

Access Agreement 2012/13

This Agreement will apply to all students who enter the University College in 2012/13 to commence their first year of study towards an undergraduate award. Students who are admitted with advanced standing will be covered by the terms applicable to their cohort.*

1.0 Context

- 1.1 The Arts University College at Bournemouth is a specialist higher education Institution with a commitment to providing all-through provision in the areas of art, design, media and performance from Saturday Art School through further education (FE) to higher education (HE). The University College prides itself on providing a supportive and friendly environment which places students and their work at the centre of its community.
- 1.2 The Arts University College at Bournemouth offers undergraduate and taught postgraduate awards in the fields of art, design, media and performance. These awards are characterised by an emphasis on studio practice, delivered within a community of creative professionals. Courses have a strong focus on developing the technical and professional skills of students, which leads to highly employable graduates both within their specialist fields and beyond. Collaboration between courses, and between students, is designed to reflect the demands of professional practice; the ways in which courses work together to provide this professional environment is a key feature of the educational environment at the institution.
- 1.3 The undergraduate course offer has historically been allocated to HEFCE Price Group C, with an element also partially allocated to Group B. This is recognition of the high cost of specialist course delivery within the creative arts, and inevitably impacts on the fee from 2012/13 onwards. This enables the University College to maintain its current high quality of educational experience and equally to develop strong, targeted outreach work which raises aspiration and encourages application from all those who have the capacity to benefit from our awards, regardless of background.
- 1.4 The University College's Widening Participation funding is used primarily to support on-course activity, with some funding set aside for outreach work.
- 1.5 On-course support includes support for student retention through tutor and technician activity; study skills support for students with a disability; financial support for Educational Psychologist's reports; and a contribution to support the wider work of the Student Services team, which provides career education, information and guidance; disability support; counselling services; study skills workshops; and an accommodation service.
- 1.6 The University College acknowledges that much of its outreach work will have medium-term impact, as it seeks to raise aspiration. Our initiatives within this Access Agreement build on these existing services and strategic priorities, and also seek to deliver targeted work to replace activity previously undertaken through initiatives such as Aimhigher.

* Please note that some provisions in this Access Agreement are subject to legal advice, and will be amended if appropriate

- 1.7 Historically, the University College has been successful in attracting students with disabilities (where its performance has been significantly above the benchmark for many years). The local demographics, as well as the nature of the course offer, has posed particular difficulties with regard to the recruitment of students from ethnic minorities, and students from lower socio-economic groups or low participation neighbourhoods. The proposals set out in this document are intended to address these key areas, as well as reinforcing previous achievement.
- 1.8 The provision of this Access Agreement applies to all full-time students who are domiciled in England. Where specific benefits are also applicable to other students, this is stated.
- 1.9 The University College acknowledges the challenge of being a specialist, selecting institution; many of our courses are over-subscribed. In addition, many potential students, especially within those groups historically under-represented in higher education, may not realise the opportunities which are available to study a higher education course in a creative subject. We accept that the most effective way of maintaining and improving our performance is to secure a higher number of strong applications from under-represented groups, and that is the key focus of this Agreement
- 1.10 The measures set out in this Access Agreement are designed to raise the aspiration of potential students from under-represented groups, and to support their progression into higher education, either at the Arts University College at Bournemouth or elsewhere. They equally seek to ensure that those students who benefit from our outreach activity are able to succeed in their course of study; this will be achieved both through a realistic presentation of the demands of higher education, to encourage applications from suitable candidates; and through the support which is provided to students after enrolment.
- 1.11 The University College will continue to keep under review the implications of its Access Agreement to ensure that its provisions are effective in meeting its intentions of raising aspiration, and encouraging applications from those from under-represented groups. In view of the unpredictability of the admissions cycle for entry in 2012 and 2013, this Access Agreement applies only to 2012/13, and will be reviewed for 2013/14.

2.0 Fee limits and fee income

- 2.1 The basic and maximum tuition fees for UK and European Union (EU) students undertaking their first degree are set by the Government. For 2012/13, the basic fee has been set at £6,000 and the maximum fee at £9,000. No fees are payable upfront. The cost of tuition is repaid through graduate contributions, which commence at least three years after the start of the course of study. Repayments are due only once a student/graduate is earning at least £21,000 (this figure will be reviewed annually). For full details of eligibility, and how graduate contributions are calculated and collected, see the Government website:

<http://www.direct.gov.uk/en/EducationAndLearning/UniversityAndHigherEducation/StudentFinance/index.htm>.

- 2.2 For 2012/13, the University College has set a tuition fee of **£8,600** for all full-time undergraduate courses. This is reflective of the high quality of education provided, and the high cost of study within the art, design, media and performance subject areas. The full-time fee will be held at this level for the duration of the course of study for continuing students (including those who progress directly from Foundation degree to Honours degree). Students who intermit, or who otherwise take a break from their studies, will be charged the fee applicable to the cohort which they join.

- 2.3 The fee for part-time undergraduate courses for 2012/13 will be calculated pro rata, and will be **£1,435** per 20-credit unit. The unit fee for part-time courses will be held at this level for the duration of the course of study for continuing students (including those who progress directly from Foundation degree to Honours degree). Students who intermit, or who otherwise take a break from their studies, will be charged the fee applicable to the cohort which they join.
- 2.4 Foundation degree students who articulate directly to the final year of an Honours degree course at the University College in 2012/13 will be treated as continuing students, and will be entitled to the same provisions as students who progress to the final year having followed the Honours degree course.
- 2.5 Students who enrolled on an Honours degree or Foundation Degree prior to 2012/13 will be treated as continuing students and will remain under the fee and bursary arrangements in place in their year of entry (subject to any inflationary increases).
- 2.6 Year Zero students enrolling in 2011/12 will be treated as continuing students throughout their subsequent years and will remain under the fee and bursary arrangements in place in their year of entry (subject to any inflationary increases).
- 2.7 The arrangements described below apply to any student entering the Arts University College in 2012/13, or returning from a period of intermission from their course. This includes any student who holds a deferred entry from 2011/12, who will fall under these new arrangements.

3.0 Expenditure on additional access measures

- 3.1 The University College notes that it has been successful in attracting and retaining students from under-represented groups over the last five years. It is a specialist, selecting institution, and its catchment area comprises regions where the proportion of non-traditional learners is lower than the national average (primarily, the south-west and south-east).
- 3.2 According to our monitoring return in 2010, 42.8% of AUCB students are from groups which are historically under-represented in higher education. We perform well against challenging benchmarks, especially in relation to overall student retention, and the enrolment of students in receipt of the Disabled Students' Allowance; internal monitoring confirms the success of this work. We aim to maintain our current strong performance, and to secure improvements in those areas where achievement has been less strong.
- 3.3 The Arts University College will allocate an absolute minimum of 15% of its additional fee income to additional access measures, although it anticipates that annual expenditure will be significantly higher than this.

4.0 Additional access measures

4.1 Outreach activity

- 4.1.1 There is considerable evidence which suggests that strong and targeted outreach work with under-represented groups is the most effective way of encouraging participation in higher education. The University College is committed to developing and extending its existing outreach provision, which includes taking institutional responsibility for work previously delivered through services such as Aimhigher.
- 4.1.2 We will continue to undertake, and will extend, our existing activity in those areas which we know to have been successful in raising aspiration, attainment, confidence

and self-esteem; and have resulted in enquiries and subsequent enrolments to Arts University College awards.

- 4.1.3 We shall build on the successful HE Progression Framework and engage with schools, colleges and agencies in a sustained way at the key transition phases of a learner's journey. We will deliver activities that support learning outcomes for introductory, developmental and consolidation phases across KS2 & KS3; KS4 and post-compulsory education. This includes offering dedicated workshops in creative subjects such as photography and film; the delivery of targeted specialist summer schools; offering Taster Days and campus visits; and undertaking curriculum projects with schools. We also deliver mentoring support for students progressing from the National Diploma onto higher education courses to secure this critical transition period.
- 4.1.4 We have also identified specific schools and colleges with whom we undertake collaborative work. The University College has a policy of targeting schools and colleges which have a high proportion of non-traditional students, a low conversion to higher education, and a strong portfolio within the creative arts. It is intended to increase the number of linked schools and colleges over the coming years, but no specific target is set for this work as the intention remains only to link with those institutions which are local, or where there is a realistic prospect of conversion to higher education at the University College. The University College engages with schools through offering a wide range of activities. This includes Portfolio Advice Days, where groups of non-traditional learners from selected schools and colleges attend the institution to meet with academic staff and to discuss their portfolio, and how best to present themselves and their work as part of a future application for higher education. In addition, they have a campus tour, visiting studios where current students are making work, and have the chance to learn more about the higher education experience.
- 4.1.5 Among both students and our own staff practitioners, the University College has a strong history of artists taking up residencies, for example in schools or galleries. We intend to build on this well established initiative and the success of school residencies, where our students work with non-traditional groups and support the creative curriculum, by appointing two artists in residence in 2015/16 who will focus on art, design, media or performance. The scheme is intended to support the residency of a University College graduate from a non-traditional background to foster a creative collaboration between the artist and the staff and students, and thus raise aspiration to higher education. A typical residency might be for a full academic year (ten months). The award will cover a stipend for the resident artist, plus costs associated with the artist's activity, including consumables or materials, studio, exhibition and other associated costs.
- 4.1.6 Schools/Colleges and other stakeholders provide a vital link in mapping of enhanced curriculum, improved provision, attainment, raising the profile of arts, design media and performance, information and guidance and professional development. This involves work around exploring initiatives which have developed and informed curriculum, such as ongoing professional development and increased school/HE dialogue, 14-19 diploma consultation, and specific work with schools and colleges with Specialist Art Status. Further, this explores those opportunities which have engaged teachers in a real and meaningful way offering clarification and enrichment of curriculum.
- 4.1.7 Additional activity has been developed through strong links with the Borough, Looked After Children practitioners, employers, community groups and education providers to encourage participation from under-represented groups and in accordance with HEFCE good practice. Activity includes engagement with work-based and adult learners; the development of courses, and smaller blocks of learning which are targeted at employer groups; and formerly participation in Extended Services

initiatives where the College's specialist resources were available for Summer School activity.

- 4.1.8 We shall continue to provide a small subsidy to our Saturday Arts School programme, which offers the opportunity for 9-18 year-olds to participate in a programme of creative activity throughout the autumn and spring terms. This subsidy permits the allocation of free or subsidised places to those from target groups (nominated by schools with low progression to higher education, and/or based within low participation neighbourhoods, low household incomes or young people in care). Approximately 25% of enrolments fall into this category, and there is some evidence of improved attainment at GCSE. Many students subsequently enrol on the Extended Diploma in Art and Design and, where appropriate, higher education courses at the University College.
- 4.1.9 We acknowledge that a major concern is the information, advice and guidance provided to prospective students. This is particularly applicable to those from under-represented groups, for whom detailed advice or guidance is less likely to be accessible. We shall appoint a dedicated adviser to work with students in schools and colleges, providing high quality information, advice and guidance about options, higher education, progression and career opportunities. There is an opportunity to build on existing good practice across the sector, and we shall continue to investigate whether formal collaborations or links with such organisations would be of additional benefit. This is a new area of work for the Arts University College, and offers an opportunity to provide clear and targeted advice to prospective students in timely fashion.
- 4.1.10 The University College is keen to build on its existing strong networks to deliver a coherent outreach programme for the creative arts. We envisage continued activity with the National Arts Learning Network/ukadia, and anticipate that new networks may also be developed with local, regional or discipline-based partners where mutual benefit is identified. The establishment of these networks will be progressed throughout 2011/12, and will continue into 2012/13.

4.2 Student retention and success

- 4.2.1 Significant support for student retention is funded through the current widening participation allocation, and we do not plan for a major investment from the additional access funding during its first year of operation. However, the University College has evidence that students from lowest income households benefit from direct financial support for their Final Major Project at Level 6 which is addressed in a package of financial support for this group, as described at paragraph 4.3.4 below.
- 4.2.2 The University College employs a Senior Progression Officer whose role includes monitoring student retention and progression, and identifying potential areas for improvement for non traditional groups. This work will continue.
- 4.2.3 The University College acknowledges the importance of supporting non-traditional students on course, and anticipates the appointment of a learning developer in 2013/14 who will work with this target group to support the development of study skills as they move through the course.
- 4.2.4 We are also mindful of the importance of progression in the creative industries post-graduation for non-traditional students. To strengthen and consolidate opportunities which can benefit these learners both during their studies, and within the first few months after the completion of their course we propose for 2014/15 a staff appointment to provide additional advice and guidance. We shall also consider practical support such as internships, for these students as they progress through the course, and will consider introducing these in future years.

4.3 Financial support for students

- 4.3.1 We acknowledge that unexpected expenditure can be a major impediment to study; and that courses in the creative arts can impose particular demands because of the cost of materials.
- 4.3.2 Historically, in common with most providers of undergraduate courses within the creative disciplines, the University College charged a "course materials fee" to contribute towards the cost of materials provided by the University College free of charge. This fee was suspended from 2006/07, and we shall continue to meet this cost from the income derived from tuition fees. (It remains the case that some courses require students to provide key equipment, which will usually be offered at a subsidised rate.) This expenditure is not, however, deemed "countable" and hence has not been included.
- 4.3.3 The University College will work towards making progress in breaking down the barriers to young people from care entering higher education, by offering them a bursary of £2,000 for each academic year of their undergraduate course. Students who are under local authority care when they enrol at the University College are automatically eligible to receive this bursary. We shall also consider offering this bursary to students up to the age of 25 on entry to higher education who have been in care for 3 or more months up to and including the period of GCSE/A level or equivalent study (evidence will normally be required). This bursary is in the form of a grant, is not means tested and will not affect student entitlement to any other financial support. This award is in addition to the other bursaries and benefits to which a student may be entitled. The bursary will be paid in February of each year. The University College reserves the right to claim back a proportion of this grant if the student fails to complete the year, but will consider each case on its merits. The bursary for care-leavers is subject to annual review, and may not be increased in line with inflation.
- 4.3.4 The University College acknowledges the cost of undergraduate study in arts, design and media and those students from lowest income households will benefit from direct financial support for their Final Major Project at Level 6. Our evidence from the last four years shows that non-traditional students regularly seek grants from our Hardship Fund to support their work on their final year project work. In consequence, students who enrol in 2012/13 and progress successfully to Level 6 study in 2014/15, and who are in receipt of a full maintenance grant, will receive a progression scholarship of £200 on enrolment for Level 6 study. This scholarship is in the form of a grant and will not affect student entitlement to any other financial support. The bursary will be paid in December of each year. The University College reserves the right to claim back a proportion of this grant if the student fails to complete the year, but will consider each case on its merits. This award is subject to annual review, and may not be increased in line with inflation.
- 4.3.5 We shall also establish a discretionary support fund. Students from under-represented groups, with a residual household income of below £25,000 are permitted to make applications to this fund for specific purposes, which will be reviewed on an annual basis and published through our intranet. For 2012, support will be available in the form of bicycle vouchers, which have been very successful and facilitate student travel to the campus; support for educational visits; and exceptionally, hardship loans. This fund will comprise the funding not otherwise allocated through this Access Agreement, and will contain no less than £50,000. We anticipate this reaching £90,000 by 2014/15 to support unexpected or exceptional hardship.
- 4.4 National Scholarship Programme
- 4.4.1 The Arts University College at Bournemouth has been allocated 36 awards under the National Scholarship Programme. Students who are given an award under this Programme will receive a benefit of £3,000 in their first year, which is match-funded

by the University College over the remaining years of their programme. This is to support student retention and progression, especially as courses within the creative disciplines can be more expensive in the later years of study. All of the figures provided refer to 2012/13 in the first instance, and will rise in line with the allocations determined by the Government.

4.4.2 The specific benefits will be as follows:

- i) In the first year of study, a partial fee waiver which comprises the difference between the basic fee set by the Government, and the fee charged by the University College, such that the student is charged the basic fee only. In 2012/13 this will be £2,600, and will rise with inflation in subsequent years.

The remaining value of the award, which in 2012/13 will be £400, will be available for students to spend on University College services. This will include a bicycle voucher to support transport; and other expenditure as determined by the student from a range of options (accommodation; printing and copying costs; subsistence costs in the Refectory; and expenditure in the campus materials shop).

- ii) In the second year of study, a partial fee waiver of £950. The remaining value of the award (currently £550) will be available for the student to spend on University College services.
- iii) In the third year of study, a partial fee waiver of £800. The remaining value of the award (currently £700) will be available for the student to spend on University College services, which explicitly recognises the increasing costs of study in the final year of a creative degree.

4.4.3 The selection criteria for awards are outlined in an Appendix to this Access Agreement.

- 4.5 In addition, the University College will undertake significant outreach projects during 2011/12 to moderate the impact of the end of Aimhigher activities. This will include the appointment of a full-time staff member to coordinate a range of project work, as described under section 4.1 above. Specifically, this post will enable the continuation of existing activities with schools and colleges; the sustaining of networks; and the opportunity to continue with activities which are proven to be successful such as specialist summer schools.

5.0 Provision of information to prospective students

- 5.1 Our Access Agreement will be published to our website. In addition, a summary of support available for students will be published; this will also be prepared as a separate information sheet which is available at Open Days and other recruitment events.
- 5.2 Financial arrangements are also included within a dedicated Financial Advice and Support talk at Open Days.
- 5.3 We also target fee and support information at under-represented groups through appropriate outreach activity, and ensure that enquirers from identified schools and colleges (including those who completed their compulsory education before publication of the Access Agreement) are provided with the relevant information.
- 5.4 Extensive staff briefings, HE tutor briefings and staff development workshops ensure that all those staff who come into contact with potential applicants are clear about the arrangements, and where further information can be found.

- 5.5 We also work closely with Student Services and the Students' Union to inform campaigns to reach the target audience and have a visible presence at induction to reinforce information about bursary support available to eligible students.
- 5.6 We shall also provide such timely information to UCAS and SLC as they reasonably require to populate their applicant-facing web services.

6. Targets and Milestones

- 6.1 The University College's Widening Participation Strategic Assessment, to which this Access Agreement is an appendix, notes the importance of monitoring success through achievements against the HESA Performance Indicators, supplemented by targets for the rates of application and offer to non-traditional learners, and overall student satisfaction ratings for those in receipt of support.
- 6.2 Whilst acknowledging the delay in publication of Performance Indicator data, we believe that it is preferable to monitor our performance through publicly available information where possible. We shall of course monitor these same indicators internally to ensure that we are well placed to understand the impact of our work.
- 6.3 We welcome the opportunity to take more direct responsibility for our outreach activity, which will enable us to take a more targeted approach than is possible within a broader network. We are concerned, however, that the new financial arrangements are poorly understood by many prospective students, and are likely to be a particular impediment to those from non-traditional backgrounds. We believe that there may be a significant short-term impact on the recruitment of those from under-represented groups, and anticipate that our recent strong performance is likely to be affected by this.
- 6.4 The targets set by the Arts University College reflect our current position, and our understanding of our own catchment area. Most applicants and enrolments are from those within 100 miles of the University College, spread evenly across the south-east and south-west regions. This is not surprising, given our location on the boundary between these two regions, and the superior travel links to the south-east and London. In addition, we have not set targets in those areas where numbers are too small to be meaningful; or where our experience over the last ten years indicates that activity is unlikely to have significant impact (this applies, for instance, to mature learners from low participation neighbourhoods without previous experience of higher education).
- 6.5 Our targets are set over five years, with annual milestones. We routinely monitor performance against these criteria on an annual basis and have noted that because of the relatively small numbers involved, apparent performance can vary considerably year on year. Data to monitor progression and achievement will be most effectively looked at within the periodic review of courses, where trends can be reviewed over a number of years, although the recruitment and retention of non-traditional students is an important aspect of the Annual Course Review process, and is therefore considered by course teams on a yearly basis.
- 6.6 We consider that performance in the first two years may be atypical, and hence whilst we shall monitor progress, we shall not seek to revise any targets or associated milestones until the third year, once the implications of the new financial arrangements are clear. We wish to ensure that milestones are meaningful, and are based on the actual circumstances rather than speculation.
- 6.7 The University College considers each of its targets to be minima, and hence where targets have been exceeded, there will be no activity designed to reduce subsequent achievement. However, targets will not themselves necessarily be revised upwards.

7.0 Monitoring and evaluation arrangements

- 7.1 Annually, the University College reports to the Office for Fair Access, OFFA, in its Annual Monitoring Report. This includes all expenditure from additional fee income on financial support for lower income students and other under-represented groups and reports progress against objectives and milestones.
- 7.2 The University College receives an annual report on its Widening Participation activity which reports on activity, and outcomes. The report is considered in detail by the Equalities Committee, which makes direct report to Academic Board. The milestones and targets outlined in this Access Agreement enable an evaluative consideration of progress, and a regular review of success.
- 7.3 The continuous monitoring of performance against target, and of the success of the wide range of access measures, also enables these measures to be amended where appropriate to ensure that the identified groups are reached. In order to inform the efficacy of its arrangements, the University College uses its Student Perception Survey to contribute to data collection, monitoring the satisfaction of different student groups.

Table 5 - Milestones and targets

Table 5a - Statistical milestones and 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	
State School (HESA Table T1b)	LAB currently 95.6	2009/10	96.5	96.5	96.5	96.5	96.5	96.5	
NS-SEC (HESA Table T1b)	LAB currently 31.5	2009/10	30.1	30.2	31	32	33.5	35	
LPN (HESA Table T1b)	LAB currently 9.4	2009/10	8.1	8.5	8.5	9	9.5	10	
Non continuation: Young (HESA Table T3a)	LAB currently 7.1	2009/10	6.6	6.5	6.5	6.25	6.25	6	Difficult to move significantly given current strong performance
Non continuation: LPN (HESA Table T3b)	LAB currently 7.8	2009/10	10.8	10	9.5	9	8	7	Small group, given that some will always withdraw it is difficult to target better performance than given
Care-leavers		2010/11	3	3	4	5	5	5	This relates to new undergraduate entrants only
Low-income backgrounds	Current 31.2	2009/10	31.2	31.5	32	32.5	32.5	33	
Ethnicity		2009/10	8.6	9	10	10	10	10	
Disabled	f/t LAB 9.1	2009/10	11.3	10	10	10	10	10	Have been above LAB, subject and national average in every year; intend to remain at this level
Other (please give details in the next column)	Student satisfaction	2010/11							AUCB Student Perception Survey: non-traditional or minority groups to show +/- 5% satisfaction rates of AUCB as a whole. (Some groups have very small numbers.)
Other (please give details in the next column)	Conversion at admissions process	2010/11							AUCB data shows similar rates of interview, offer and acceptance from all targeted minority groups for which data are available

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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 (summer schools)	Specialist Summer School	2009/10	40	40	40	40	40	40	Specialist non-residential Y12 Summer School with evidence of application to specialist Arts provider
Outreach / WP activity (summer schools)	Specialist Taster Summer School	2009/10	20	20	20	20	20	20	Specialist Uni-tasters in partnership with other providers, e.g. Regional Summer Schools, to raise aspiration to arts education at HE
Mission targets	All-through arts education commencing with Saturday Art School support for target groups	2010/11	0.25	0.25	0.25	0.25	0.25	0.25	25% of enrolments to be from under-represented groups, e.g. low income, LAC, and to receive full or partial waiver
Outreach / WP activity (other - please give details in the next column)	HE Portfolio Day	2010/11	100	100	100	100	100	100	Portfolio advice and guidance and subsequent enquiries, applications
Outreach / WP activity (other - please give details in the next column)	Prep for HE Portfolio Day	2010/11	50	50	50	50	50	50	Portfolio advice and guidance and subsequent enquiries, applications
Outreach / WP activity (other - please give details in the next column)	Mentoring	2010/11	100	100	100	100	100	100	12 mentors to provide targeted support to 100 mentees
Outreach / WP activity (collaborative - please give details in the next column)	HE Taster Days/campus visits	2009/10	150	400	500	600	700	800	Number of students attending specialist taster days/campus visits
Outreach / WP activity (other - please give details in the next column)	Artist in Residence	2009/10	145	145	175	200	200	250	Artists in Residence are located across local schools and colleges and reach a significant number of students. Undergraduates enrich curriculum, work with students towards portfolios. Added benefit of considering teaching as a post grad career.
Outreach / WP activity (other - please give details in the next column)	Master classes	2009/10	170	300	350	400	400	400	Number of participants where classes have contributed to improved attainment, enquiries, applications to further/higher education

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