

# Access Agreement

University College for the Creative Arts  
at Canterbury, Epsom, Farnham, Maidstone and Rochester

## Introduction

The Surrey Institute of Art & Design, University College merged with the Kent Institute of Art and Design (KIAD) on 1 August 2005, forming the University College for the Creative Arts at Canterbury, Epsom, Farnham, Maidstone and Rochester.

Following the merger, this amended Access Agreement will replace the previous Access Agreements for the two separate institutions.

## Contribution to Access

The new institution is drawing on the established track records of The Surrey Institute and KIAD as institutions making a strong contribution to access. Both institutions recruit primarily from the South East region. Comparison with location-adjusted Performance Indicators shows that KIAD has a strong record of recruitment from lower socio-economic groups, while both recruit strongly from state schools.

Table 1: Students from under-represented groups

<b>2002/03 Data</b>	<b>% from State Schools</b>	<b>Benchmark</b>	<b>% NS-SEC Classes 4, 5, 6 &amp; 7</b>	<b>Benchmark</b>	<b>% LPN</b>	<b>Benchmark</b>
<b>UK Average</b>	87.8		29.2		13.9	
<b>KIAD</b>	98.6	95.6	38.6	28.5	14.6	10.8
<b>Surrey Inst.</b>	98.6	95.5	29.3	28.4	10.2	10.4
<b>2001/02 Data</b>	<b>% State Schools</b>	<b>Benchmark</b>	<b>% Class IIIM, IV, V</b>	<b>Benchmark</b>	<b>% LPN</b>	<b>Benchmark</b>
<b>KIAD</b>	99	97	34	26	14	10
<b>Surrey Inst.</b>	99	97	24	25	10	10
<b>2000/01 Data</b>	<b>% State Schools</b>	<b>Benchmark</b>	<b>% Class IIIM, IV, V</b>	<b>Benchmark</b>	<b>% LPN</b>	<b>Benchmark</b>
<b>KIAD</b>	98	98	34	27	14	10
<b>Surrey Inst.</b>	99	97	26	26	9	10

Source: Performance Indicators Table T1b

Benchmarks are location-adjusted

In common with other specialist arts institutions, both KIAD and The Surrey Institute have substantial FE programmes, and of these FE students, of the order of 90% progress to HE. FE will continue to be central to the mission of the proposed University for the Creative Arts; FE provision has been maintained across all five campuses of the merged institution.

Table 2: Progression from FE to HE

	<b>2003/04</b>	<b>2002/03</b>	<b>2001/02</b>
<b>KIAD % Progressing</b>	88%	87%	87%
<b>Surrey Institute % Progressing</b>			86%

Source: Institutional data

Data on student ethnicity shows that overall the proportion of non-white students at the University College will exceed the UK average although there are naturally variances between different ethnic groups. Table 3 suggests that the merged institution may under-recruit students of Black – African, Asian – Indian and Asian-Pakistani ethnicity, but comparison with 2001 Census data shows that these groups (with the exception of Asian – Pakistani) are nevertheless better represented at the merged institution than their proportion of the general population. Under-representation of people of Asian – Pakistani ethnicity is due largely to the regional recruitment pattern of the two existing institutions, which draw comparatively few students from the North West and Yorkshire compared to the South East region (people of Asian – Pakistani ethnicity are just 0.73% of the population of the South East region).

Table 3: Students from ethnic minority groups

Ethnicity	KIAD		Surrey Institute		UK	
	Number	%	Number	%	Number	%
White	1400	86.4%	2185	83.6%	1,474,635	77.6%
Black or Black British – Caribbean	25	1.5%	40	1.53%	22,420	1.2%
Black or Black British – African	25	1.5%	40	1.53%	41,690	2.2%
Other Black Background	5	0.3%	20	0.76%	8,790	0.5%
Asian or Asian British – Indian	50	3.1%	60	2.29%	60,470	3.2%
Asian or Asian British – Pakistani	10	0.6%	20	0.76%	32,070	1.7%
Asian or Asian British – Bangladeshi	5	0.3%	15	0.57%	9,455	0.5%
Chinese or other Background – Chinese	20	1.2%	55	2.10%	16,175	0.9%
Other Asian Background	25	1.5%	50	1.91%	20,920	1.1%
Other (including mixed)	55	3.4%	110	4.21%	37,715	2.0%
Not known	0	0.0%	20	0.76%	175,515	9.2%
<b>TOTAL</b>	<b>1620</b>	<b>100.0%</b>	<b>2615</b>	<b>100.0%</b>	<b>1899855</b>	<b>100.0%</b>
<b>% Non-White</b>	<b>13.6%</b>		<b>15.7%</b>		<b>13.1%</b>	

Source: HESA Table 12e

Both institutions have shown rapid improvement in the recruitment of students in receipt of Disabled Students Allowance, in the case of The Surrey Institute to a level which is now four times the national average. Whilst useful as a national comparator, however, the proportion of students in receipt of DSA is not a completely reliable measure of the actual number of students with disabilities. Institutional data, shown at Table 4, indicates that the true proportion of students with disabilities at both institutions is about 18%, nearly three times the UK average.

Table 4: Students with Disabilities

2003/04 Data	KIAD	Surrey Inst	UK Average
No known disability	81.7%	82.4%	94.0%
Dyslexia	7.6%	9.8%	2.4%
Blind/partially sighted	0.3%	0.2%	0.2%
Deaf/ hearing impairment	0.7%	0.7%	0.3%
Wheelchair user/ mobility problem	0.4%	0.1%	0.3%
Mental health difficulty	0.5%	0.5%	0.3%
Unseen disability	6.0%	4.0%	1.2%
Multiple disabilities	1.7%	0.7%	0.6%
Other disability	1.1%	1.6%	0.7%
<b>Total with declared disability</b>	<b>18.3%</b>	<b>17.6%</b>	<b>6.0%</b>

Data refers to BA/ HND students only

Source: Institutional data

UK Average column is HESA data for UK-domiciled UG students in 2002-03

### Aimhigher and Outreach

The University College is active in raising both aspiration and attainment among people from groups that are currently under-represented in higher education.

Working collaboratively with their Aimhigher partners (Surrey and Kent have different Aimhigher partnerships), both institutions have provided a variety of experiences for the main target audience of young people aged 13-30 from low income backgrounds, minority ethnic groups, people with disabilities and people whose family have no experience of higher education.

The outstanding specialist resources available on the five sites allow us to deliver experiences with real impact. Experiences have ranged from one-day tasters in particular specialist disciplines to Summer and Easter Schools lasting a week. Events have been designed to enhance the curriculum and raise attainment, whilst working collaboratively with schools and colleges.

- 'I enjoyed learning something new. Learning glass-making was a very interesting experience. The only thing similar to this I saw on TV, so to do it myself was extraordinary.' Yr 12 Student from Woking College, experiencing Innovations Day in 3DD.

- 'A great day, brilliantly organised, learnt something new and a great experience.' Year 9 student from Ash Manor School, experiencing the Aimhigher Master Class in Film and Video.

The Higher Education Active Community Fund and internal Innovations Funds have been used to run a variety of Summer and Easter Schools where current undergraduates facilitate events and act as positive role models. Sessions have also been delivered in the community to reach out to under-represented groups in higher education. For instance, during July 2004, The Surrey Institute ran a successful Year 11 ESF/HESE Residential Summer School. The Higher Education Active Community Fund 3 day subject specialist Summer Schools were successful in raising aspirations.

Pupils who have experienced taster days, summer schools or come from a Progression Link school, are tracked as they progress through to higher education. Their performance and retention is monitored. The outreach activities are targeted at school years eight to thirteen. Currently, these pupils are yet to reach the age when they can progress to higher education. As such, clear statistics of applications to higher education can not yet be gathered.

Evaluation forms from events cover the main areas of the learning and teaching. In evaluations sampled, over 91% of participants reported that the events had inspired them to study at University.

- 'I did not want to go to University before today, but now I am considering it.' Yr 12 Student from Kings International for Business and Arts, experiencing a Progression Day.

In summary, the University College is making a highly effective contribution to the access agenda. Merger has given KIAD and The Surrey Institute an opportunity to exchange and embed best practice, whilst continuing to engage with their full range of partners and stakeholders. This Access Agreement sets out proposals to extend current activities and further embed their contribution to access.

Once on programme, students also value the support provided both by professionals and by fellow students through peer support:

- 'I learned not to panic about the work and combat issues when I get stuck - very useful' Student, School of Media, Arts & Communication Design
- 'Explained in a really good way and has broken down everything so that I can understand it!!' - BA Fashion Design Yr 1
- 'Useful advice & reassurance with dissertation, helped improve my grades from D-B' - BA Photography Yr 2

Students also benefit from offering peer support to others:

- 'I have gained the ability to support people without giving them the solutions and the confidence to stand in front of a group of strangers and give a talk on top of my head.'
- 'That I can communicate well with other people and that I can be a help toward other people. Feeling a self worth that I perhaps wouldn't have without PS'
- 'I think my confidence will stay with me with me, which will enable me to become a more successful person'

We therefore view post-entry support as an integral component of our programme to encourage participation among under-represented groups, and will look to build on our success in these areas through our Access Agreement.

### **Fee Limits**

The fee limit will be £3,000 on all BA (Hons) and Foundation Degree programmes. As government regulations raise the fee cap from time to time, through inflationary increase or otherwise,, we would anticipate raising the fee on all programmes to match.

We will charge the standard level of fee for certain elements of programmes which we believe to have a particular orientation towards access. In the first instance this will apply only to the Year Zero provision of BA (Hons) Three Dimensional Design at the Farnham Campus. The fee for all other years in this BA (Hons) Programme will be £3,000 or a higher figure in line with the fees cap in place at the time.

### **Amounts of Additional fee income to be spent on access measures**

We propose a comprehensive package of support intended to raise aspirations and make a real difference to decisions to apply. This will consist of:

- £300 Minimum Standard bursaries to all students in receipt of full state support (value: £300,000);
- £2,000 UCreative Scholarships to the most promising students from low-income families (value: £500,000);

- Additional outreach activities to extend our current outreach work(value: £200,000);
- Additional budget for reasonable adjustments to meet the specific needs of individual students with disabilities more swiftly and effectively(value: £50,000);
- Abolition of studio and materials charges(total value £300,000; estimated value to under-represented groups £100,000);
- Additional on-programme support (both personal and academic) so that students from under-represented groups can have confidence in their ability to complete the programme (total value: £150,000; estimated value to under-represented groups £50,000).

Estimates of value to under-represented groups, where given, are based on the approximate proportion of the merged institution's students who will be from NS-SEC Classes 4, 5, 6 & 7. As such, it represents a conservative assessment of the value of such measures to students from all under-represented groups.

All students in receipt of full state support will receive an annual cash bursary of £300. Awards will be administered in line with the UUK/SCOP Model Bursary Scheme.

We estimate that approximately 1,000 individuals will be eligible for this £300 bursary (that is, 300 to 350 in each cohort). In addition, we will offer approximately 80 scholarships per cohort to the most academically able students from under-represented groups. The precise number of scholarships awarded cannot be guaranteed (because, for instance, students to whom we award scholarships may nevertheless choose to take up a place elsewhere), but our intention is to reach a steady state of 250 scholarships across all three Undergraduate cohorts by 2008-09. The value of these scholarships will be £2,000 cash per year. The total cost will therefore be about £500,000 per year by 2008-09.

The £300 minimum standard bursary will be raised each year to reflect increases to the fees cap permitted by government and implemented by us. The £2,000 scholarship will also be reviewed annually.

We will invest an additional £200,000 per year in outreach activities to extend and enhance our successful programmes of activity in Aimhigher partnerships and elsewhere. Fuller details of the proposed activities are given at page 6 below. We will also establish a modest £50,000 annual budget to assist in making reasonable adjustments to provision in light of the specific needs of individual students with disabilities. The provision of a small, specific budget for this purpose will facilitate the swift resolution of issues arising for individual students within the context of the merged institution's overall accessibility programme.

We have abolished all studio and materials charges. This will benefit all students but will be of particular benefit to those students from less affluent backgrounds. Studio fees and materials charges are relatively modest, averaging £80 per student per year across the HE provision. The benefit to students from NS-SEC Classes 4, 5, 6 and 7 will therefore total about £100,000 whilst the benefit to the poorest students (those receiving full state support) is estimated at about £80,000.

We will enhance support services on all five campuses. In addition to providing additional learning support resources, we will also provide additional resources for personal support for students. Students often fail to complete their course for reasons other than academic difficulty, so a full package of support and advice mechanisms will be necessary if individuals from under-represented groups are to be able to start their courses with confidence. We estimate that the cost of additional provision will be about £30,000 per campus.

These resources will be available to all students, but it is reasonable to assume that students from under-represented groups will make at least as much use of the service as other students. The value included in this Access Agreement is therefore £50,000 based on the estimated proportion of users who will be from under-represented groups.

All these bursaries and scholarships represent new and additional provision. The £200,000 investment in outreach and support activities will be additional to funding from other sources and to institutional investment in Widening Participation activities in 2005-06. The budget for reasonable adjustments will be additional to regular planned DDA works.

### **Bursaries, Scholarships and other financial support for students**

We will implement £300 standard bursaries, £2,000 institutional scholarships as indicated above.

Our scholarships will be awarded to the most academically able students from low-income families, including all those in receipt of full or partial state support. These scholarships will be competitive and the award made on an academic judgement based on portfolio as well as exam results.

Our judgement is that a scholarship of £2,000 is sufficient to give the most able students material assistance in successfully completing their studies. The scholarship also needs to be sufficient to make a real difference to decision-making among under-represented groups. Smaller scholarships may be insufficient to encourage

students from under-represented groups to enter HE unless they were already intending to do so, and might serve only to encourage students to study at one institution rather than another.

As yet, there is little evidence on which to base decisions about the number and size of bursaries which will be most effective in encouraging participation by individuals who would not otherwise participate. We will therefore need to monitor the implementation of our bursary scheme and work closely with OFFA and other partners to identify emerging best practice in the sector. If it becomes clear that we have not designed the most effective bursary scheme, we may request permission to amend our Access Agreement in order to increase the size or number of bursaries awarded.

As a specialist institution in Art, Architecture, Design, Media and Communications our provision is split between programmes which have a clear relationship to well-paid employment in the creative industries (such as Architecture, Graphic Design, Journalism or our postgraduate provision in Digital Games Design) and programmes which, whilst no less vocational in orientation, frequently lead to less well paid careers. The specialist workers we train in Fine Art, and in contemporary crafts such as Ceramics, Metal or Glasswork make a vital contribution to the cultural wealth of the region and to the maintenance of communities of practice which are of national cultural importance. We are concerned that the introduction of enhanced fees may discourage students from pursuing a vocation in art or the crafts and encourage them to study media, communications or fashion. This might have a neutral or beneficial financial impact on the institution, but it would distort our mission and limit our ability to support disciplines that are central to our academic strategy. Alternatively, there may be a shift away from less financially rewarding programmes only among students from under-represented groups (especially those from lower income households).

We are not aware of any reason why the introduction of enhanced fees should have a negative impact on recruitment to Foundation Degrees. However, there is little experience in the sector of recruitment patterns for Foundation Degree programmes.

We note that OFFA's primary concern is to address under-representation in higher education as a whole, rather than in particular institutions or courses. This is reflected in our proposed bursary & scholarship scheme which makes no distinction about academic areas and does not allocate a particular balance of studentships across our five constituent campuses. Nevertheless we would be concerned if the introduction of enhanced fees were to limit access to particular academic areas or particular careers. All programmes of Higher Education should be open to the students most able to benefit from them, regardless of financial considerations.

We will therefore continue to closely monitor the impact of the introduction of enhanced fees to see if there is any detrimental effect on particular academic areas, or on Foundation Degrees. If we identify such effects, we may request permission to amend our Access Agreement so that some elements of our total bursary support can be focussed on particular BA (Hons) or Foundation Degree programmes.

### **Provision of information to students**

We shall provide prospective students with information regarding the cost of the fees for the duration of their proposed course and also an indication of the likely cost of course materials and living costs in the areas in which our campuses are situated. This information will be available in our prospectus and on our website and will also be the subject of specific leaflets, which will be mailed in response to enquiries made by telephone, mail and e-mail and given out to students and parents at Recruitment Fairs and institution Open Days.

Student Services staff will also be made available on Open Days for any general finance questions.

The leaflets will also be mailed to targeted households in low participation neighbourhoods and distributed to those schools with whom we shall be engaging in outreach activities. Information regarding financial support that will be available will also be included. This will cover the state support and how it can be accessed and also the standard and institution bursaries described above.

Students who are invited to interview will also receive printed information and, in addition, have the opportunity to visit Student Services to obtain further information and have their questions answered. Admissions Tutors will also be trained to deal with questions raised at interview. When students are made an offer of a place, they will receive information regarding the cost of the relevant fees and how to access financial support.

We shall direct specific information to applicants who have declared a disability to ensure that they are supported, through written information and contact with our specialist staff, in accessing the additional state support available to them. Information will then be provided at each stage of the admissions process.

The information received during the application period will be reinforced in information packs which are distributed to all students, new and existing, prior to and at enrolment. Available financial support will also be the subject of induction sessions for all new students provided by our welfare advisory staff. The Students' Union will be provided with briefing sheets regarding the financial support available from the merged institution to assist them in advising students.

Existing students will be informed of the criteria associated with the bursaries and scholarships.

### **Outreach work**

The level of and guidance for expenditure for Aimhigher funding after July 2006 and once integration with Excellence Clusters has been achieved is not yet clear. We have therefore had to make reasonable assumptions about the level of funding and activity devoted to outreach which will serve as the baseline for additional work funded through this Access Agreement. The merged institution remains committed to working in partnership and will necessarily have to reconsider its plans in light of Aimhigher funding and partners' intentions. Any material change in the programme of activities proposed in this Access Agreement will be discussed with OFFA and, if necessary, we will request permission to amend this Access Agreement.

With these factors in mind, the proposed new and core activity for 2006/07 and following years seeks to outline a plan which enables the merged institution both to deliver its own access agenda and to support wider Aimhigher/Excellence Cluster activity.

At the lowest level, outreach opportunities such as development of galleries in Margate and Folkestone, the Learning Careers Conference, Surrey Skills Festival, and leaflet drops to target households will allow us to reach large numbers of individuals with information about the distinctive and different nature of specialist HE that we offer, and to inform them about opportunities to learn more. Specialist HE in Art, Architecture, Fashion, Media or Communication may appeal to able students for whom a 'standard' sciences or humanities education would not be appropriate.

At the higher level, a balance has been struck between offering taster days which may positively sway those students who were already considering HE as an option and longer, such as summer schools, which seek to change the 'hearts and minds' of those students for whom attending HE is not currently an option, particularly those students who have no family history of attending HE. In addition, such activities would seek to engage with the 'key influencers' in young people's lives such as teachers, Connexions advisers and especially parents.

### **Milestones**

Outreach activities to raise aspirations and achievement in under-represented groups can only achieve success over the medium and longer term as individuals pass through school or college and apply for HE. An appropriate balance of output and input targets will therefore be established to ensure that these longer-term activities can be measured and evaluated in the shorter term.

We propose the following targets:

<u>Target</u>	<u>Means of Measuring</u>
<ul style="list-style-type: none"> <li>The proportion of students in receipt of Disabled Students Allowance will exceed benchmark in every year of the Access Agreement</li> </ul>	HESA National Performance Indicators Table T7
<ul style="list-style-type: none"> <li>The proportion of students from non-white ethnic groups will exceed the UK average in every year of the Access Agreement</li> </ul>	HESA data
<ul style="list-style-type: none"> <li>The proportion of students from state schools will exceed location-adjusted benchmark in every year of this Access Agreement</li> </ul>	HESA National Performance Indicators Table T1
<ul style="list-style-type: none"> <li>The proportion of students from NS-SEC Classes 4, 5, 6, and 7 will exceed location-adjusted benchmark in every year of this Access Agreement</li> </ul>	HESA National Performance Indicators Table T1
<ul style="list-style-type: none"> <li>The proportion of students from Low</li> </ul>	HESA National Performance

Participation Neighbourhoods will exceed location-adjusted benchmark in every year of this Access Agreement	Indicators Table T1
<ul style="list-style-type: none"> <li>• Provide aspiration and attainment-raising experiences to an <i>additional</i> 3,000 beneficiaries per annum</li> </ul>	Institutional Annual Monitoring Statement. These numbers will be additional to those funded through other routes, such as Aimhigher

### Monitoring arrangements

Annual Academic Monitoring of all HE and FE programmes already includes, as a matter of routine, monitoring of the proportion of students from under-represented groups, and consideration of programme-specific statistical data on students with disabilities. Data on students enrolled is explicitly compared with data on applicants and national subject comparators. Heads of School or Faculty collate programme-level reports and comment to Academic Board on any issues of concern.

Both institutions currently have slightly different arrangements for the monitoring of Widening Participation activities and data on student ethnicity. In the merged institution, it is proposed that a Fair Access & Widening Participation Committee will report via Academic Policy, Quality & Standards Committee (which will be the key academic committee) to the Academic Board. The Fair Access & Widening Participation Committee will be responsible for monitoring access activities in the merged institution, retaining a strategic overview of progress against the targets set out in this Access Agreement and taking steps to ensure that this Access Agreement is implemented and targets are met.

A new senior role will also be created with responsibility for FE and Fair Access. This will ensure that the institution is achieving excellence in the core strategic aims of widening participation and fair access. The role combines responsibility for FE and access because the FE provision of the merged institution will continue to be focussed on progression to HE. The creation of a senior role will ensure that there is a strong voice dedicated to fair access issues on the Senior Management Group of the merged institution.

Monitoring reports will be forwarded to OFFA as part of the HEFCE Annual Monitoring Statement.

The University College will review the budget associated with Scholarships and Outreach activity according to any variation between its target contract range and its HESSES return. Where student numbers are significantly at variant it may choose to adjust budgets accordingly.