Board.
- 6.7 The delivery of the commitments outlined in this Agreement will be the responsibility of the whole University College community, led by the Director of Studies and monitored by the Strategic Management Group. Heads of Schools and teaching staff, staff in Marketing and Recruitment and staff in Academic Registry, Course Administration and Student Support work collaboratively towards the success of measures outlined above.

7. Provision of information to prospective students

- 7.1 The University College is committed to providing timely and accurate advice on its fees and the financial support available to prospective and current students.
- 7.2 The University College will publish information on fees and financial support for 2012-13 on the University College website and through the UCAS Entry Profiles. For 2013-14 onwards, this information will also be provided in the University College's Prospectus.
- 7.3 Information on fees and financial support for students who enrolled on a course of study prior to September 2012 will be published on the University College intranet for current students, and on the University College website to assist any student who wishes to apply for a transfer into the University College from another course of study.

Table 5 - Milestones and targets

targets relating to your applicants, entrants or student body (e.g. HESA, UCAS or internal targets)

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
NS-SEC (location adjusted) (HESA Table T1b)	To increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from SEC 4-7, and to remain above the Location Adjusted Benchmark in all years.	2009-10	34.4% HESA 33.1%	To achieve a proportion of 30% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.2%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.2%.	To achieve a proportion of 31% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.2%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.2%.	To achieve a proportion of 33% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.3%.	To achieve a proportion of 34% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.3%.	To achieve a proportion of 35% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.4%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.4%.	In view of the unknown effect of the new fee regime on recruitment from underrepresented groups across the sector, the targets have been set to indicate the aspirational levels of participation that the University College intends to maintain in absolute terms, with a minimum level above the location adjusted benchmark should participation from underrepresented groups reduce to levels that make this aspiration unsustainable.

LPN (location adjusted) (HESA Table T1b)	To increase, by 2016-17, the absolute proportion of young full-time undergraduate entrants from LPNs, and to remain above the Location Adjusted Benchmark in all years.	2009-10	18.5% HESA 14.7%	To achieve a proportion of 16% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3%.	To achieve a proportion of 16.5% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3%.	To achieve a proportion of 17% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3.1%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3.1%.	To achieve a proportion of 18% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3.2%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3.2%.	To achieve a proportion of 18.6% in absolute terms and to at least exceed the Location Adjusted Benchmark by 3.3%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 3.3%.	In view of the unknown effect of the new fee regime on recruitment from underrepresented groups across the sector, the targets have been set to indicate the aspirational levels of participation that the University College intends to maintain in absolute terms, with a minimum level above the location adjusted benchmark should participation from underrepresented groups reduce to levels that make this aspiration unsustainable.
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Location (other measure - please give details in the next column)	To increase, by 2016-17, the absolute proportion of mature full-time undergraduate entrants with no previous HE and from LPNs, and to remain above the Location Adjusted Benchmark in all years. (HESA Table T2a)	2009-10 PIs	12.9% HESA 10.3%	To achieve a proportion of 11% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.5%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.5%.	To achieve a proportion of 11.5% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.5%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.5%.	To achieve a proportion of 12% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.6%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.6%.	To achieve a proportion of 12.5% in absolute terms and to at least exceed the Location Adjusted Benchmark by 1.8%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 1.8%.	To achieve a proportion of 13% in absolute terms and to at least exceed the Location Adjusted Benchmark by 2%. In the event of a significant reduction in national participation which makes the absolute target unachievable, we will at least exceed the Location Adjusted Benchmark by 2%.	In view of the unknown effect of the new fee regime on recruitment from underrepresented groups across the sector, the targets have been set to indicate the aspirational levels of participation that the University College intends to maintain in absolute terms, with a minimum level above the location adjusted benchmark should participation from underrepresented groups reduce to levels that make this aspiration unsustainable.
Non continuation: Young (HESA Table T3a)	Retention: to continue to ensure that the percentage of young entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark	2008-09 (2009-10 PIs)	4.9% HESA 7.6%	0.049	0.045	0.043	0.042	0.04	
Non continuation: Mature (HESA Table T3a)	Retention: to continue to ensure that the percentage of mature entrants who drop out of Higher Education remains below 5% and performance remains better than the HESA benchmark	2008-09 (2009-10 PIs)	3.8% HESA 11.8%	0.038	0.037	0.036	0.035	0.035	

Non continuation: LPN (HESA Table T3b)	Retention: to reduce the percentage of young entrants from low participation neighbourhoods who drop out of Higher Education and continue the University College's successful performance in this area of retaining drop out levels below the HESA benchmark.	2008-09 (2009-10 PIs)	7.7% HESA 9.4%	0.076	0.074	0.07	0.068	0.064	
Disabled	Retention: to continue to support students with disabilities by increasing, by 2016-17, the proportion of students in receipt of DSA and to remain above the HESA benchmark in all years (HESA Table T7).	2009-10	12.3% HESA 9.2%	12% in receipt of DSA and to continue to exceed the HESA benchmark	12.5% in receipt of DSA and to exceed the HESA benchmark	12.8% in receipt of DSA and to exceed the HESA benchmark	13.0% in receipt of DSA and to exceed the HESA benchmark	13.5% in receipt of DSA and to exceed the HESA benchmark	
Ethnicity	Increase proportion of UK domiciled students from a Black, Asian or Minority Ethnic (BAME) origin	2008-09	0.066	0.066	0.07	0.08	0.09	0.1	
Completion/Non continuation (other - please give details in the next column)	Success: to ensure that the margin of differential in the percentages of students from underrepresented groups achieving a First or Upper Second Class degree classification, does not fall below -5% compared with peers not from underrepresented groups.	2007-08 cohort (completed 2009-10)	Percentage achieving a 2:1 or above: SEC4-7 - 57.6% Other SEC - 60.1% Disabled - 54.7% No disability - 62.3% BAME - 66.7% White - 60.2%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	Margin to remain at or above - 5%	<p>This set of targets and milestones will focus on the following groups of students: NS-SEC 4-7/other SEC Declared disability/No declared disability Students from BME/students from white background</p> <p>As reported in the most recent WPSA submitted in January 2011, the University College reduced its differentials significantly since the WPSA's were first submitted in June 2009, however, it is recognised that additional effort is required to achieve the target for those students with a declared disability.</p>

[illegible]

Table 5b - Other milestones and targets

Alongside applicant and entrant targets, we encourage you to provide targets around your outreach work (including collaborative outreach work where appropriate) or other initiatives to illustrate your progress towards increasing access. These should be measurable outcomes based targets and should focus on the number of pupils reached by a particular activity/programme, or number of schools worked with, and what the outcomes were, rather than simply recording the nature/number of activities.

Please select milestone/target type from the drop down menu	Description (500 characters maximum)	Baseline year	Baseline data	Yearly milestones/targets (numeric where possible, however you may use text)					Commentary on your milestones/targets or textual description where numerical description is not appropriate (500 characters maximum)
				2012-13	2013-14	2014-15	2015-16	2016-17	
Outreach / WP activity (collaborative - please give details in the next column)	To continue to work with regional schools, colleges and academies identified as high priority through the Indices of Multiple Deprivation Index (IMD) to target pupils from under-represented groups and raise awareness of and aspirations to undergraduate study from year 9 through to year 12/13	2009-10	22 schools and colleges	30 schools and colleges 700 pupils	30 schools and colleges 800 pupils	35 schools and colleges 900 pupils	40 schools and colleges 1000 pupils	40 schools and colleges 1000 pupils	Whilst the yearly milestones are set around targetted inputs, the aim is to reach increasing numbers of pupils during from year 9 to year 12/13. Whilst the University College can partially evaluate the success of its outreach activities by measuring the numbers of pupils applying to study at NUCA, it is not easy to capture information on pupils that have applied to institutions other than NUCA. The University College will continue to develop its evaluation mechanisms.
Outreach / WP activity (other - please give details in the next column)	To work with local and regional networks to provide taster sessions for mature students with no previous experience of Higher Education, to raise awareness of, and aspirations to, study at undergraduate level			Number of students benefitting 450	Number of students benefitting 450	Number of students benefitting 500	Number of students benefitting 500	Number of students benefitting 520	This is a new measure that is intended to promote the value of higher education to mature learners with no previous experience of Higher Education. The success will be evaluated by monitoring the numbers of mature entrants that are recruited to NUCA courses and will be measured in conjunction with the statistical measure identifie din the table above related to HESA Table 2a.

[illegible]