

Proposed Access Agreement for 2012-13

1. Fee Limits and Income Above £6,000

1.1 Fee Levels

The Courtauld Institute of Art intends to charge new Home/EU BA entrants in 2012-13 an annual tuition fee of £9,000. There will be a single fee level for our single BA programme.

We would apply annual increases in the fee in line with the amount set by Government each year.

1.2 Anticipated Student Numbers

Until more is known about the ability for institutions to expand student numbers under the new system it is assumed that recruitment will continue at the existing capped level of 50 students per year for the three years of the programme.

2. Expenditure on Additional Access and Retention Measures

2.1 Responding to the Access Challenge

As a very small, single-subject institute teaching a subject mainly absent from state school curricula, The Courtauld faces an unusual challenge in seeking to widen participation further. We have therefore decided both to retain our existing widening participation commitment in its entirety, which is currently funded from tuition fees to the level of £57,000, and to devote a very substantial proportion of the new fee income to additional access measures. 30% of fee income above £6,000 (£900 per student per annum) will be dedicated to access activities and student support. In 2012/13 this will yield an estimated £45,000 per annum for these purposes, rising to £135,000 from 2014/15.

Our existing commitment under the current access agreement will provide a further £57,000 in 2012/13 rising to £60,000 in 2014/15. In 2012/13, £32,000 of this will go towards ongoing financial support for existing students, reducing to £16,000 in 2013/14. In each year, all remaining funds will be used to support additional outreach activities. From 2014/15 onwards these funds will be directly entirely to outreach.

The cumulative effect of the existing and new commitments equates to 43% of fee income above the basic fee being spent on fee waivers, bursaries, outreach and retention by 2014/15, comprising 33% on outreach and retention, 6% on fee waivers/bursaries and 4% on Institutional National Scholarship Programme (NSP) spend.

As all of the expenditure detailed in this agreement relates to previous access agreement expenditure that we are continuing to make and/ or expenditure on new access and student retention and success measures we consider all of the expenditure to be countable for the purposes of this access agreement.

In focusing our efforts on undergraduate recruitment, we are also acutely aware of the potential for increased pressure on the diversity of our postgraduate student body under the new fee regime. We are already very successful in finding philanthropic support for postgraduate scholarships, but we have redoubled our efforts, and as of 2011/12 we shall be fundraising for postgraduate means-tested bursaries as well as purely merit-based awards.

2.2 Retention

As a small institute with strong academic and pastoral support, we have an excellent record on retention, but we recognise that our success in widening access further might bring greater challenges in future. At present we intend to address any such problem mainly with existing resources (such as the personal tutor system, Students' Union, Royal Literary Fund fellows [providing writing assistance] and Academic Support Tutor) which will not entail additional costs. The establishment of a programme of internship bursaries (as detailed in paragraph 3.7) will also play an important part in retaining students from disadvantaged backgrounds. We shall, however, closely monitor the suitability of this provision from year to year.

3. Additional Access Measures

3.1 Outreach -- New Measures

Our additional expenditure on outreach will be directed towards the expansion of existing projects which are tried and tested, and new ventures designed to achieve different objectives.

We intend to introduce new schemes which target the development of academic skills for art history and the humanities in general. Our existing programmes have a good track record in bringing students into HE (see below), but we need to do more to foster the skills that will lead to successful applications either to The Courtauld's BA or to similarly academic programmes.

- From summer 2012 we intend to run a one-week 'Summer University' course, promoted through our existing networks initially to around 15 students from low-participation schools, normally at the end of Year 12. We have not ruled out collaborative work on this summer course, either with a charitable organisation or other HEIs, and we are exploring options; however, we have provisionally budgeted to run it as a purely

Courtauld event (including teaching, coordination, student travel and accommodation). The school will introduce students to university-level and university-style learning of art history, including writing skills. It will be very specifically focused on giving students the skills and confidence not only to apply but to apply *successfully* to university, whether to The Courtauld or to other universities with high entry requirements.

- We will also exploit the existing capacity of our 'Introduction to Art History', a four-day course run twice in the spring, which offers a taster of university-level art history and critical skills. The costs of scheme are relatively low: bursaries of £350 per student to cover fees. We will begin in 2012/13 with four bursaries for Year 12 students from low-participation schools (rising to eight from 2015/16), advertised through our existing networks.

The small numbers of students involved in the Summer University and Introduction to Art History bursary scheme will allow personal monitoring of the students' progress and subsequent HE decisions. Their connection with the Institute and each other may also be fostered by the use of social media.

3.2 Outreach -- Enhancing Existing Measures

Our second priority is to use the additional fee income to increase and enhance successful existing activities. By 2014/15 we will be devoting £158,000 to outreach activities- a figure that is more than double our current spend on outreach and bursaries combined.

We will use these resources to increase the number of students/teachers reached by successful programmes such as:

- Courtauld Student Ambassador Scheme involving fulltime students from BA and research degree courses supporting Widening Participation & outreach programmes: currently involving 15-20 students in a wide range of activities. Continuing this scheme will depend on the additional funding from the new fee revenue to secure staff costs. We shall seek to expand the opportunities available for the students and ideally we would increase the number of students involved (but at present we have retained current numbers in our milestones).
- Partnership with IntoUniversity for one-to-one Mentoring & Buddy Schemes supported by Courtauld Student Ambassador Programme: additionally reaching 30 secondary school pupils in two HE Focus events in current year.
- Teachers' evenings and downloadable resource pack for art history: this has been reaching 150 teachers a year, with an annual average of 700 downloads.
- Animating Art History: a collaboration with Central St Martins which has so far very successfully targeted an average of 20 students annually from 'non-traditional' backgrounds, nearly all of whom have gone on to apply to HE; first applications to The Courtauld this year.

- *Regarde!* Partnership with the French Institute: using The Courtauld Gallery to enrich language teaching at ages 14-18 as well as raising awareness of art history and the Institute: 250 students from 12 schools participated in 2009/10.
- Partnership with Brooke House Further Education College in Hackney, London. Building on pilot project of Courtauld Visiting Lecturer teaching art history to Year 12 & 13 students on their Foundation Course: new development, with pilot reaching 18 students completed March 2011.

The additional spending in future will allow us to increase the capacity of these schemes, in some cases by increasing the number of events, in other cases the number of students involved (see also Annex B). The major cost involved will be additional staff time for delivering this outreach. Expansion is anticipated from 2014/15, when the full benefit of increased fee revenue will be available and able to be put into effect.

3.3 Strengthening Access at the London-wide level through the collaboration of London HEIs

Besides the existing collaborations outlined above, we are adding a further collaborative London-wide dimension to our own access and outreach plans. This will further help students (and their teachers) to have contact with a wider range of higher education opportunities.

Through our established regional membership association London Higher, we are in discussion with the developers of AccessHE. This is a new social enterprise formed by and for London's HE sector. It will seek to take forward some selected aspects of the collaborative and targeted programmes of the current Aimhigher Partnerships in London, following a lead by WECAN (the Partnership in West, Central and North London), whilst at the same time and in a cost effective, co-ordinated way exploring possible new ways of reaching out to schools across the capital and including especially young people under-represented in HE.

This new London-wide collaborative approach will help support and inform the further development of our own Access Agreement by, for example, the acquisition, analysis and reporting of data, such as contextual data, school and college profiles, patterns of access by different groups across London and deprivation profiles. Taken together, these are important aids to targeting, and to delivery at the local level. Monitoring, evaluation and also co-ordination on the London-wide basis will help us to place our own efforts into the necessary broader context of widening participation and help to show if recent valuable momentum is being maintained.

Through our joint efforts, we are expecting to confirm the constitution, budget and work programme of this new collaborative group during the first half of the 2011/12 academic year. On behalf of the participating group of London HE institutions, London Higher will liaise closely with OFFA to explain how its activities address directly the requirements of OFFA's March 2011 guidance, and the spirit of the letter of Sir Alan Langlands to heads of institutions dated

11 March 2011. If, having taken part in the initial set up discussions and process, this institution should decide after all not to take part in the new London Higher/AccessHE collaboration you will of course be advised.

We envisage that once established the group will report annually to all participating HEIs to show what benefits the collaboration has brought, and how it has helped individual HEIs such as ourselves to engage more effectively with identified schools and colleges for outreach purposes.

3.4 Recruitment and Admissions Policy

After extensive internal discussion and external advice, we overhauled our BA admissions system, starting in 2009/10, by introducing measures in accordance with the Schwartz Report to ensure transparency, consistency, and fairness in the application and interviewing process. It is too early to determine the impact these measures may have had on our 2010/11 intake, but we are considering what further we can do to overcome the perception of inaccessibility amongst potential applicants.

The unfamiliarity of art history as a subject to many potential applicants is an additional obstacle which we will continue to address through increased expenditure on communication.

We intend to start monitoring the profile of applicants as well as entrants, and include this measure in our targets. We will channel resources as appropriate into analysing the gap between applications and offers. For example, a substantial proportion of our BA applicants are rejected immediately because they miss the deadline or submit incomplete applications. We will examine the extent to which these applicants include students from disadvantaged backgrounds who would benefit from Institutional advice and support before and during the process.

Finally, we will exploit the shared experience of our partner institutions (notably within the new AccessHE collaboration) to develop ways of using contextual data fairly and effectively and sharing best practice.

3.5 Strategic Developments

This proposal deals with the access measures that we are currently planning. We are also engaged in broader strategic thinking about widening participation, particularly in designing the Institute's new Strategic Plan 2011-15, which will be approved in July 2011. Relevant developments under consideration include the provision of a part-time BA stream and collaborative degrees or course-sharing with other London HEIs. We expect to include any such developments in future Access Agreements.

3.6 Financial Support to Students -- Fee Waivers/Bursaries

In 2012/13 we intend to spend a total of £44,000 on direct student support for new entrants and existing students, including the expected contribution of

£6,000 from the NSP and our matching funding. This amount will rise to £72,000 in 2016/17 when the existing bursary scheme has been phased out and the full benefit of the new fees regime is being realised.

Through the NSP scheme and with our additional contributions, we shall aim to give an annual award of £3,000 to each entrant who qualifies for full Government support. We envisage that this may comprise £2,000 as a fee waiver and £1,000 either as further fee remission or as a cash bursary for maintenance costs (the maximum that we expect to be allowed to offer in this form). We have budgeted for 4 new full awards for the ca. 50 new entrants in 2012/13. By 2014/15, the budget allows for 8 new full awards each year plus ongoing support for those students in receipt of awards in prior years.

Besides the NSP awards, targeting those students in greatest need, we shall extend the remainder of our fee-waiver/bursary funds, up to a maximum of £3,000, to students from National Statistics Socio-Economic Classification classes 4-7 or from Low Participation Neighbourhoods who do not qualify for the full Government grant, or to those who qualify for the partial grant (students from households with an income below £45,000).

While we do recognise the limitation of bursaries in attracting students to The Courtauld, we consider that some direct financial assistance can be of higher benefit to students than fee waivers alone. It will serve to counteract the negative effect of the costs of study on the perceptions of students who are interested in applying to the Institute or accepting places here. This is why we are minded to retain a bursary element as an important, but complementary, part of our proposed programme of individual financial support.

3.7 Internship Bursaries

We also intend to introduce a scheme of 'internship bursaries' starting in 2013/14, when increased fee income will be available to fund it. Together with employers' contributions where appropriate, this will fund students from more disadvantaged backgrounds to undertake paid internship work during or outside term-time in public and private art organisations. Besides providing additional financial support for some students, this scheme will help to improve their long-term employability and contribute to social mobility and thus play a key role in helping to maintain our already high levels of retention of students.

4. Targets and Milestones

4.1 Policy on Milestones

The Institute admits only about 50 Home/EU undergraduates each year. While we have seen some areas of general improvement over the past five years against different measures of widening access, experience has shown that our very small intake results in notable statistical fluctuations from year to year. (A single student represents 2% of the intake for a year.) For this reason we have chosen in the proposed new access agreement to place

greatest emphasis on a series of stretching five-year targets in 2016/17, though we have also included annual milestones to set out our trajectory towards widening access. We will seek to see a consistent trend of improvement leading to the final accomplishment of the targets with the 2016/17 entry, even if there is not necessarily an absolute increase in each year.

4.2 Criteria for Measuring Progress

The criteria used for monitoring are those previously used for monitoring access with reference to HESA benchmarks: State School (location adjusted); NS-SEC 4-7; LPN (location adjusted); Disabled Students' Allowance. We will start to measure applicants as well as successful entrants against these criteria.

4.3 The Targets

Our most ambitious target is by 2014/15 to increase the proportion of state school entrants to 55% as a significant step towards our longer term target of 67%, which represents a more than 10% increase of the top of our current target range (60%) and is around the upper HESA benchmarks over the past six years.

As an early measure of our progression towards achieving this target we will aim to increase the proportion of applications from state school students to 67% by 2014/15. This will provide a good indication as to the success of our outreach work in promoting The Courtauld as a viable option to this audience.

Our performance under NS-SEC has been volatile in recent years and latterly well below HESA benchmarks. It is here that we want to make the most conspicuous difference by ensuring consistent participation rates around the level of recent HESA benchmarks (16%) by 2016/17.

Performance against the LPN benchmarks has generally been weaker, though the statistics are again volatile, partly because of the low absolute numbers involved (the recent HESA benchmarks have equated in our terms to just 2-3 students). We are setting a target of 5% in 2012/13 (in line with the average HESA benchmark) rising to 9% in 2016/17. This is a challenging target but one that we are confident we can reach as a result of our plans for financial support, outreach and use of contextual data in the recruitment process.

We will continue to make every effort to improve access for disabled students. Whilst we are already consistently achieving our benchmark of c4%, we have set a target of increasing this to 6% by 2015/16, the equivalent of adding one additional disabled student.

We have relied to an extent on HESA benchmarks in deciding these targets, but we believe that they are appropriately ambitious in our case. For us these targets are demanding, yet we believe that they are achievable given the

extra investment that the new fee regime will allow, as well as the increasing dividends from our existing outreach activities.

5. Monitoring and Evaluation Arrangements

5.1 Outreach Programme Evaluation Methodology

The Courtauld is committed to monitoring the quality and value of its activities. From May 2009 to May 2010, The Courtauld Public Programmes Department received a grant from the Museum Libraries and Archives Council (MLA) to develop an appropriately tailored evaluation and development plan. This enabled the Department to manage its evaluation process internally and establish an appropriate system to monitor the activity it undertakes in public programmes. The process is organised in the following way:

- For targeted longer-term projects all participants including teachers, workshop leaders and students are asked to fill in a detailed evaluation form and take part in feedback interviews.
- For single school or college group visits and workshops we aim to evaluate 10% of the activity.

Evaluation framework:

The Courtauld template assesses the strengths and weaknesses of all activities and uses the benchmarks to inform planning and improvements. A framework based on the following learning outcomes is used to measure both individual and strategic performance.

- Knowledge and Understanding
- Skills
- Activity, Behaviour and Progression
- Attitudes and Values

We will continue to apply this methodology to new and expanded activities, using it alongside data on the developing profile of our BA applicants and entrants, which constitute our Key Performance Indicators in this area.

5.2 Encouraging Applications to Higher Education -- Building on Proven Methods

It has always been one of the aims of our targeted outreach programmes to achieve clear results in attracting under-represented individuals into Higher Education. In the past only inner-city students who qualify for free school meals or Education Maintenance Allowance with no family history of university have been eligible to participate, and similar targeting will be applied to new and enhanced projects.

On average 79% of our participants have been from black and minority ethnic groups and 100% were from NS-SEC groups 4-7. Evaluation showed that participation in the projects successfully inspired the students to apply for higher education when they had not considered it before, and 98% of the first cohort of 29 students is now in Higher Education. 15 of these students have

become members of the new Courtauld Youth Council and gone on to complete their National Youth Agency V50 Volunteer Awards.

5.3 Institutional Responsibility

Overall responsibility for delivering the Access Agreement lies with the Dean and Deputy Director (as the relevant member of the Institute's Senior Management Team), assisted by the Academic Registrar and the Head of Public Programmes. Institutional monitoring of the Agreement and progress towards targets takes place in the Admissions and Widening Participation Committee. This committee reports to the Academic Board and through it to the Governing Board of the Institute. The AWPC meets three times a year and considers all renewed drafts of the Access Agreement, WPSA, admissions data, and progress against HESA benchmarks. Its members include an external expert as well as the President of the Students' Union and another SU representative.

6. Provision of Information to Prospective Students

Our Access Agreement in its final form will be publicly available on the Courtauld website (www.courtauld.ac.uk). Clear information about current and future agreed fees, as well as arrangements for fee waivers/bursaries, and a specific explanation of the NSP, will also be on the website. There will also be links to information provided by OFFA and the Department for Business, Innovations and Skills.

We shall publish the same information in our printed Undergraduate Prospectus, which appears in the summer before the year of entry.

Because we offer only a BA in the History of Art, we face additional challenges in attracting students from disadvantaged backgrounds not simply into Higher Education, but into a subject that will often be completely unfamiliar or may appear inaccessible. We therefore recognise the importance not only of providing full and clear information on fee arrangements and means of support, but of increasing our efforts to introduce the subject, as well as the employment prospects it offers, to a broader audience. Many of the actions outlined above are designed with this challenge in mind.

As well as involving our own Students' Union in the presentation of information, we shall be testing it with the secondary level students involved in our consultative Youth Council.

All required information will be provided to UCAS and SLC in a timely manner.

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)	Summer University- Art History week-long course with progression and application advice sessions for 15 Year 12 & 13 students from targeted state schools	n/a	n/a	15	15	20	20	20	New initiative so no baseline data available. Dependent on staff resources (not fully costed yet).
Outreach / WP activity (summer schools)	4 free bursary places for targeted WP students on the 4 day Introduction to Art History Spring School	n/a	n/a	4 free places	4 free places	4 free places	8 free places	8 free places	This programme is in its second year as part of the Courtauld's short courses programme, but targeted bursaries are a new initiative.
Student support services	Courtauld Student Ambassador Scheme involving fulltime students from BA and research degree courses supporting WP & outreach programmes.	2009/10	15-20 students pa	15-20 students pa	15-20 students pa	15-20 students pa	15-20 students pa	15-20 students pa	This is also a valuable personal development tool for existing students. We will continue to seek out additional opportunities to involve more students in the scheme and should it prove possible to expand in a meaningful way will revise the target in future access agreements.
Outreach / WP activity (collaborative - please give details in the next column)	We are adding a collaborative pan-London dimension to our own access and outreach plans. This will further help students (and their teachers) to have contact with a wider range of higher education opportunities. Through our established regional membership association London Higher, we are in discussion with the developers of AccessHE. This is a new social enterprise formed by and for London's HE sector.	n/a	n/a						This is a new initiative that remains under development at this time. If, having taken part in the initial set up discussions and process, this institution should decide after all not to take part in the new London Higher/AccessHE collaboration OFFA will of course be advised. We envisage that once established the group will report annually to all participating HEIs to show what benefits the collaboration has brought, and how it has helped individual HEIs such as ourselves to engage more effectively with identified schools and colleges for outreach purposes.
Operational targets	Partnership with IntoUniversity for Mentoring & Buddy Schemes supported by Courtauld Student Ambassador programme.	Summer 2011	30 students across two events	30	30	40	40	40	Note that projections for Mentoring and Buddy schemes are unpredictable as this will be arranged in partnership with IntoUniversity in AY2012/13.
Outreach / WP activity (collaborative - please give details in the next column)	TEACHERS: 1) Teacher's Evenings 2) Produce Teacher's Art History Resource Packs to raise awareness of subject and institution	2008/9 to 2010/11	evenings each year for 50 teachers each time 2) Three year average of 700 downloads	1) 120 teachers 2) 1000 downloads	1) 120 teachers 2) 1000 downloads	1) 150 teachers 2) 1500 downloads	1) 150 teachers 2) 1500 downloads	1) 150 teachers 2) 1500 downloads	

