



ACCESS AND PARTICIPATION PLAN 2019/20

1. Background and introduction

- 1.1 The Arts University Bournemouth is a specialist higher education institution with a commitment to providing all-through provision in the creative and performing arts from Saturday Art School through further education (FE) to doctoral level study. The University 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 Bournemouth offers undergraduate and postgraduate awards in the fields of art, design, architecture, 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 AUB is dedicated to student access, success and progression and is delighted to have been awarded Gold in the 2017 Teaching Excellence Framework (TEF). Based on the evidence available the TEF panel judged that AUB delivers consistently excellent teaching, learning and outstanding outcomes for its students from all backgrounds. It is of the highest quality found in the UK. AUB is committed to delivering a financial model which is sufficiently flexible to ensure that all aspects of current activity support and develop this strong performance.
- 1.4 The high cost of specialist course delivery within the creative and performing arts inevitably impacts on the fee which the University 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.
- 1.5 Of particular concern to the Arts University Bournemouth are steady reports on the decline in the numbers of pupils selecting creative subjects at GCSE, with the inevitable consequent decline in students undertaking creative disciplines at Level 3. Numbers taking both AS and A level GCE art and design in 2016 showed a continued and significant decline. Whilst other subjects reported a decrease in AS-Level candidates, it is significant that art and design is reported to have seen a decline of 33.4%. This leaves fewer suitably-qualified candidates for entry to higher education, irrespective of creative potential. The exclusion of the arts from the

performance criteria by which schools are judged by Government means that the University will have to work even harder to encourage engagement with the creative and performing arts, especially among those groups who have historically been under-represented in higher education who are least likely to have had access to extra-curricular or private provision in creative disciplines, including but not exclusively the dramatic arts.

2. Scope

- 2.1 The arrangements described below apply to any student entering the Arts University in 2019/20, or returning from a period of intermission from their course. This includes any student who holds a deferred entry from 2018/19.
- 2.2 The provisions of this Access and Participation Plan apply to all full-time undergraduate students who are domiciled in England. Where specific benefits are also applicable to other students, this is stated.
- 2.3 The University does not intend to recruit any part-time undergraduate students in 2019/20, although in the event that a student did study for a proportion of the full-time diet, they would be charged a fee that was calculated pro rata.
- 2.4 A student is only entitled to specific benefits once in each level of full-time study.
- 2.5 AUB students who are on international exchange are covered by the terms of this Access and Participation Plan. The provisions of this Plan are not applicable to students who are enrolled, but not registered for an AUB award.
- 2.6 Students who enrol on the MArch Architecture award (RIBA Part II) are eligible to make applications to the Hardship Fund, but are otherwise excluded from the terms of this Access and Participation Plan.

3. Fee limits, fee income and coverage

- 3.1 The basic and maximum fees for students undertaking their first degree are set by the Government. For 2018/19, the basic fee has been set at £6,165 and the maximum fee at £9,250. No fees are payable upfront. The cost of University education 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 £25,000 (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>.

- 3.2 For 2019/20, and subject to the approval of its Board of Governors, the University will set the maximum tuition fee permitted by the Government for all full-time undergraduate courses for Home students. This is reflective of the high quality of education provided, and the high cost of study within the art, design, architecture, 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. Students who intermit, or

who otherwise take a break from their studies, will be charged the fee applicable to the cohort which they join.

4. Assessment of current performance

Summary

4.1 The Arts University Bournemouth has a strong record of recruiting from some of its key target groups. These include those from state schools; those from black and minority ethnic groups; and those with a disability. We also have an excellent record on retention, success and progression for all students. We are pleased to note that overall, in 2017/18, 29% of enrolments were from families with a residual household income of below £25,000 (and of these, about 70% had residual household incomes of below £16,000).

4.2 We have always been keen, wherever possible, to set targets and monitor performance using publicly available information, even where this has resulted in a delay in reporting. However in assessing performance, we also draw on our own internal evidence, and this is included where relevant within this Access and Participation Plan.

Access

4.3 The University has consistently performed above its benchmark for participation from state schools. In the most recent HESA performance indicators, AUB's performance of 97.7% from state school entrants was considerably ahead of the benchmark (92.0%), and above the AUB target. Nationally, the proportion of new entrants to higher education from state schools remained stable at 89.9%, dropping to 88.1% in the south-west region and 84.4% in the south-east, which are the two regions from which most AUB entrants are drawn. These proportions have remained relatively stable over time. We plan to retain our target, which we consider to be realistic given our historic strong performance.

4.4 In recent years, we have performed well in attracting students from Black, Asian and minority ethnic backgrounds. Whilst we acknowledge that these are not under-represented in HE as a whole, this group was historically seriously under-represented at the institution, with only 4% from BAME backgrounds in 2005. This is consistent with the proportion in the Bournemouth and Poole conurbation¹, and it can be challenging to attract students to an area of significantly less diversity than their home region. We are proud that, following our targeted work with partner schools and colleges, especially in west London, to raise aspiration and encourage participation from those who may not have considered higher education to be a suitable route for them, the proportion of BME students at the University has consistently been above 10% in recent years. This is an important focus of our outreach work, which we shall continue in future. Given that the total numbers of BAME students remain small, we have not historically disaggregated targets for more granular sub-groups, although we do monitor satisfaction, access and success by sub-group. UCAS data confirms that in the last three years, offer rates to applicants from Black and Asian backgrounds have exceeded rates to White applicants.

4.5 Historically, the University has been successful in attracting students with disabilities, where its performance has been significantly above the benchmark for many years.

¹ Figures from the most recent census show a BAME population in our four local boroughs of 8.1% in Bournemouth; 4.2% in Poole; 2.5% in Christchurch and 1.8% in East Dorset; with a Black population of below 1%. The highest BAME proportion is

In 2017, the HESA performance indicators showed that 12.7% of students are in receipt of DSA against a benchmark of 9.8%. In consequence, we have not undertaken dedicated outreach work with this group.

- 4.6 The greatest challenge for the University is the recruitment of students from low participation neighbourhoods, which we use as a key indicator of disadvantage (alongside residual household income). While there are many such areas within the south-west region (especially in areas of rural deprivation), few are within easy access of the Wallisdown campus. In this context, achievement of 10.9% enrolments from low participation neighbourhoods in 2014/15 was an excellent performance, and it is disappointing that this fell back to 9.0% in 2015/16, although this was still within the statistical margin of error. The proportion of entrants to *Creative arts & design* from low participation neighbourhoods is 12.8%.
- 4.7 DfE data shows that students who have been in care continue to be significantly disadvantaged and under-represented in higher education². The University remains strongly committed to breaking down the barriers to young people from looked-after backgrounds entering higher education. The University secured the Buttle UK Quality Mark, which demonstrated its commitment to supporting young people in and leaving care who progress into and through higher education. Despite the demise of the Buttle Quality Mark this commitment remains.
- 4.8 We offer a significant unconditional bursary to all care-leavers. Students who are under local authority care when they enrol at the University are automatically eligible to receive a bursary of £2,000 for each academic year of their undergraduate course. Given the small nature of the applicant pool, a modest target can be challenging but we are pleased that we have consistently exceeded the targets we have set.
- 4.9 The University discontinued its targets for mature students in 2010/11, in part because the overall numbers were small and hence proportional increases or decreases were not meaningful. However, we are aware of the potential intersectionality with other groups, and we welcome applications from all. The University has previously offered a part-time route for some Honours degree and Foundation degree courses, but demand fell significantly (in some cases to zero), and our experience suggests that a part-time mode of study is not viable at AUB, which inevitably impacts on our ability to increase the proportion of mature learners.
- 4.10 We have not undertaken dedicated activity to support other groups, such as those estranged from their families, carers, refugees or those from Traveller communities. Overall numbers from these groups are too small for a target to be realistic, and there is often intersectionality with other groups identified above (most notably low residual household income). When we are aware of particular circumstances which may affect an individual, we review their situation and ensure that we provide the relevant support through our Access provisions.

Success

- 4.11 The University has an excellent record in the retention of students from all backgrounds (with 4.2% no longer in HE), and is proud of the level and nature of support we provide. We offer strong contact hours and tutorial support, as well as

from those with Asian backgrounds, which is the group least likely to engage with arts subjects, see *Entries to arts subjects at Key Stage 4*, published by the Education Policy Institute in 2017

² National strategy for access and student success in higher education, Department for Business, Innovation and Skills, April 2014

significant support from qualified technicians; and access to specialist equipment and studios outside of taught time.

- 4.12 Our performance in the retention of students from non-traditional backgrounds has been significantly ahead of benchmark in each year for the last decade, but we do not set targets for this group because the numbers are small and hence subject to significant impact (either positive or negative) on the basis of one or two students. Our ambition is to remain ahead of benchmark, and we are confident that the measures we have adopted over recent years have enabled us to achieve this.
- 4.13 Internal evidence suggests that patterns of achievement can vary considerably based on the background of the individual student. We know that, on average, students who enter direct from A-level will tend to have higher average marks and a higher proportion of good degrees than those who enter with different qualifications; that females perform better than males; and that White students achieve better than those from BAME backgrounds. We also know that those from the most disadvantaged neighbourhoods achieve a higher average mark, but have a lower proportion of good degrees, than their peers, although these differences are small. We have initiated some work to gain a clearer understanding of these patterns, which are discussed further in paragraph 7.24 below.
- 4.14 Numbers in many of these minority groups are too small to permit meaningful investigations of intersectionality.
- 4.15 However, internal investigation has revealed that the most significant variable in relation to student success is the programme of study, rather than specific characteristics of the student. Thus if a student, from any background, is part of a course cohort which is particularly successful, their performance is likely to be stronger than that of a student with an identical profile but who is part of a cohort which achieves less well. We are of course aware that these factors may be interlinked, which is part of the reason for the additional work discussed at paragraph 7.24.
- 4.16 For example, in the last full year for which complete data are available, students with a learning disability achieved a higher proportion of good degrees than students with no disability; and the retention and achievement rates of mature students were consistent with, or even better than, students aged under 21 at enrolment. The number of care-leavers is such that it would rarely reach double figures across a three-year longitudinal study, and hence it is not realistic to review the performance of this group.

Progression

- 4.17 The Arts University Bournemouth has an excellent record for the employment of graduates, and the University is delighted to have been cited in [Higher Education as a Tool of Social Mobility](#) (January 2014) amongst the best at finding graduate employment for students who would not typically have the opportunity to enter higher education.³ We have not historically considered progression in greater detail, as numbers in minority groups are generally small, and about one-third of the University's graduates are excluded as they have entered self-employment. Thus we

³ Using official student and employment data that already informs universities' Key Information Sets, a proposed new Social Mobility Graduate Index, (SMGI) rated AUB joint 7th out of 162 institutions with a large number of students from disadvantaged groups or backgrounds and non-traditional students in graduate-level jobs within six months of leaving university. Proposed by former Liverpool John Moores' Vice-Chancellor Michael Brown, the index would reflect the destinations of university leavers six months after they graduate.

are unable to gain accurate, comprehensive data about the success of smaller cohorts of students. We welcomed the independent research cited above, and hope that this may become a more regular feature of the higher education landscape.

Summary of performance

	AUB	Benchmark
State School/college	96.2	92.1*
LPN1	9.0	11.0*
In receipt of DSA	12.7	9.8
No longer in HE	4.2	6.7
No longer in HE low LPN	4.7	8.5
Mature u/g	12.5	14.7*
Employment of leavers survey	98.0	93.9

* *The location-adjusted benchmark is used where this is available*

5. Ambition and Strategy

- 5.1 The Arts University Bournemouth is committed to supporting access, retention, success and progression for students from all backgrounds, enabling each student to fulfil their potential and establish themselves as a creative professional, as articulated in our Mission statement: “turning creativity into careers”.
- 5.2 The measures set out in this Access and Participation Plan are designed to raise the engagement, aspiration and attainment of potential students from under-represented groups, and to support their progression into higher education, either at the Arts University 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 and beyond to employment.
- 5.3 Our initiatives within this Access and Participation Plan build on our existing work, seeking to strengthen those areas which have demonstrated success, and developing new strands of activity in response to emerging priorities.

Target groups

- 5.4 The University’s standard catchment area for undergraduate students can be depicted as a broad semi-circle with a radius of approximately 80 miles, which ranges from East Devon, the M5 corridor, the north of the M4 corridor to the A1, then down through central London to Brighton. The south coast forms the southern limits. Within this area, the strongest recruitment is along the M3 corridor between Bournemouth and West London. This reflects the transport links in the region; there are good links from Bournemouth towards London and the south-east, but very limited links (and similarly limited public transport) towards the south-west.
- 5.5 Thus the south-east region has a greater impact on the University’s recruitment patterns than its actual location in the south-west, and this informs our targets for undergraduate enrolments from under-represented groups.

- 5.6 We have maintained our target for participation from state schools. We have consistently performed ahead of benchmark, despite the south-east having the lowest proportion of state school entrants.
- 5.7 We have also maintained our targets for enrolments from low participation neighbourhoods. This is a challenging area for the University, as entry to higher education from low participation neighbourhoods in the south-east stands at only 9.2%, and London only 1.9%. However, we continue to work 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. The success of these activities is well established, with a positive trend in applications from attendees and as an example, 14% of attendees in 2015/16 have subsequently enrolled on our undergraduate programmes.
- 5.8 We have maintained our modest target for those up to the age of 25 on entry 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). Given the small nature of the applicant pool, even a modest target is challenging but we are pleased that our bursary awards are publicised in Become (formerly the Who Cares Trust), and if an applicant discloses through their UCAS application that they are in care, we write personally with an invitation for the applicant to contact us to access support services, and to ensure they are on the priority list for a place in Halls of Residence. For students who accept their place with us, this also provides an opportunity to support transition to the University through pre-enrolment visit. We are strongly engaged in the National Network for the Education of Care Leavers (NNECL) and participate in events in both the south-west and south-east regions. We find particular success when bespoke projects are held in school holidays (especially shortly before Christmas). We also have very strong and secure relationships with Local Authorities, Virtual Schools and Foster Carers, and also Leaving Care Personal Advisors.
- 5.9 We recognise the concerns expressed by Professor Stephen Gorard in his recent blog, noting that the major barrier to higher education does not occur at the end of Level 3, but earlier in the education cycle and specifically entry to Key Stage 5 (that is, post-16 qualifications such as A-levels, National Diplomas, or other Level 3 qualifications)⁴. Thus whilst we shall continue to work with those seeking to enter higher education who have already progressed to Level 3, and ensuring that they are well-placed to make the strongest application they can, our focus is on aspiration-raising and engagement for those who have not yet considered higher education as a serious option.
- 5.10 We are mindful of the increasing propensity of students to study at a local institution, in part for financial reasons. The proportion of UK entrants to AUB undergraduate degrees over the last three years who have a local (BH) postcode has averaged at 12%, which is significantly lower than the national average. This creates challenges for a specialist institution based in an area of high participation, and requires the careful identification of potential partner schools and colleges where it is realistic that students may choose to travel to Bournemouth to continue their studies.

⁴ <https://wonkhe.com/blogs/how-to-overcome-the-stratification-of-higher-education/>

- 5.11 Equally, the University acknowledges that 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 our approach to outreach in this Access and Participation Plan.
- 5.12 We know that much of its outreach work will have medium-term impact, as it seeks to raise engagement and attainment at KS4 and progression to KS5.
- 5.13 Entries to arts subjects by KS4 cohorts have declined over the past couple of years, following several years of gradual increases, with the 2016 entry rate falling to the lowest of the decade (resulting in 20,000 fewer pupils accessing an arts subjects at KS4 compared to 2014)⁵. The changes to the school curriculum, which has seen a reduction in arts curriculum in many schools, represent a particular challenge for AUB, and this is a key area of focus for the University over the forthcoming period.
- 5.14 There is a need to celebrate and promote the success of the creative industries, and of individual career paths within those industries, to ensure that the excellent career opportunities available to creative graduates are well publicised and understood. The University has an excellent record in employability, with over 95% of graduates reported to be in work or further study through the DLHE in each of the last five years. However, we are aware that many of the disciplines we offer within the creative and performing arts may not appear to be a viable choice for higher education. This can either be because the students are unaware of the undergraduate opportunities in these disciplines and the potential career paths they offer; but from our own discussions with students from non-traditional backgrounds we also know that among these groups, there can be greater pressure from parents and advisers to study a more traditional discipline.
- 5.15 The continued commitment to challenge the barriers to engagement in art and design remains an imperative for specialist arts institutions and our Creative Industries. This challenge is reflected in our work, and our targets for 2019/20.
- 5.16 Locally, the University has responded to the challenge of the reduced arts curriculum through increased and wider engagement with schools and teacher CPD. We run a very successful Saturday Arts School, which offers creative opportunities for those aged 10-16 (with an additional portfolio preparation course for those who are studying at Level 3).
- 5.17 We are also investigating the possibility of offering a 'twilight school' which would take place after the end of the school day, and would offer an alternative opportunity for those aged 13-16 to engage with creative practices which may not be available to them through the school curriculum.
- 5.18 AUB acknowledges the importance of structured, targeted work with schools and colleges to support student engagement, aspiration and attainment within creative disciplines. We identify specific schools and colleges with whom we undertake collaborative work. The University 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 and / or performing arts. Target schools and colleges are reviewed annually, based on indices of disadvantage which

⁵ Entries to arts subjects at KS4, *Education Policy Institute*, September 2017

may include: POLAR 3 (LPN 1), percentage receiving free school meals; percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths. We acknowledge the current under-representation of White males from disadvantaged backgrounds, and intend that our outreach work should also respond to the needs of this group, although we accept that enrolments to higher education may still be some years away in many cases.

- 5.19 Alongside the benefits that this may provide in supporting attainment in digital and creative disciplines, AUB is confident that this approach would result in a greater uptake of creative subjects, leading to significant progression to creative awards and careers. This is of particular importance in a region where digital and creative is a major growth area, but potentially hampered by the semi-rurality of the region. We also anticipate that through this involvement, we can counter some of the gender stereotyping which can otherwise take place through the school system.
- 5.20 In common with many specialist creative institutions, the Arts University Bournemouth has a majority female population; among English students there are about 70% females in each intake. In part this is likely to be related to specific disciplines of study, but there is also an increasing tendency for females to study creative and performing arts subjects at Level 3. In each of the last three years, the gender breakdown of those with residual household incomes of below £25,000 has been consistent with the proportions in the overall population. Whilst we shall seek to increase male participation, as this group is significantly under-represented at AUB, we acknowledge that this does not necessarily overlap with outreach work to those from more disadvantaged neighbourhoods.
- 5.21 The data on intersectionality between low participation neighbourhoods and ethnicity and gender are inconclusive. In 2016/17, 24% of those from POLAR 4 Quintile 1 neighbourhoods were from BAME backgrounds, whereas the figure was only 11% for those from other neighbourhoods; but in 2015/16, the proportions were equal. The reverse is the case with gender, where there was a clear disparity in 2015/16 but no difference between the proportions in 2016/17. This demonstrates the importance of identifying, and working with, relevant partner schools and colleges over time to maintain our diverse student population.
- 5.22 We have an outstanding track record in terms of student retention and success, and we believe our existing measures have contributed significantly to this. We have prioritised support which enables study.
- 5.23 Since our initial Access and Participation Plan in 2004, we have included measures which support student engagement with the curriculum, and their progression through the course and on to future employment, and we are confident that our existing measures have enabled our excellent results in these areas.
- 5.24 In 2017, the National Student Survey (NSS) introduced a revised questionnaire which also included scales relating to learning opportunities, the learning community, and student voice. Given the small group sizes, results have to be treated with caution, but the outcomes achieved at AUB showed that non-traditional students were not generally less satisfied against these new scales, despite having overall lower satisfaction than their majority peers.
- 5.25 In 2016/17, we initiated focus group meetings with under-represented groups to discuss their experience, and understand any factors which may impact on their engagement, satisfaction and achievement (noting, for example, the significance of

student engagement with their studies to overall achievement⁶). These focus groups will continue, but we are also aware that stronger results can be achieved where discussions are led by students, and we shall work with the Students' Union to identify and, where relevant, train students who might coordinate these sessions. This will provide valuable feedback on the student experience and how this can be enhanced.

- 5.26 Our ambition is that the satisfaction and achievement of each under-represented group should be within 5% of the overall cohort average. This takes account of the relatively small numbers, but provides a challenging target for all groups. Progress will be reviewed on a regular basis (see paragraph 5.38 below).
- 5.27 As noted above at paragraph 4.16, the University has an excellent record of progression for all students, including those from under-represented groups. We are mindful of the evidence that extraneous factors, such as prior schooling and parental influence, can have a significant impact on subsequent graduate employment, and also that the self-employed – who comprise a significant proportion of AUB graduates – are excluded from the DLHE data, resulting in about one-third of the graduate population being disregarded. We have thus been cautious in setting targets. With the decision to discontinue the Destination of Leavers in Higher Education (DLHE) survey, and to introduce the new Graduate Outcomes survey, we shall review this position once the available data become clear.

Collaborative working

- 5.28 Collaboration and connectivity is the key to success at AUB and this translates into the way we work with others both within our institution and externally. Collaborative activity, whether with those school teams without whom we could not reach out to learners; Local Authorities; FE providers; NCOP partners in the Southern Universities Network; United Kingdom Art and Design Institutions Association, Arts Development agencies; Cultural Hubs, GuildHE; regional networks in the South West and East; has built upon strong working relationships which deliver outcomes for learners and their key influencers.
- 5.29 We are proud to be members of the Southern Universities Network (SUN), now taken forward as part of the National Collaborative Outreach Programme (NCOP).
- 5.30 The Universities of Winchester, Southampton, Portsmouth, Southampton Solent, Bournemouth and Arts University Bournemouth set up the **Southern Universities Network (SUN)** in 2014/15.
- 5.31 The SUN Management Group includes senior widening participation leads at each of the six partner institutions who ensure that the HEFCE-funded National Collaborative Outreach Programme (NCOP) is complementary to pre-existing initiatives and collaborative activity. The Management Group ensures the SUN NCOP staff team identify and understand current outreach provision across the region to inform NCOP spend towards new and innovative activity targeted at young people from HEFCE-acknowledged target wards with lower than expected progression rates. In some instances, therefore, students from target wards in years 9 to 14 continue to engage in institutional WP and outreach activities alongside targeted SUN NCOP activity.
- 5.32 This statement is based on the premise that the NCOP will continue to run in 2019/20.

⁶ https://www.heacademy.ac.uk/system/files/dimensions_of_quality.pdf

- 5.33 To ensure that under-represented groups are supported in a collaborative way, all six partners have committed to the SUN partnership activities alongside the NCOP in 2019/20 and will work together to:
- Develop a collaborative project which provides **mental health support** for prospective students. This will involve all the SUN universities, focusing on links to higher education and developing mental health resilience for the transition to higher education.
 - Develop a collaborative project targeted for **Roma and Gypsy Travellers** to encourage progression to higher education, including exploring the development of materials to increase understanding of HE in these communities.
 - Develop a collaborative project to provide support for **military families** to encourage progression to higher education
 - Continue to collaborate and share best practice regarding support for **care leavers and young carers**.
 - Regarding **staff development**, continue to embed best practice through sharing opportunities for networking and involvement of specialists in the field of widening participation. Staff involved in this work will continue to participate in an annual staff development conference and we will seek to involve student ambassadors and Students' Union officers in this activity.
- 5.34 The SUN has been a particularly successful collaboration, working across the region to provide outreach opportunities for all state schools in the geographical region of Dorset, Hampshire and the Isle of Wight, although of course the precise impact of SUN activities cannot be determined.

Ensuring continuous improvement through evaluation

- 5.35 The University has always been clear that the focus of its work is on activities which are clearly aligned to its goals and targets, and that these activities are effective.
- 5.36 Throughout its work since 2010, the University has been strongly committed to monitoring and evaluation with a resolute focus on "what works". We are determined that our activities should be effective in their goal to raise aspiration, and encourage application to higher education, potentially some years later than the intervention; or to support both student retention and success on course, and student progression to employment. We have consciously discontinued activity where no impact could be detected. This approach will continue in the coming years.
- 5.37 For example, the University keeps a record of all those who were engaged as part of its outreach programme, either through Saturday Arts School or through a targeted intervention; and identifies, each year, any of these who have subsequently enrolled at AUB. It is, of course, not possible to record and monitor all aspects of the extensive programme, such as Assemblies, Careers talks, Options and Parents' evening participation. Unless we have direct contact from a school, it is not possible to track the subsequent education pathways of those who do not come to AUB. In this regard, we have considered the use of the Higher Education Access Tracker (HEAT), but the costs (which are flat-rate) are prohibitive for a smaller institution. We are also concerned that it would be of limited value, as subscriber institutions only enter selected activities, and learners are likely to be entered by several providers, especially within the NCOP area where we already have the information. It is thus

difficult to demonstrate the impact of specific initiatives. This is in addition to the legal challenge posed by GDPR about the status of the University as the data controller.

- 5.38 Routine evaluation of activity, and interim results, are conducted by the Widening Participation team. The Widening Participation Manager reports regularly to the Director, who is a member of the University Management Team, to confirm that the anticipated activities are being delivered, and with sound results. They will also review the findings of internal surveys or focus groups, and will meet periodically with student representatives to gain additional feedback on implementation, especially in relation to success and progression activities.
- 5.39 As a relatively small University, with widening participation activity coordinated through a central team, evaluation feeds directly into practice. Thus where it becomes evident that an activity has not had the desired impact, this can immediately be reviewed and, as appropriate, either amended or indeed discontinued. Likewise, successful activities can be repeated, or can inform future planning. We use a range of evidence as part of this evaluation; for work with schools, it may be subsequent GCSE results; whereas for summer schools it will be feedback on whether the participants hold different views about higher education, and their own aspirations, on completion of the event. In both cases, in due course we should monitor applications and enrolments.
- 5.40 We also value feedback from parents and teachers, which can highlight those aspects of our work which have been most useful in awareness and aspiration-raising or, where relevant, providing better information about the expectations of higher education.
- 5.41 An increasing focus on professional development for arts specialist teachers supports pupil attainment which is another key driver for our work. Evaluation has informed development in this area.
- 5.42 We base our self-assessment process on an integrated Targeting, Monitoring and Evaluation Strategy. Thus alongside basic monitoring of progress against milestones and targets, we also consider the success of our targeted activity and whether we are reaching a sufficient proportion of under-represented groups. We are careful to consider longer-term outcomes, notably subsequent application and enrolment to University courses (which may be one, two or as many as five years hence), although obviously it is hard to track a direct causal connection. Finally, we are very aware of issues of value for money, and the need for all our activity to make a contribution to the overall success of widening participation at AUB. Events which are popular, but which have no demonstrable outcomes which support our ambition, will be discontinued.

Monitoring the delivery of the plan

- 5.43 The University's Equalities Committee receives regular reports, at each meeting, on work in support of the Access and Participation Plan. A report made by the Committee will also be made available to the Board of Governors through the Governors' Reading Room, a secure part of the intranet where documents can be made available for review. This permits members of the Board to raise any points of interest and concern.

Equality and diversity

- 5.44 The Arts University Bournemouth executes responsibilities under the Equality Act 2010, confident in the knowledge that it has taken equality issues into account in designing this Plan. The Arts University Bournemouth aims to advance its moral, social and legal obligations to put equalities at the heart of every area of activity.
- 5.45 The University has a five-year Equality and Diversity Plan, which includes strands of activity related to both Compliance, and Curriculum. Thus we have equalities objectives which reference the need to ensure we avoid unlawful discrimination and advance equality of opportunity; and devise and deliver a curriculum which is accessible to all students. A further strand relates to Continuous Professional Development, which notes the importance of staff training on equalities matters.
- 5.46 We are confident that the strategy outlined above will support the delivery of our Equality and Diversity Plan. We note that, for instance, we introduced bus vouchers as an alternative to bicycle vouchers to ensure we made no presumption about the most suitable modes of transport; and there is no restriction on applications to the Hardship fund, such that due account can be taken of the particular circumstances of each individual applicant.
- 5.47 Our Senior Officer (Equalities) has conducted an Equality Impact Assessment of our Access and Participation Plan, and has confirmed that there is a very low risk of negative equality implications.

Student consultation and involvement

- 5.48 This Plan was informed by feedback provided by students both through the National Student Survey (NSS) and internal Student Perception Survey (SPS), together with a dedicated survey conducted with those who were in receipt of on-course benefits. In addition, the University has held focus group meetings with BME students and with students with a disability to understand the elements of their experience which is most challenging.
- 5.49 The development of the Plan was also informed by discussions with the sabbatical officers of the Students' Union. These discussions focused, in particular, on the ways in which on-course support can most effectively be provided to students in the creative and performing arts, and how best to support those in the final year of their course who may face unexpected financial pressures in the resolution of their final projects.
- 5.50 The President of Arts University Bournemouth Student Union, Beth Rubery, said:
- 'We know that the University takes seriously its commitment that all students, from all backgrounds will be supported to access, succeed in, and progress from higher education. We were pleased to have been consulted with on this Plan and we used our knowledge of the student experience, and student feedback, to make some suggestions which have been taken on board in this final version, which we are very happy to support.'*
- 5.51 During the lifetime of this Plan, we shall continue with each of the approaches outlined above (surveys, focus groups and discussion with elected student representatives or their nominees) to ensure that our actions remain appropriate and relevant to the student cohort.

6. Targets

These will be drawn from our resource plan.

7. Access, student success and progression measures

7.1 In this section, we set out the activities and support which we propose to undertake in 2019/20 in support of our ambition and strategy.

7.2 We shall build on the successful HE Progression Framework and engage with target schools, colleges and agencies in a sustained way at the key transition phases of a learner's journey by offering programmes directed towards people at different stages of their education, starting at primary level. We will deliver activities that support learning outcomes for introductory, developmental and consolidation phases across KS2 & KS3; KS4 and post-compulsory education. This will be a combination of measures including long-term outreach work with younger age groups.

7.3 Priority target schools and colleges are identified through analysis of measures of disadvantage and are reviewed on a regular basis, to identify the impact of our work. Where sustained interventions have not proved effective in bringing about any meaningful change, we shall adopt alternative approaches, which may include discontinuing work with the provider.

7.4 Unique activities are designed for specific target groups where appropriate, for example, intensive work with pupils from Low Participation Neighbourhoods; 'Widening Horizons' residential, and in situ masterclasses for minority ethnic groups from inner city London; bespoke Easter or Christmas schools for Looked After Children; or Continued Professional Development for Foster Carers and Care Professionals. We challenge gender imbalance by delivering activities such as 'boys into dance'.

7.5 The University will continue to work with target schools through offering a wide range of activities and will build upon its range of creative initiatives, such as taster days, campus visits and curriculum projects. Specialist Spring/Summer Schools have provided excellent platforms for students, parents and teachers from specialist art schools and colleges. Specialist Summer Schools are an opportunity to expand our offer to all local schools and colleges and with clear guidance on selection criteria, teachers are invited to select those students at a disadvantage who can most benefit from the experience.

7.6 In the most recent Spring School (Years 9 and 10) more than 97% of respondents said that they would now consider going to university, and cited some of the following reasons:

I've met people I wouldn't have had the opportunity to know if I hadn't come here; I'm more clear on STEM careers; I'm more likely to go to university after I leave school

I have a wider understanding of the areas and subjects there are in a creative faculty, as well as the different skills and requirements needed

...knowing about the jobs; clarifying what I want to take on as a career;

...independence, confidence, and knowledge on new topics.

- 7.7 The Arts University Summer School in 2017 (Years 12 and 13) saw 86% of participants who responded enjoying a summer school university experience where they were able to live at home. Almost 100% said that the summer school had influenced their decision to attend university in the future, with around 98% saying that they now intended to go to university. The following experiences contributed to their views:

A new experience, meeting new friends, getting to know what happens on the course.

I have gained confidence, passion and skill.

Better understanding of university life and courses on offer. I've developed my portfolio...met new people and was challenged by everyone's different styles and abilities.

I have learnt a lot about various courses they have to offer. The talk with course leaders was very helpful; the course I was thinking about studying is now something I am very interested in and hopefully will study in the future. I have gained much more subject knowledge.

- 7.8 97% of respondents said that Summer School positively influenced their view of HE. When asked whether they were confident in their ability to enter HE, before Summer School 14% of respondents disagreed. After Summer School this was reduced to 8%.

- 7.9 Analysis includes reflection on targets which support attainment in target schools. Sustained interventions have continued with schools offering Level 2 qualifications, and our arts activities have made a contribution to some outstanding success, which reaffirms recent research⁷ identifying the benefit of enriched curriculum opportunities: *“Thank you AUB for providing this fantastic opportunity. It’s so valuable that our students see the benefits of museums and galleries whilst keeping the interest in the arts alive. The space was terrific with some outstanding pieces to view. My students were full of chatter on the way home about the day.”*

- 7.10 We shall continue to run our Saturday Art School. Free places at the School have historically been offered through our Access and Participation Plan to those who are under Local Authority Care. We also offer reduced fees to parents or guardians who receive specific income-related benefits or are in receipt of free school meals for their child. In addition we work with schools to offer reduced-cost places for students who have engaged in a variety of outreach projects, and we plan to continue this practice in our new Access and Participation Plan.

- 7.11 It is not easy to track the future pathways of those who have participated in Saturday Arts School (see also para 5.37), but we know that in the last three years, 49 of our new enrolments to either PHE (23) or HE (26) were from this group; this number has fallen notably since the changes to the school curriculum, but still represents around 15% of Saturday Art School participants. The University is proud of this achievement, given that only about 12% of our enrolments are from the local postcode (BH).

⁷ Bright but disadvantaged students obtained statistically significant better GCSE results when they engaged in average or better out of school academic enrichment through activities such as educational outings or reading at home. *Subject to Background : What promotes better achievement for bright but disadvantaged students?* Pam Sammons, Katalin Toth & Kathy Sylva, University of Oxford Department of Education, March 2015

- 7.12 If we progress with the proposed Twilight School, we would offer free places to those who are from areas where there is low HE participation, or where participation is lower than would be expected based on GCSE-level attainment. We would of course monitor the progress of any students from this group.
- 7.13 There is clearly work to do to address the gender gap in terms of participation, which needs to be addressed through schools and colleges, supported by higher education providers. A stark gender gap shows that girls are far more likely to enter arts subjects than boys; this has been the case throughout the past decade. This gap has been widening: in 2016, there was a 22.3 percentage point gap between the percentage of girls with at least one arts entry (64.7%) compared with boys (42.5%⁸). Entry trends show that only four other subjects have a greater gender divide in male/female candidate uptakes⁹.
- 7.14 The University will maintain its focus on working with target schools and colleges to design and deliver activities which test stereotypical subject choice and work with staff and students to enhance a culture which defies gender imbalance. This may be through staff training, careers guidance, use of progression data, initiatives which are introduced and developed on the basis of what works to address issues identified in school data, external visits and role models.
- 7.15 We have identified through our work in schools that in order to raise aspiration and increase opportunity, messages relating to HE progression, and future careers paths need to be delivered as soon as possible. Schools report that many children in districts of low participation are “from families which are third generation unemployed”¹⁰ and when they are asked how you earn money the most common reply is “from benefits”.
- 7.16 The importance of information, advice and guidance within a coherent programme that targets appropriately, starts early and intensifies during periods of transition is clearly identified in the literature¹¹. We acknowledge that effective careers guidance is vital to help students understand which post-18 options will help them achieve their career aspirations, and a major factor affecting the social mobility of young people is the information, advice and guidance received in school. It is recognised that these learners need personalised and time-relevant support to bring together advice and guidance, in order to make information relevant to them. This is particularly applicable to those from under-represented groups, for whom detailed advice or guidance is less likely to be accessible; as the Government confirmed in 2012, “good careers advice helps young people to progress in learning, and helps to increase confidence, motivation and the desire to succeed”¹². Students need to choose courses which will help them to progress into their chosen career and, therefore, a dedicated careers professional works with students in schools and colleges, providing high quality information, face-to-face careers guidance and advice 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 supports legislative and guidance changes from September 2012.

⁸ Entries to arts subjects at KS4, *Education Policy Institute*, September 2017

⁹ (<http://www.jcq.org.uk/examination-results/a-levels/2016/entry-trends-gender-and-regional-charts-gce-2016>)

¹⁰ *Interview with Bournemouth Primary Head-Teacher 20/03/2015*

¹¹ National strategy for access and student success in higher education, Department for Business, Innovation and Skills, April 2014

¹² *Opening Doors, Breaking Barriers: A Strategy for Social Mobility*, 2011, Issued May 2012

- 7.17 This offers an opportunity to provide clear and targeted advice to prospective students, parents, carers and other key influencers in timely fashion. A range of career activities delivered in schools include career talks, individual support, small group sessions, targeted support and assemblies. There is an opportunity to discover more about creative careers, 'have a go' sessions, advice on higher and further education options and application advice.
- 7.18 The University encourages an active role in school governance with several staff, including Senior Managers, holding strategic roles as School Governors. As members of a specialist institution, they are able to support the values of a high quality cultural education in school, to which every child is entitled.¹³
- 7.19 As part of its outreach activity, the University worked with Queen Elizabeth's School (a co-educational secondary school in Wimborne, Dorset) on the development of its technical and digital work, and the Deputy Vice Chancellor is a member of the school Board of Governors. In October 2017, the Performing and Creative Arts faculty at the school was awarded Artsmark Platinum status by the Arts Council 2017 in recognition of the Arts provision they deliver to their students.
- 7.20 Schools/Colleges and other stakeholders provide a vital link in mapping of enhanced curriculum, improved provision, attainment, raising the profile of art, design, architecture, 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, Post 16 Education, Employment and Training Strategic Partnership Board (Post 16 EET SPB) 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.
- 7.21 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 University's specialist resources were available for Summer School activity. We are also working with UKADIA (UK Arts and Design Institutions Association) to develop and deliver national workshops for creative teachers to raise student attainment.
- 7.22 The University is mindful of local policy development, and the Deputy Vice Chancellor is an independent member of the Board of the Local Enterprise Partnership, representing the creative industries, and is also a member of the Skills Board. The University is thus actively involved in local industrial and skills policy, and has good relationships with the education eco-system locally. We note the potential for some additional outreach and engagement work at local level, and will support this activity if it meets the general intentions of our Access and Participation Plan to raise aspiration and encourage participation.
- 7.23 The University is keen to build on its existing strong networks to deliver a coherent outreach programme for the creative and performing arts. Locally, our engagement

¹³ Art & Design Education, A Guide for Governors & Trustees, Arts Council England, National Governors Association, National Society for Education in Art & Design.

with wave Arts Education Agency, Cultural Hub, and Dorset Loves Art, will further support our work to create inspirational learning opportunities for young people, and so too will links with the Post 16 EET SPB and the Bournemouth and Poole Post 16 Forum.

- 7.24 Effective, tailored support meets the needs of all students, including those with mental health issues, and includes the employment of a full-time Wellbeing Officer who is part funded through Additional Fee Income. Student Services are proactive in design and delivery of initiatives, such as consideration of: the Penn Resiliency Programme; student 'buddies'; advance transition day for students with disabilities; and transitional support for students with vocational qualifications.
- 7.25 The University monitors student satisfaction, retention, attainment and progression of under-represented groups on an annual basis through its Equalities Committee, including *inter alia* a review by gender, ethnicity, disability. The Committee will review data and determine whether it wishes to initiate further activity, which may include more detailed 'deep dive' into student data; or focus group discussion with relevant students. This activity will continue into 2019/20 as required.
- 7.26 We are mindful of the importance of progression into the creative industries post-graduation for non-traditional students, and the evidence of our performance demonstrates that our current practices are successful in supporting all students into employment. We shall investigate ways of strengthening and consolidating opportunities which can benefit these learners both during their studies, and within the first few months after the completion of their course.
- 7.27 The University is proud to hold the Matrix Accreditation Body award for Information, Advice and Guidance services, demonstrating its excellence in preparing students for employment, self-employment or further study. Support is tailored to individual need and additional support can be accessed if needed, up to two years post-graduation. All our courses are developed in conjunction with employers from the creative industries to ensure students are prepared for contemporary careers across the sector.
- 7.28 Any AUB student or graduate can book a one-to-one appointment with the AUB Employability Officer to discuss their plans, or simply to gain information and advice on a wide range of topics including job searches and applications, volunteering opportunities, and preparation for interview. Sessions are also available on self-promotion and networking.

Financial support

- 7.29 We offer all care leavers an automatic bursary in the form of a grant which is not means tested, and will not affect student entitlement to any other financial support. This is in recognition of the likely lack of additional family support, and also acknowledges the fact that these students may stay in Bournemouth during undergraduate vacations.
- 7.30 All new Level 4 students who have a residual household income of less than £25,000 (and who have shared the relevant data with us) are offered a voucher which entitles them to a bicycle from a local supplier, together with lights, lock, helmet and hi-vis jacket. This is in accordance with our Travel Plan and our commitment to sustainability, and we have received very positive feedback from students about this offer.

- 7.31 We are mindful that some students will already have a bicycle, or may for other reasons not wish to cycle to campus, and hence they are alternatively offered vouchers which provide free bus travel for the first year of study. In 2017, just over half of those affected selected the bus voucher, so this is also a popular initiative. Both these measures are designed to enable students to access the campus easily and without expense, as well as making it easier for them to socialise or to work collaboratively outside formal taught time.
- 7.32 There is considerable evidence that a major factor in student retention and success is the sense of belonging to a community, and forming friendship groups. Thus from 2012, with the launch of the National Scholarship Programme (NSP), we introduced the option of vouchers which could be redeemed in the University Refectory and other catering outlets. This was a deliberate and targeted strategy to encourage these students to join with their peers during breaks in formal learning. With the demise of the NSP, but acknowledging the value of this measure, we subsequently introduced it as a standard provision for all new Level 4 enrolments with a residual household income of below £16,000.
- 7.33 We further support the engagement of students with the curriculum through the establishment of a discretionary fund to support students from under-represented groups who are in receipt of the maximum loan to participate in formal educational visits. Trips may be organised both within the United Kingdom and internationally, and eligible students may bid for up to £400 to support the costs of such trips. Each application will be treated on its merits, with aim of securing maximum coverage. We also provide this group with a progression scholarship of £300 when they enrol at Level 6, having successfully completed their previous two levels of study, in recognition of the cost of materials in the resolution of final year projects; this is paid in two equal instalments in December and February.
- 7.34 We shall set aside a discretionary fund to support applications from students with a disability to meet the £200 contribution for a laptop which is in response to the move away from DSA-funded support towards HEI-funded support.
- 7.35 We have also set up a fund through which we can offer discretionary hardship loans in exceptional cases, which will be converted into grants if the student is successfully retained on course. This fund comprises the funding not otherwise allocated through this Access and Participation Plan to support unexpected or exceptional hardship. There is no maximum amount for which a student can bid, but evidence is always required.
- 7.36 We review the effectiveness of these financial support measures on an annual basis, using a survey of all recipients. Our retention and progression rates confirm that students are being supported to achieve excellent outcomes; and students report very positively on their experience; for example in 2016/17 survey:
- 82% found the additional support helpful
 - 66% felt the additional support had positively affected lifestyle
 - 60% felt the additional support had positively affected academic achievement
 - 55% felt the additional support had enabled full engagement with their course

8. Investment

- 8.1 The University has developed an Access and Participation Plan which is sufficiently flexible to enable funding to be reallocated as necessary to ensure that critical

aspects of work to support student success are not jeopardised by changes to funding streams. We have not made any assumptions about future funding in our resource tables, but reserve the right to vire funding to other relevant activity if this becomes necessary to deliver against our key success indicators.

8.2 Based on an analysis of the cohorts at the University in recent years, and taking into account our analysis of the operation of the Agreement, the University estimates that around 20.7% of its additional income is dedicated to promoting access, success and progression for under-represented groups.

8.3 On-course support is also used to provide study skills support for students with a disability; 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. The nature of creative and performing arts education also requires smaller group teaching in the form of critiques, at either individual or group level, and considerable individual support to students on the technical, practical or contextual elements of their work. Every student is treated, and educated, as an individual. Our mainstreamed funding supports this aspect of our delivery.

8.4 A summary of our investment plans is given below for information:

Total projected spend of Access and Participation funding (£)

Access investment	911,502
Success investment	450,023
Progression investment	105,000
Investment in financial support	345,000
Total investment	1,811,525

Total projected spend as a proportion of higher fee income (%)

Access investment (as % HFI)	10.6
Success investment (as % HFI)	5.2
Progression investment (as % HFI)	1.2
Investment in financial support (as % HFI)	4.0
Total investment (as % HFI)	21.0

9. Provision of information to students

9.1 We publish our Access and Participation Plan on our website, but we also describe the package of measures in detail on dedicated pages on our website related to funding (this is at <https://aub.ac.uk/apply/funding/english-students/ba-funding/additional-support-funding/>). Each Access and Participation Plan applies to the relevant entry cohort, and so current students should refer to the relevant provisions for their entry year.

- 9.2 Following enrolment, we write to all new students who meet our criteria for additional support to confirm their entitlement; and we follow this up if they do not claim within the first month. Continuing students are reminded annually of the additional support to which they are entitled.

* course type not listed.

Full-time and part-time course fee levels for 2019-20 entrants.

Please enter inflationary statement in the free text box below.

AUB does not raise fees for continuing students in line with inflation.

Full-time course type:	Additional information:	Course fee:
First degree		£9,250
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Franchise full-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*
Part-time course type:	Additional information:	Course fee:
First degree		*
Foundation degree		*
Foundation year / Year 0		*
HNC / HND		*
CertHE / DipHE		*
Postgraduate ITT		*
Accelerated degree		*
Sandwich year		*
Erasmus and overseas study years		*
Other		*

Table 8a - Statistical targets and milestones relating to your applicants, entrants or student body

Reference number	Stage of the lifecycle (drop-down menu)	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target? (drop-down menu)	Baseline year (drop-down menu)	Baseline data	Yearly milestones (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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16a_01	Access	State school	HESA T1a - State School (Young, full-time, first degree entrants)	LAB currently 92.1	No	2014-15	96.3	95.5	95.5				
T16a_02	Access	Socio-economic	HESA T1b - NS-SEC classes 4-7 (Young, full-time, undergraduate entrants)	LAB currently 32.2	No	2014-15	30.4	0	0				Target deleted due to demise of use as criteria
T16a_03	Access	Low participation neighbourhoods (LPN)	HESA T1b - Low participation neighbourhoods (POLAR3) (Young, full-time, undergraduate entrants)	LAB currently 11.1	No	2014-15	10.9	11	11				Updated baseline
T16a_04	Student success	Multiple	HESA T3a - No longer in HE after 1 year (Young, full-time, first degree entrants)	LAB currently 7.5	No	2013-14	4.3	5	5				Difficult to move significantly due to strong performance
T16a_05	Student success	Multiple	HESA T3b - No longer in HE after 1 year & in low participation neighbourhoods (POLAR 3) (Young, full-time, first degree entrants)	LAB currently 8.9	No	2013-14	8.2	7	6				Small group, given that some will always withdraw, it is difficult to target better performance than given
T16a_06	Access	Care-leavers	Other statistic - Care-leavers (please give details in the next column)	3	No	2014-15	3	6	6				Updated baseline
T16a_07	Access	Ethnicity	Other statistic - Ethnicity (please give details in the next column)	Currently 12%	No	2014-15	12%	12%	12%				
T16a_08	Access	Disabled	HESA T7 - Students in receipt of DSA (full-time, all undergraduate entrants)	LAB currently 11.4	No	2014-15	13.1	11.2	11				

Table 8b - Other milestones and targets.

Reference Number	Select stage of the lifecycle	Main target type (drop-down menu)	Target type (drop-down menu)	Description (500 characters maximum)	Is this a collaborative target?	Baseline year	Baseline data	Yearly milestones (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)
								2018-19	2019-20	2020-21	2021-22	2022-23	
T16b_01	Access	Multiple	Outreach / WP activity (summer schools)	Specialist summer school	Yes	2014-15	22	45	50	50	50		
T16b_02	Access	Multiple	Outreach / WP activity (summer schools)	Specialist taster summer school	Yes	2014-15	72	60	80	80	80		
T16b_03	Access	Multiple	Mission targets	All-through arts education commencing with Saturday Art School support for target groups	No	2014-15	25%	25%	25%	25%	25%		
T16b_04	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	HE Portfolio Day	Yes	2014-15	200	100	100	150	150		
T16b_05	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	HE Taster Days/campus visits	Yes	2014-15	1000	900	950	950	950		
T16b_06	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Artist in Residence	Yes	2014-15	600	250	300	300	300		
T16b_07	Access	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Master classes	Yes	2014-15	500	500	500	500	500		
T16b_08	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	Career fairs for target schools/colleges	Yes	2014-15	1400	1400	1450	1450	1450		

T16b_09	Access	School sponsorship	Strategic partnerships (eg formal relationships with schools/colleges/employers)	Trust partner with Specialist Art School	Yes	2014-15	1	1	1	1	1		
T16b_10	Access	Multiple	Operational targets	Working with target schools/colleges	Yes	2014-15	35	35	35	35	35		
T16b_11	Access	Multiple	Operational targets	Working with Specialist Art Schools/colleges	Yes	2014-15	10	15	15	15	15		
T16b_12	Access	Multiple	Operational targets	Partnership activity, specialist, generic	Yes	2014-15	5	5	5	5	5		
T16b_13	Access	Multiple	Outreach / WP activity (other - please give details in the next column)	IAG - specialist	Yes	2014-15	1500	2000	2250	2250	2250		
T16b_14	Student success	Other (please give details in Description column)	Mission targets	Student satisfaction	No	2014-15	+/-5%	+/-5%	+/-5%	+/-5%	+/-5%		AUB student perception survey; non-traditional or minority groups to show +/- 5% satisfaction rates of AUB as a whole. (Some groups have very small numbers.)
T16b_15	Access	Other (please give details in Description column)	Mission targets	Conversion at admissions process	No	2014-15	+/-5%	+/-5%	+/-5%	+/-5%	+/-5%		AUB data shows similar rates of interview, offer and acceptance from all targeted minority groups for which data are available.
T16b_16	Student success	Other (please give details in Description column)	Mission targets	Retention and achievement by demographic	No	2014-15	+/-5%	+/-5%	+/-5%	+/-5%	+/-5%		AUB shows similar levels of referral, retention, progression and achievement from all targeted minority groups for which data are available.

T16b_17	Multiple	Attainment raising	Outreach / WP activity (other - please give details in the next column)	Long term outreach with KS1 pupils	Yes	2013-14	90	360	450	720	720		Number of target beneficiaries per year. Future plans will include consideration to impact measure for attainment. Though this could prove challenging with such young learners, we wil explore working with target school to establish baseline of competency measure.
T16b_18	Other/Multiple stages	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Collaborative activities relating to disabled and vulnerable children and young people (including children in care and young carers) and/or those who support them (via Southern Universities network)	Yes	2015-16	N/A	Share good practice across network and develop a project on participation in the Roma, Gypsy and Traveller communities and mental health in education across SUN schools and colleges	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Targets for projects with Roma, Gypsy and travellers plus mental health TBC from 18-19 project scoping	Shift in strategic focus across the collaborative partnership to address key collective priority areas of WP activity not being currently being covered by HEIs across the region.
T16b_19	Other/Multiple stages	Other (please give details in Description column)	Outreach / WP activity (collaborative - please give details in the next column)	Termly meeting of Working Groups relating to; BME, Disability, Vulnerable Children & Young People, and Mature and Part-time students (via Southern Universities Network)	Yes	2014-15	N/A	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups	Sharing of good practice emanating from these Working Groups		Previously annual conference for practitioners which is now an NCOP activity
T16b_20	Other/Multiple stages	Ethnicity	Outreach / WP activity (collaborative - please give details in the next column)	Activities for black and minority ethnic students (via Southern Universities Network)	Yes	2015-16	N/A	Research Project	TBC following research project	TBC following research project	TBC following research project		We plan to shift our focus from delivery of activities to a research project in 2018-19, which will be used to inform the development of future work and targets in this area,
T16b_21	Multiple	Multiple	Outreach / WP activity (collaborative - please give details in the next column)	Activities for potential mature and part-time students (via Southern Universities Network)	Yes	2016-17	N/A	4 activities per year with at least 2 universities participating in each	4 activites per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each	4 activities per year with at least 2 universities participating in each		
T16b_22	Multiple	Attainment raising	Outreach / WP activity (collaborative - please give details in the next column)	Increase in proportion of students taking creative GCSEs from target schools	No	2018-19	N/A	N/A	N/A	N/A	N/A		

