

NORWICH UNIVERSITY COLLEGE OF THE ARTS

ACCESS AGREEMENT FOR 2011/12

1. Introduction

- 1.1 This agreement relates to undergraduate provision at Norwich University College of the Arts (NUCA). The plan incorporates existing outreach work and sets out short-term targets that will enable the College to maintain its strong performance in meeting benchmarks for participation, retention and student achievement. The College provides specialist support for students with dyslexia and other Specific Learning Differences (SpLD's).

2. Fee Limits

- 2.1 Norwich University College of the Arts charges up to the maximum fee permissible for its undergraduate courses including Foundation Degree awards.
- 2.2 NUCA undertakes to clearly inform prospective applicants to courses of its prices and course costs through published information in its prospectus and web site, at Open Days and in related information to applicants and students.

3. Bursaries and other Financial Support

- 3.1 Staffing for the administration of the bursary scheme and for providing bursary advice to current and prospective students and their families, is located within the Student Support area of the University College. Finance staff work collaboratively with Student Support on the administration of student finance. The College values the role of the Students Union in the promotion of the bursary scheme to the student body.
- 3.2 The fee cost for the duration of an applicant's course will be confirmed in writing before the individual registers as a student. NUCA provides information on anticipated course-related costs that it anticipates students might reasonably expect to incur during the course on which they are enrolled. Information on additional course costs is provided with the prospectus in response to general enquiries, in written form at Open Days, and in Course Guides. Information on additional course costs is approved by the Strategic Management Group prior to publication in the prospectus and Student Planner. Course costs are also included in the pre-enrolment information pack issued to students in the summer vacation prior to registration.

- 3.3 Each year NUCA will put aside 20% of income from variable fees to fund spending on bursaries and outreach activities in that year. The number of bursaries awarded each year will depend on how many students fulfil the criteria (given in 3.4 below). At the end of the year any unspent funds will be transferred to reserves.
- 3.4 The criteria for qualifying for a bursary will be based on the extent to which a student is eligible for a student maintenance grant.

For those students who entered NUCA prior to 2009/10 (i.e. before September 2009) the rules were as follows:

- Those eligible for a full grant will receive a bursary of 20% of the full grant
- Those eligible for between 75% and 99% (inclusive) of the full grant will receive a bursary of 16% of the full grant
- Those eligible for between 50% and 74% (inclusive) of the full grant will receive a bursary of 12% of the full grant
- Those eligible for between 25% and 49% (inclusive) of the full grant will receive a bursary of 8% of the full grant
- Those eligible for between 1% and 24% (inclusive) of the full grant will receive a bursary of 4% of the full grant.

These rules will apply for all the years of any course started prior to September 2009.

For those students who entered NUCA from 2009/10 onwards, the rules are:

- Those eligible for a full grant will receive a bursary of £820.
- Those eligible for a partial grant will receive a bursary of £300.

- 3.5 Bursaries will be paid in one instalment in February each year. Students must be in attendance in February in order to receive the payment. Students should note that the NUCA bursary is an annual award and will be reduced proportionately for students who do not complete a full year of study and leave subsequent to the payment date.
- 3.6 Applications for bursaries cannot be made directly to the College. Instead, students must tick the relevant box on their Student Finance England form, which enables the College to determine if they are eligible for a bursary. Applications must be received by NUCA by 31 July each year to be considered for a bursary.

4. Outreach Activities

Outreach activities will continue build on current widening participation activities as follows:

4.1 ***Schools and FE/HE Liaison:***

The University College continues to provide a focus for local and regional stakeholders in art, design and media provision from both the Schools and FE sector. The College continues to actively develop these links and relationships and discussions have taken place with a range of partner institutions to discuss and enhance mutual understanding of issues relating to progression, curriculum matching, learning, teaching and assessment.

Targets 2010-11:

- a) To increase the number of progression agreements with Schools and FEC's in the region from 12 to 15, and to closely monitor the academic achievements and profile of entrants from these articulated progression pathways. (Action 1 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).
- b) To increase the number of Taster Days and campus tours involving local schools and colleges from 30 to 40 (Action 2 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).
- c) To focus outreach and engagement to support media provision with those Schools identified as 'high priority' in the Indices of Multiple Deprivation (IMD) for Norfolk by Aim Higher and target groups as characterised by HEFCE and LLN's. (Action 3 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).

4.2 ***Lifelong Learning***

Collaboration and Liaison

NUCA is a partner in the AUUEE (the Association of Universities in the East of England) and continues to support lifelong learning in its widest sense, and is actively engaged with the remaining elements of MOVE, the Lifelong Learning Network for the East of England. NUCA continues to be part of a geographically based "Progression Magnet" for Creative and Cultural Industries. 2009-10 saw further increases in engagement with regional partners.

During 2008-10 Curriculum development work has also continued with: City College Norwich; Cambridge Regional College; West Suffolk College; Paston College; and the Norfolk Learning Partnership. Notable development has included the increase in outreach and progression work around media courses, including animation, games and film and video.

NUCA continues to play a visible role in capitalising on the achievements of the HEFCE-funded projects of the National Arts Learning Network (NALN)

and continues to be an active member of both the NALN Executive and Management Groups.

Target 2010-11:

- a) To continue to work with remaining LLN's to promote articulated progression and IAG for vocational learners and to engage applicants from a wide range of backgrounds. (Action 4 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).

4.3 **HEFCE/HESS Summer Schools**

The specialist HEFCE Summer Schools continue to be aimed at applicants from across the region in under-represented social groups and from low-income backgrounds (especially those with no history of participation in HE). The College continues to offer a programme of specialist art, design and media summer schools which offer a taste of higher education, and offers careers IAG sessions in order to encourage participation in HE. The College works closely with Aim Higher in marketing and coordinating these activities and will continue to deliver Summer Schools in July 2010.

Target for 2010-11:

- a) To bid for funding to support continuation of Summer School activity (Action 5 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).

4.4 **Student Experience Strategy 2010-15:**

The College's Learning and Teaching Strategy has been renewed and revitalised as part of the wider Student Experience Strategy 2010-15. The Undergraduate Framework was updated in 2009, and it is anticipated that these measures, together with changing recruitment patterns, will have a positive impact on inclusive curriculum delivery.

Targets for 2010-11:

- a) Development of provision for assistive technologies for learning, teaching assessment. Further work needs to be undertaken in this area in line with changes in the Undergraduate Framework and changing profile of entrants. (Action 6 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).
- b) To implement curriculum change in line with revised undergraduate framework to enable a smoother transition from School/FE into HE. Work in this area is ongoing in line with developments in Schools and FE Curriculum and the rollout of 14-19 Creative and Media Diploma provision. (Action 7 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).

4.5 ***Retention:***

The College continues to exceed national benchmarks for retention but is not complacent about this. Since 2006 the Peer Assisted Learning scheme (PAL) has operated for all undergraduate courses at NUCA including Foundation Degrees. Annual training is provided to PAL students who are funded to attend the annual PAL conference each year. The PAL scheme is a keystone in the College's strategy to maintain and enhance retention through peer support.

Target for 2010-11:

To continue to monitor retention of all entrants and to ensure that this does not fall below overall national benchmarks (Action 8 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).

4.6 ***Enhancing resources to support wider participation:***

A number of targets in the Colleges and Student Experience Strategy concern the enhancement of NUCA's resources and the learning experience of students from groups, which are under-represented in HE. Key components for 2009-10 included the further development of online course materials to support experiential learning.

Norwich Learning Shop:

Existing activity in partnership:

The Learning Shop is a joint enterprise involving eight partners including NUCA, the University of East Anglia, City College Norwich, the Open University and Easton College. Based in the Forum in Norwich city centre, the Learning Shop provides advice on courses and possible career pathways, providing a one-stop source of information to potential applicants. It supports promotional events and has been a venue for small exhibitions of students' work. Clients come from a broad range of backgrounds, represent all types of employment status and bring a wide range of previous learning experiences, from no qualifications through to postgraduate qualifications. NUCA students have frequently been employed as assistants at the Learning Shop.

The College's new Digital Media Centre will be completed in June 2010, and this will provide a focus for learners in media areas, as well as being a key component in the College's development of the I Tunes U e-learning portal.

Targets for 2010- 11:

- a) To continue the University College's participation in the Learning Shop, monitoring referrals and continuing to refine the College's information,

advice and guidance materials and processes (Action 9 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).

- b) To fully utilise the Digital Media Centre provision within the College to accommodate and enhance the provision of taster sessions and experience of HE for under-represented learner groups in media areas (Action 10 of OFFA Monitoring Access Agreement Enhancement Plan 2010-11).

5. Monitoring of progress

- 5.1 Outreach and widening participation activities will continue to be monitored by the College's Learning and Teaching Committee, Quality and Standards Committee and the Equality and Diversity Committee and reported to Academic Board.
- 5.2 The revised Access Agreement Enhancement Plan will continue to be monitored by Learning and Teaching Committee, the Equality and Diversity Committee and reported to the Academic Board.
- 5.3 The Strategic Management Group will continue to monitor recruitment patterns through management information provided by Registry Services, and to report to Academic Board and Governors.
- 5.4 The impact of progression agreements will be monitored by Learning and Teaching Committee and Academic Registry through analysis of student data in order to assess their effectiveness at promoting vocational and non-traditional progression as outlined in the OFFA Access Agreement.

Director of Studies
May 2010