

Access Agreement 2013/14

This Agreement will apply to all students who enter the University College in 2013/14 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 which the University College must charge to be able 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.
- 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- and part-time undergraduate 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 work towards making progress in breaking down the barriers to young people from care entering higher education. Through its commitment to increasing the number of young people in and leaving care who progress into and through higher education the University College will aim to secure the Buttle UK Quality Mark.
- 1.12 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 the coming years, this Access Agreement applies only to 2013/14 entrants.

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 2013/14, 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 2013/14, 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 2013/14 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 2013/14 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 started before 1 September 2012 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 The arrangements described below apply to any student entering the Arts University College in 2013/14, or returning from a period of intermission from their course. This includes any student who holds a deferred entry from 2012/13.

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 2011, 40.3% 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 notes that it is difficult to determine the proportion of additional income which is dedicated to new system access measures whilst both systems are progressing through higher education, and consequently is focused in particular on the expenditure in "steady state" (from 2015/16). By this time, we anticipate allocating an absolute minimum of 18% of additional fee income to additional access measures, although we anticipate 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. The success of these activities is well established, with a rise in applications from summer school attendees from 30% in 2010/11 to 44% in 2011/12.
- 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 art, 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; working with Local Authorities and partners to work towards Raising the Participation Age beyond the age of 16; 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 For 2013/14, we shall establish a central fund of £50,000 to support school and faculty initiatives in support of application and recruitment from under-represented groups. Staff will be invited to put together projects, and to bid for the funding to deliver these. Successful bids will include measures to monitor and evaluate the success and impact of completed initiatives, and the sustainability of such developments.
- 4.1.9 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.
- 4.1.10 A key cause of social immobility is the choices and achievements of young people when they are in school, with a need to raise the quality of careers advice and focus on developing soft skills such as time management, teamworking and communication (as identified in Disconnected, published by the Social Market Foundation¹). 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. As expressed in the Government's Strategy for Social Mobility², "good careers advice helps young people to progress in learning, and helps to increase confidence, motivation and the desire to succeed". A dedicated adviser is to be appointed from Autumn 2012 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 are now engaged in the local Careers Education/Information Advice and Guidance Network, which will support planning for the legislative and guidance changes taking place in September 2012.
- 4.1.11 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.
- 4.1.12 In addition, we shall set funds aside to create a film (or possibly animated film) which explores the benefits of higher education. The film will focus both on the application process, the actual experience of higher education, and the potential career pathways which a graduate may follow. The intention will be to encourage aspiration and application from under-represented groups, and the film will be made available through events, workshop and potentially through a new widening participation portal.
- 4.2 Partnerships and collaboration
- 4.2.1 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 developed with local, regional or discipline-based partners will offer mutual benefit. Our engagement with wave arts education agency, Cultural Hub, will further support our work to create inspirational learning opportunities for young people. The

¹ Shorthouse, R. (ed), Disconnected – Social Mobility and the Creative Industries, 2010 (London)

² Issued May 2012

establishment of these networks will be progressed throughout 2012/13, and will continue into 2013/14.

4.2.2 The Arts University College is committed to strengthening collaborative partnership approaches to the widening participation agenda in the south west region through collaborative partnership work facilitated through Universities South West. Universities South West is the membership organisation for the 13 HEIs in the south west.

4.2.3 This work includes:

- Sharing and building upon best practice in WP throughout the student life cycle. This will include practice with HE in FE providers where appropriate
- Consideration of provision in the region and identification of future areas for collaboration
- The provision of a regional WP practitioner support network specialising in work with Looked after Young People / Care Leavers
- The provision of a regional practitioner support network specialising in work with disabled learners
- Delivery of annual collaborative south west regional events with key influencers of target WP groups e.g. for Virtual Head Teachers, Sencos
- Developing coherence and consistency in data collection and data protocols with external partners
- Identification of best practice in knowledge sharing to support collaborative measurement of impact, regionally/nationally
- Identification and promotion of future opportunities for promoting further collaborative delivery mechanisms.

4.2.4 We are also in the advanced stages of establishing formal partnerships with the University of Southampton to work together on the identification and promotion of future opportunities for promoting further collaborative delivery mechanisms such as Taster Days and Summer Schools; continued professional development opportunities; the dissemination of good practice; and the sharing and building upon best practice in supporting non-traditional learners throughout the student life cycle.

4.2.5 We have also established links with the Wessex Group of Sixth Form Colleges which is a partnership of 11 Sixth Form Colleges in Hampshire, Southampton and Portsmouth who, amongst other collaborative schemes, facilitate Curriculum Support Groups (CSGs) for teachers across different subject areas.

4.3 Student retention and success

4.3.1 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.

4.3.2 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.

4.3.3 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.

4.3.4 The University College acknowledges the importance of supporting non-traditional students on course, and will be reviewing how best to provide support for the development of study skills, either through a new appointment, through a revision to existing work patterns, or through the development of dedicated materials which can be accessed by learners as required.

4.4 Financial support for students

4.4.1 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.

4.4.2 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.

4.4.3 Students who are under local authority care when they enrol at the University College are automatically eligible to receive a bursary of £2,000 for each academic year of their undergraduate course. 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.

4.4.4 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 2013/14 and progress successfully to Level 6 study in 2015/16, 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.

4.4.5 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 2013, 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 £100,000 by 2015/16 to support unexpected or exceptional hardship.

4.5 National Scholarship Programme

4.5.1 The Arts University College at Bournemouth has been allocated 89 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 2013/14 in the first instance, and will rise in line with the allocations determined by the Government.

4.5.2 The specific benefits will be as follows:

- i) In the first year of study, a partial fee waiver. In 2013/14 this will be £1,100, reducing the cost of study to £7500.

A total of £400 will be available for students to spend on accommodation or University College services. (Accommodation support of £150 per calendar month will be drawn down monthly.) University College services will include expenditure as determined by the student from a range of options (printing and copying costs; subsistence costs in the Refectory; and expenditure in the campus materials shop).

The remaining value of the award, a total of £1,500, can be split between the two above options according to student choice (ie either an increased fee waiver, or increased funding available for University College services).

- ii) In the second year of study, a partial fee waiver of £500 (reducing the cost of study to £8,100); and £500 for the student to spend on accommodation or University College services. (Accommodation support of £100 per calendar month will be drawn down monthly.) The remaining value of the award, a total of £500, can be split between the two above options according to student choice (ie either an increased fee waiver, or increased funding available for University College services).
- iii) In the third year of study, a partial fee waiver of £500 (reducing the cost of study to £8,100); and £500 for the student to spend on accommodation or University College services. (Accommodation support of £100 per calendar month will be drawn down monthly.) The remaining value of the award, a total of £500, can be split between the two above options according to student choice (ie either an increased fee waiver, or increased funding available for University College services).

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

4.6 To moderate the impact of the end of Aimhigher activities the appointment of a full-time staff member has enabled the coordination of 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 Day, through student portal updates and the student newsletter 'HYPE'.
- 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. 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 An independent review of the Arts University College Bournemouth Access Agreement by the Learning and Development Unit from Cardiff University was very positive. The reviewers found that the Agreement provided a good statement of the approaches to be taken, and a strong evaluation of the university's progress in promoting fair access and identified clear objectives, targets 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.
- 7.4 The University College further intends to build upon the current self-assessment process by developing an integrated Targeting, Monitoring and Evaluation Strategy that focuses both on the OFFA Agreements and the Widening Participation Strategic Assessments (WPSAs). The strategy, based on HEFCE guidance³, will have four levels:
- Level 1: Basic monitoring – progress against targets and milestones, outputs and volumes
 - Level 2: Targeting – proportions of the target groups benefitting from WP activities
 - Level 3: Measurement of outcomes – impacts and unintended consequences, short-, medium- and long-term
 - Level 4: Value for money – cost-effectiveness.

8. Consultation with Students

- 8.1 The Student Charter sets out the Arts University College at Bournemouth's commitment to provide students with a service of the highest quality and is an example of consultation and collaboration to ensure that students' best interests are represented.

³ 'Access agreement and widening participation strategic assessment monitoring: Outcomes for 2009-10' (OFFA September 2011/04; HEFCE September 2011/29)

- 8.2 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.
- 8.3 The development of this Access Agreement was also informed by detailed discussions with the sabbatical officers of the Students' Union. Given the scale and the nature of the University College, discussions with these representatives are the most effective means of securing student feedback and ensuring the student voice is heard.

9. Equality and Diversity

- 9.1 The Arts University College at Bournemouth executes responsibilities under the Equality Act 2010, confident in the knowledge that it has taken equality issues into account in designing this Agreement for 2013/14. The Arts University College at Bournemouth aims to advance its moral, social and legal obligations to put equalities at the heart of every area of activity. The strategy is intended to ensure that every member of the University College's community is treated fairly and respectfully regardless of the characteristics that may define their identity. It seeks to do more than simply 'promote' equality and to be focused on outcomes and real progress.
- 9.2 The University College intends to move beyond compliance and to embed good equalities practice into everything it does, and was pleased that this approach was recently endorsed in the AUA magazine *Perspectives*⁴, which identifies the opportunity offered by the Equalities Act 2010. An ethos of shared responsibility in relation to all equalities matters will both comply with our legal obligations and move beyond compliance to enhance good equalities practice.
- 9.3 Although the creative industries play a critical role in boosting future British economic growth, young people from lower socio-economic backgrounds, for example, are currently under-represented in the creative sector. The University College recognises the inherent educational value of diversity with different points of view rooted in different life experiences and the challenges presented for creative students. The Equality Act 2010 has provided an opportunity to further develop an inclusive culture and engage the community in adopting a comprehensive approach to widening participation in arts education and the creative industries.
- 9.4 Achieving the above means a confidence in the development of policies and procedures, ensuring that due regard is given and embedded into existing and future processes.

⁴ *Perspectives, Policy and Practice in Higher Education*, vol. 16, Number 1 2012