The Northern School of Art - Access and Participation Plan 2020-21 to 2024-25

1 Assessment of performance

Background and context

The Northern School of Art is a specialist art and design institution within the FE sector located in the Tees Valley, with a mixture of FE and HE students. The School's Middlesbrough Campus is dedicated to FE, and the Hartlepool Campus is dedicated to HE. The School is rated as 'outstanding' by Ofsted and has achieved a Gold rating through the Teaching Excellence and Student Outcomes Framework (TEF).

The School's HE provision primarily recruits locally and regionally, with UCAS applications analysis showing that the School received 673 applications in 2017-2018 and has a UCAS market share of applications of 0.03%, against competitor institutions with an aggregated market share of 0.59%. The School's HE population in 2017-2018 was 512 students, primarily studying undergraduate degrees.

The HE student population is typically full-time undergraduate (98%), under 21 (80%), white (94%), female (77%) and UK domicile (99%). The School has a high Participation of Students from Local Areas (POLAR4) Q1&Q2 (60%), low household income or socioeconomic status (IMD) Q1&Q2 (54%) and disabled students (36%). Internal analysis shows that 75% of the School's HE student population is categorised as underrepresented, of which 36% have two or more intersections of disadvantage.

The School assesses its performance in relation to access, success, and progression, with the Office for Students (OfS) Access and Participation Data Dashboard, OfS individualised data files, other quantitative data, including the TEF, UCAS, the Individualised Learner Record (ILR), the National Student Survey (NSS), Destination of Leavers in Higher Education (DLHE) and internal data analysis. In addition, the School uses qualitative data to reference student feedback from student assemblies, surveys and consultations, as well as academic evidence through learning, teaching and pedagogic research.

The School has applied a RAG rating in tables to identify significant gaps in the student lifecycle.   The areas highlighted in 'red' identify groups that the School will set a target to close a significant gap in the student lifecycle. The area highlighted in 'amber' identify groups that the School will aim to maintain or improve current performance in the student lifecycle, but has not set a target. The areas highlighted in 'green', identify groups that the School is making good progress and is committed to maintaining current levels.

1.1 Higher education participation, household income, or socioeconomic status

Access into HE

Participation of Local Areas (POLAR4):

Data: The access rate in 2017-18 for POLAR4 Q1 students was 32% compared with Q5 students at 10.8%, with a gap of -21.1 pp (Figure 1). The access proportion of POLAR4 Q1 students over the five years has been consistently high, in part, due to the School's geographical location in the North East with high proportions of students from underrepresented backgrounds. The access gap between Q1 and Q5 students has seen some fluctuation, which could be due to the relatively low number of students, with individual students having a significant statistical impact. (Figure 1).

Figure 1: Access POLAR4 (OfS Individualised Data File APP2021_Access 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
POLAR4 Q1	33.8	32.8	33.9	31.3	32
POLAR4 Q5	11.4	8.9	7.9	12.9	10.8
Gap Between Q1 and Q5	-22.4	-24	-26.1	-18.4	-21.1

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in access. The School does not identify any statistically significant gaps in access.

Assessment: The School has developed successful programmes of outreach activities and networks with local schools and colleges, along with other activities aimed at promoting access to HE from the local and

regional area. The School has performed well in this area and is committed to continuing outreach activities aimed at students from POLAR4 areas. The School would expect the proportion of students from POLAR4 Q1 backgrounds to remain between 31-34% of the student population.

Index of Multiple Deprivation (IMD)

Data: The access rate in 2017-18 for IMD Q1 students was 32.6% compared with Q5 students at 15.7% with a gap of -16.9 pp (Figure 2). The access proportion of IMD Q1 students over the five years has been consistently high, partly due to the School's geographical location in the North East that has a high proportion of students from low-income backgrounds, with high levels of unemployment and socio-economic deprivation. The access gap between Q1 and Q5 students has seen some minor fluctuation over the five years, but as with POLAR4 could be due to the relatively low number students, with individual students having a significant statistical impact (Figure 2).

Figure 2: Access IMD (OfS Individualised Data File APP2021_Access 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
IMD Q1	29.9	30.7	30.9	33	32.6
IMD Q5	14.4	16.8	16.1	15.5	15.7
Gap Between Q1 and Q5	-15.5	-13.9	-14.7	-17.5	-16.9

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in access. The School does not identify any statistically significant gaps in access.

Assessment: The School has developed a successful programme of outreach activities. These activities include promoting access to higher education through networking with local schools and colleges, UCAS events, UK University Search, Prospects Events UK, and working with the Tees Valley Local Enterprise Partnership (LEP), North East Local Enterprise Partnership (TICE), Tees Valley Arts, NECOP, NSEAD, and Culture Bridge North East. The School has performed well in this area and is committed to continuing outreach activities aimed at this particular group of underrepresented students. The School would expect the proportion for students from POLAR4 Q1 backgrounds to remain between 30-33% of the student population.

Success

Non-Continuation

Participation of Local Areas (POLAR4)

Data: The continuation rate in 2016-2017 for POLAR4 Q1 students was 91.4% compared with Q5 at 94.4% with a gap of 3.0 pp (Figure 3). The continuation rate for Q1 over the five years has seen some fluctuation between 93.3% and 87.5%. The continuation gap between Q1 and Q5 students over the five years has seen fluctuation between 6.7 pp and -2.9 pp. There is a relatively small but consistent gap in continuation rates between Q1 and Q5 (Figure 3), which the School will aim to close.

Figure 3: Continuation POLAR4 (OfS Individualised Data File APP2021_Continuation 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
POLAR4 Q1	89.3	93.3	90.3	87.5	91.4
POLAR4 Q5	90	100	93.3	84.6	94.4
Gap Between Q1 and Q5	0.7	6.7	3	-2.9	3

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in the continuation rate. However, the School believes that there is a consistent gap in continuation rates between POLAR4 Q1 and Q5.

Assessment: In recent years, the School has developed various mechanisms to support continuation rates. These include attendance monitoring, identification of students with specific learning needs, identification of students who are not engaged and students who are struggling academically. These mechanisms have

enabled the School to put into place support measures for students, which have had some impact, but going forward the School will provide a greater focus on closing the gap between POLAR4 Q1 and Q5 students.

Index of Multiple Deprivation (IMD)

Data: The continuation rate in 2016-2017 for IMD Q1 students was 92.2% compared with Q5 at 81.5% with a gap of -10.7% (Figure 4). The continuation rate for IMD Q1 students over the five years has seen some fluctuation between 92.2% and 86.2%. The continuation rate gap between Q1 and Q5 over the five years has shown continuation rates for Q1 being consistently higher than for Q5 students, which is evident in the last two years (Figure 4).

Figure 4: Continuation IMD (OfS Individualised Data File APP2021_Continuation 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
IMD Q1	89.9	89.3	91.8	86.2	92.2
IMD Q5	88.9	87.8	93	78.8	81.5
Gap Between Q1 and Q5	-1	-1.5	1.3	-7.4	-10.7

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in the continuation rate. The School does not identify any statistical gaps in the continuation rate.

Assessment: In recent years, the School has put into place various mechanisms to support continuation rates. These have included the monitoring of student attendance to facilitate early interventions for improvement, bursaries linked to attendance to promote attendance and engagement, the provision of student support services and identification of students who are at risk of non-continuation. These mechanisms have been successful in reducing continuation gaps for students from IMD Q1, and the School is committed to building on this success.

Attainment: Students achieving first or upper-second class degree

Participation of Local Areas (POLAR4)

Data: The attainment rate in 2017-2018 for POLAR4 Q1 students was 67.6%; however, due to the low number of Q5 students' data in OfS, individual data files have been suppressed (Figure 5). The School will, therefore, compare the attainment rates for POLAR4 Q1&2 compared with Q3-5.

Figure 5: Attainment POLAR (OfS Individualised Data File APP2021_Attainment 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
POLAR4 Q1	67.9	43.5	61.3	52.9	67.6
POLAR4 Q5	85	N	61.5	N	N
Gap Between Q1 and Q5	17.1	N	0.2	N	N

The attainment rate in 2017-18 for POLAR4 Q1&2 students was 62.3% compared with Q3-5 students at 73.8%, with a gap of 11.5 pp (Figure 5a). The attainment rates for Q1&2 students over the five years has fluctuated considerably between 66% and 51.4%. The attainment rate gap between Q1&2 and Q3-5 has also fluctuated 16.3 pp and -1.3 pp (Figure 5); this may be in part due to the low numbers of students. However, the attainment rate gap over the five years shows that there is a gap in attainment rates for Q1&2 compared with Q3-5, which the school will aim to close.

Figure 5a: Attainment POLAR Q1&2 compared Q3-5 (OfS Individualised Data File APP2021_Attainment 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
POLAR4 Q1&2	66	51.4	65.4	58.6	62.3
POLAR4 Q3-5	67.8	67.7	64.1	60.7	73.8
Gap Between Q1&2 and Q3-5	1.8	16.3	-1.3	2	11.5

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in rate for attainment. However, the School believes further work needs to be carried out to close the attainment rate gap between students from POLAR4 Q1&2 and Q3-5.

Assessment: The School has implemented mechanisms to monitor the progress of underrepresented students, which includes regular interim examination boards, to review progress, identify students with low grades or referrals, and to recommend actions to provide additional support, differentiated teaching strategies, through Student Services or Academic Support. The School is confident that the measures that are in place will see consistent improvements in attainment rates, and will set a target in this area to close the attainment gaps between Q1&2 and Q3-5 students.

Index of Multiple Deprivation (IMD)

Data: The attainment rate in 2017-2018 for IMD Q1 students was 64.9% compared with Q5 at 76.2%, with a gap of 11.3 pp (Figure 6). The attainment rate for Q1 students over the five years has fluctuated considerably between 64.9% and 44.2%. The attainment rate gap between Q1 and Q5 students has also seen considerable fluctuation between 34.1 pp and 2.8 pp. The attainment rate gap over the five years shows a consistent attainment rate gap between Q1 and Q5 (Figure 6), which the School will aim to close.

Figure 6: Attainment IMD (OfS Individualised Data File APP2021_Attainment 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
IMD Q1	62.5	44.4	47.2	62.8	64.9
IMD Q5	70.6	78.6	50	68.8	76.2
Gap Between Q1 and Q5	8.1	34.1	2.8	6	11.3

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in the rate for attainment. However, the School believes further work needs to be carried out to close the attainment rate gap between IMD Q1 and Q5 students.

Assessment: The School has implemented mechanisms to monitor the progress of students, which includes regular interim examination boards, to review progress, identify students with low grades or referrals, and to recommend actions to provide additional support, through Student Services or Academic Support. While there has been a limited success, the School is confident that the measures that are in place will see consistent improvements in attainment rates. The School is committed to closing the attainment gaps between IMD Q1and Q5 students.

Progression into highly skilled employment or further study at a higher level

Participation of Local Areas (POLAR4)

Data: The progression rate in 2016-2017 for POLAR Q1 students was 71.4%; however, due to the low number of Q5 students' data in OfS, individual data files have been suppressed. The School will, therefore, compare the attainment rates for POLAR4 Q1&2 compared with Q3-5.

Figure 7: Progression POLAR4 (OfS Individualised Data File APP2021_Progression 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
POLAR4 Q1	75	73.2	70	76.7	71.4
POLAR4 Q5	N	52.2	N	R	N
Gap Between Q1 and Q5	N	-21	N	R	N

The progression rate in 2016-17 for Q1&2 was 67.3%, compared with Q3-5 at 64.6%, with a gap of -2.8%. The progression rate for Q1&2 over the five years has fluctuated considerably, which could be due to low numbers of students. The progression gap between Q1&2 and Q3-5 over the five years shows that student from POLAR4 Q1&2 has a consistently higher progression rate than POLAR4 Q3-5 students (Figure 7a).

Figure 7a: Progression POLAR4 Q1&2 comp. Q3-5 (OfS Individualised Data File APP2021_Progression 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
POLAR4 Q1&2	59.5	70.4	56.3	77.6	67.3
POLAR4 Q3-5	60	62.7	50	75	64.6
Gap Between Q1&2 and Q3-5	0.5	-7.7	-6.3	-2.6	-2.8

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in rate for progression into highly skilled employment or further study at a higher level. The School does not identify any statistical gaps in the rate of progression.

Assessment: The School is committed to preparing young graduates for highly skilled employment or further study at a higher level. This has been achieved through an industry focus and academic rigour in our curriculum offer and further support to students through a dedicated employability and enterprise service. This is particularly relevant in the School's context, which is located in an area with historically high levels of unemployment amongst young people.

Index of Multiple Deprivation (IMD)

Data: The progression rate into highly skilled employment or further study at a higher level in 2016-17 for IMD Q1 students was 67.6%, compared with Q5 at 68%, with a gap of 0.4% (Figure 8). The progression rate for Q1 students over the five years was consistently high between 66.7% and 75.8%, which is commendable given the high levels of unemployment in the North East. The progression gap between IMD Q1 and Q5 students over the five years has fluctuated between 8.9 pp and -26.7 pp. Except for 2015-16; the table shows that Q1 students were either more likely or equally as likely to enter into higher-skilled employment or further study at a higher level as Q5 students (Figure 8).

Figure 8: Progression IMD (OfS Individualised Data File APP2021_Progression 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
IMD Q1	67.6	75	66.7	75.8	67.6
IMD Q5	61.3	67.5	40	84.6	68
Gap Between Q1 and Q5	-6.4	-7.5	-26.7	8.9	0.4

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in rate for progression into highly skilled employment or further study at a higher level. The School does not identify any statistical gaps in the rate of progression.

Assessment: The School is committed to preparing graduates from areas of low household income and low socioeconomic status for highly skilled employment or further study at a higher level. This has been achieved through an industry focus and academic rigour in our curriculum offer and further support to students through a dedicated employability and enterprise service. This is particularly relevant in the School's regional context with high levels of unemployment and social inequality.

1.1   Black, Asian and Minority Ethnic students (BAME)

Access

Data: The access rate in 2017-2018 for BAME students was 5.8% compared with white students at 94.2%, with a gap of 88.4 pp (Figure 9). The access rate for BAME students over the five years has increased from 3.7% to 5.8% of the student population. The access gap between White and BAME students over the five years has closed from 92.6 pp to 88.4 pp (Figure 9). The access rate remains low in comparison with all English higher education providers. However, the proportion of BAME students is consistent with the local and regional population (2011 census), as detailed in the section below.

Figure 9: Access BAME (OfS Individualised Data File APP2021_Access 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
White	96.3	96.8	96.4	94.7	94.2
BAME	3.7	3.2	3.6	5.3	5.8
– Black	0.3	0	1.4	1.9	0.4
– Asian	0.9	1.1	0.5	0.5	1.7
– Mixed	2.3	1.4	1.8	2.9	3.3
– Other	0.3	0.7	0	0	0.4
Gap between White and BAME	92.6	93.6	92.8	89.4	88.4

The most recent census (2011) shows the three local regions that the School primarily recruits have low proportions of BAME in the population, including the North East (4.7%), Yorkshire and the Humber (11.2%), and the North West (9.8%). Internal data analysis shows that of the School entrants 93.3% of entrants are from these local regions, including the North East (82.5%), Yorkshire and the Humber (8.2%), and the North West (2.6%).[1] The table below provides the recruitment figures for the School, along with the BAME 2011 Census data showing diversity by region (Figure 10):

Figure 10: Census (2011) - Areas of England and Wales by ethnicity[2]

Category	The Northern School of Art (Entrants 2017-18)	North East (Census 2011)	North West (Census 2011)	Yorkshire and the Humber (Census 2011)
BAME	5.8	4.7	9.8	11.2
– Black	0.4	0.5	1.4	1.5
– Asian	1.7	2.9	6.2	7.3
– Mixed	3.3	0.9	1.6	1.6
– Other	0.4	0.4	0.6	0.8

In considering the School's ethnic diversity, compared with the North East, the access figures from 2017-18 (Figure 10), shows the proportion of Black students is 0.4%, which is consistent with the North East at 0.5%. The proportion of Asian students is 1.7%, which is lower than in the North East at 2.9%, but this category is the least likely to engage with art and design subjects[3]. The proportion of mixed students is 3.3%, which is higher than in the North East at 0.9%. The proportion of other students is 0.8%, which is consistent with the local region at 0.4%. While the ethnic diversity in the North West and Yorkshire and Humber is higher, the proportion of students from these regions is low (10.8%).

Gaps: The School recognises there is a gap in the proportion of BAME students over the five years at the School in comparison with all English higher education providers. However, BAME access rates are consistent with the local and regional populations.

Assessment: The School is committed to an inclusive approach in outreach and recruitment activities and the development of more diversity in the curriculum to encourage applications from a diverse range of ethnic backgrounds, as a means of creating greater diversity in the student community and in doing so, reduce the access gap for BAME students. These activities have had some impact on the marginal improvements in the proportion of students from other ethnic backgrounds over the last two years (Figure 9).

The School is committed to maintaining the current level of BAME access with the long-term aim to close the gap in access for students from other ethnic backgrounds. The School commits to carrying out further research into causes and possible solutions to close the gap in access for students from other ethnic backgrounds into art and design education. The School will aim to carry out research in collaboration with UKADIA[4] members.

Success

Non-Continuation

Data: The continuation rate in 2016-17 for BAME students was 81% compared with white students at 89.8%, with a gap of 8.8 pp (Figure 11). The continuation rate over the five years for BAME students has seen considerable fluctuation between 88.9% and 68.4%. The continuation gap between white and BAME students over the five years has seen fluctuation between 22.6 pp and -5.1 pp. While the number of BAME students is very small, there is a consistent gap in continuation rates between white and BAME students.

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[1] Internal figures are a five year average from 2013-14 to 2017-18
[2] Areas of England and Wales by ethnicity https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/national-and-regional-populations/regional-ethnic-diversity/latest
[3] See Entries to arts subjects at Key Stage 4, Education Policy Institute, 2017; and National strategy for access and student success in higher education, Department for Business, Innovation and Skills, April 2014
[4] United Kingdom Arts and Design Institutions Association https://ukadia.ac.uk/

Figure 11: The Northern School of Art - Student Ethnicity continuation (Source: OfS Individualised Data File APP2021_Continuation 10001503 and internal data analysis)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
White	87.2	89.2	91.2	83.8	89.8
BAME	69.6	88.2	68.4	88.9	81
– Black	100	66.7	100	100	57.1
– Asian	66.7	100	83.3	100	100
– Mixed	42.9	88.9	50	88.9	90.9
– Other	100	100	100	0	N
Gap between White and BAME	17.6	1	22.6	-5.1	8.8

Gaps: The OfS Data Dashboard file has been suppressed due to low numbers. The School's own internal data analysis shows that there is a gap in continuation for BAME students compared with white students. However, due to the low numbers involved it is not possible to set a target. The School is committed to reducing the gap in continuation rates for BAME students.

Assessment: The School is committed to carefully monitoring the continuation rate for BAME students and will intervene where necessary. In addition, to the existing additional academic support, pastoral support and counselling, formative and summative tutorial support. The School recognises that it is important to have an inclusive environment for students from BAME backgrounds, especially when students are in the minority. The School will continue to promote an inclusive learning environment and curriculum that supports and engages students from BAME backgrounds.

Attainment

Data: The attainment rate in 2017-18 for BAME students was 57.1% compared with white students at 68.6%, with a gap of 11.5 pp (Figure 12). The attainment rate for BAME students over the five years has fluctuated considerably between 83.3% and 20%. The attainment rate gap between BAME and white students has also seen considerable fluctuation between 46.2 pp and -20.6 pp. The number of BAME students is very low, ranging from between 3 to 7 completing students in an academic year. The attainment rate gap over the five years has shown improvement, but the School recognises that further work is needed to close the gap.

Figure 12: The Northern School of Art - Student Ethnicity Attainment (Source: Internal data analysis)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
White	66.2	56.7	62.1	62.7	68.6
BAME	20	33.3	25	83.3	57.1
Gap Between White and BAME	46.2	23.4	37.1	-20.6	11.5

Gaps: The OfS Data Dashboard file has been suppressed due to low numbers. The School's own internal data analysis shows that there is a gap in attainment for BAME students compared with white students. However, due to the low numbers involved it is not possible to set a target. The School is committed to reducing the gap in attainment rates for BAME students, with the expectation that there will be parity achievement by academic year 2024-25.

Assessment: The School provides a range of support mechanisms for BAME students, including additional academic support through the progression tutor, and formative and summative tutorial support. The School recognises that it is important to have a supportive academic structure throughout the student lifecycle. The School will aim to close the attainment gap for students from BAME backgrounds compared with students from white backgrounds to ensure equality in attainment rates. The School will put into place support measures during the academic year 2019-20 to ensure that all BAME students are supported in their studies, in a similar way to students from other underrepresented backgrounds.

Progression to employment or further study

Data: The OfS Data Dashboard does not have any data on progression rates for BAME students due to the very low numbers. Through the DLHE survey, the School did not differentiate on ethnicity due to the low numbers involved, and concerns over the identification of individual graduates in relation to data protection. The School will commit to improving the monitoring and evaluation of BAME students going forward and take action if inequality of opportunity is identified.

Gaps: The School is not able to make an assessment of the gaps in progression to highly skilled employment or further study at a higher level for students from BAME backgrounds as the actual number of students who completed was very low.

Assessment: The School recognises the importance of preparing young graduates for highly skilled employment or further study at a higher level, including students from BAME backgrounds. The School is committed to promoting equality of opportunity and will be introducing monitoring mechanisms to evaluate progression for students from BAME backgrounds during 2019-20 academic year while acknowledging that this data may be non-reportable.

1.2 Mature students

Access

Data: The access rate in 2017-2018 for mature students was 20.2% compared with 79.8% for young students, with a gap of 59.7 pp (Figure 13). The access rate for mature students over the five years has seen a steady decline from 35% to 20.2% of the student population. While there has been a decline in the actual number of mature students, there has also been an increase in the actual number of young students, which makes the gap appear more significant (Figure 13a).

Figure 13: Access Mature (OfS Individualised Data File APP2021_Access 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
Young Under 21	65	68.3	75.1	70.7	79.8
Mature Aged 21 and Over	35	31.7	24.9	29.3	20.2
Gap Between Young and Mature	29.9	36.7	50.2	41.3	59.7

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in access rate for mature students. The School recognises that there has been a decline to the proportion of mature students over the five years and will carry out further investigation and research into the reasons during the academic year 2019-20.

Assessment: The School has an inclusive approach towards access for mature students and believes all students should have the opportunity to access higher education. The School appreciates that mature students contribute a wealth of work and life experience that enhances the student community. The School recognises that there has been a decline in mature students and will carry out further investigation and research in 2019-20 as to the reasons why, with a long term aim and objective to increase access for mature students.

Success

Non-continuation

Data: The continuation rate in 2016-17 for mature students (21 and over) was 82.9% compared with young students (under 21) a, with a gap of 9.0 pp (Figure 14). The continuation rate of mature students over the five years has fluctuated between 86.9% and 92.9%. The gap in the continuation rate over the five years has fluctuated between 10.4 pp and 4.7 pp. The continuation rate gap over the five years shows a consistent attainment rate gap between mature and young students (Figure 6), which the School will aim to close.

Figure 14: Continuation Mature (OfS Individualised Data File APP2021_ Continuation 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
Young Under 21	88.2	91.4	92.9	86.9	91.9
Mature (21 and over)	83.1	85.2	88.2	76.5	82.9
Gap Between Young and Mature	5.1	6.2	4.7	10.4	9

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in continuation rates for mature (21 and over) and young (under 21) students. However, the School believes that continuation rates between mature students and young students could be improved.

Assessment: The School provides a range of support mechanisms for mature students, such as induction activities, additional academic support, pastoral support and counselling, as well as formative and summative tutorial support. However, internal evidence shows that mature students are often more likely to withdraw from their studies compared to young students. This can be due to several reasons including, financial difficulties, family commitments, work commitments, caring responsibilities, health or difficulty in coping with the demands of degree-level study. With these issues in mind, the School will be reviewing systems and processes that are in place during the academic year 2019-20 to better support mature students; this will include a review of the curriculum delivery and increased flexibility where appropriate.

Attainment: Students achieving first or upper-second class degree

Data: The attainment rate in 2017-18 for mature students was 72.7%, compared with young students at 67%, with a gap of -5.7 pp (Figure 15). The attainment rate over the five years has shown significant fluctuation between 59.1% and 67%. The attainment rate gap has fluctuated between 13.5 pp and -13.1 pp, with the attainment rate gap between mature and young students closing in the last two years (Figure 15).

Figure 15: Attainment Mature (OfS Individualised Data File APP2021_ Attainment 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
Young Under 21	67	59.1	64.8	59.7	67
Mature (21 and over)	59.1	53.4	51.4	72.7	72.7
Gap Between Young and Mature	7.9	5.6	13.5	-13.1	-5.7

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in attainment rates between mature and young students. The School does not identify any statistical gaps in attainment rates.

Assessment: The School provides a range of support mechanisms for mature students, such as additional academic support and formative and summative tutorial support. The School is committed to continuing to support mature students to achieve equality of attainment.

Progression into highly skilled employment or further study at a higher level

Data: The progression rate into highly skilled employment or further study at a higher level in 2016-17 for mature students was 73% compared with young students at 66%, with a gap of -7 pp (Figure 15a). The progression rate for mature students over the five years has been consistently high (except for 2012-13), which is commendable given the high levels of unemployment in the North East. The progression rate gap between mature and young students over the five years shows that mature students were more likely than young students to progress to highly skilled employment or further study at a higher level.

Figure 15a: Progression Mature (OfS Individualised Data File APP2021_ Progression 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
Young Under 21	59.8	66.9	53.2	76.6	66
Mature (21 and over)	47.8	76	65.5	85.7	73
Gap Between Young and Mature	12	-9.1	-12.2	-9.1	-7

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in progression rates between mature and young students. The School did not identify any statistical gaps in progression rates.

Assessment: The School is committed to preparing mature graduates for highly skilled employment or further study at a higher level. This has been achieved through an industry focus and academic rigour in our curriculum offer and further support to students through a dedicated employability and enterprise service. The School is committed to continuing to support mature students to achieve equality of attainment.

1.4   Disabled students

Access

Data: The access rate in 2017-18 for disabled students was 35.8% compared with students with no known disability at 64.2%, with a gap of 28.4 pp. The access rate of disabled students over the five years has steadily increased from 27.4% to 35.8% of the student population.

Figure 16: Access Disabled (OfS Individualised Data File APP2021_Access 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
No Known Disability	72.6	71.5	59.3	64.9	64.2
Disabled	27.4	28.5	40.7	35.1	35.8
Gap between Disabled and no known Disability	45.2	43.1	18.6	29.8	28.4

When considering the disaggregation of disability (Figure 17), the School has recognised an increase in students who have disclosed that they have a disability. In particular, over the five years, students with a mental health condition have increased from 1.4% to 12.3% of the student population. There has been a decrease in students with multiple impairments, but this is due to the way that data is collected. There is also a fluctuation in access rates across all disability type categories, but this could be due to the low numbers of students. (Figure 17)

Figure 17: Access Disabled Disaggregation (OfS Individualised Data File APP2021_Access 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
No Known Disability Type	72.6	71.5	59.7	64.9	65
Disabled	27.4	28.5	40.7	35.1	35.8
– Cognitive and Learning	12.1	11	17.6	14.9	10.7
– Mental Health	1.4	2.1	5.4	8.2	12.3
– Sensory Medical and Physical	4.8	4.6	8.1	6.3	5.8
– Multiple Impairments	8.5	10.3	1.4	0.5	0.8
– Social and Communication	0.6	0.4	7.7	5.3	5.3

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in access rates for disabled students in comparison with students with no known disability. The School does not identify any significant gaps in access for disabled students.

Assessment: The School is committed to ensuring that there are no barriers to applications for potential students who have a disability or health condition. The School intentionally makes early interventions through the applicant journey to support applicants who have disclosed that they have a disability.

Success

Non-continuation

Data: The continuation rate in 2017-18 for disabled students was 89.5% compared students with no known disability at 89.8%, with a gap of 0.3 pp. The continuation rate over the five years shows significant fluctuation, from between 80% and 92.1%. The continuation rate gap also shows fluctuation between 13 pp and -1 pp.

There has been an improvement in closing the continuation gap for disabled students compared with students with no known disability over the most recent three years, which the School anticipates will continue.

Figure 18: Continuation Disabled (OfS Individualised Data File APP2021_Continuation 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
No Known Disability	88.3	93	91.1	86.7	89.8
Disabled	81	80	92.1	80.7	89.5
Gap between Disabled and no known Disability	7.3	13	-1	6	0.3

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in continuation rates for disabled students compared with students with no known disability. The School does not identify any statistically significant gaps in non-continuation rates.

Assessment: The School has developed mechanisms to support disabled students, with a strong relationship between Student Services and the academic staff working together to best support students. Reviews of progress and attendance take place on a regular basis to identify and address any concerns. In addition, the School is developing staff training on disability issues to ensure that staff are equipped with the knowledge required to identify issues, deliver differentiated teaching strategies, and signpost to appropriate support.

Attainment: Students achieving first or upper-second class degree

Data: The attainment rate in 2017-18 for disabled students was 56.8%, compared students with no known disability at 74.1%, with a gap of 17.3 pp (Figure 19). The attainment rate over the five years has fluctuated from 70.3% to 50%. The attainment rate gap over the five years has shown significant fluctuation from 17.3 pp to -9.3 pp. The attainment rate gap over the last two years has widened between disabled students and students with no known disability (Figure 19), which the School will aim to close.

Figure 19: Attainment Disability (OfS Individualised Data File APP2021_ Attainment 10001503)

Category	2013-14	2014-15	2015-16	2016-17	2017-18
No Known Disability	63	58.2	58.2	64.7	74.1
Disabled	70.3	50	67.6	59.1	56.8
Gap between Disabled and no known Disability	-7.2	8.2	-9.3	5.6	17.3

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in attainment rates for students who declared that they have a disability in comparison with students with no known disability. However, the School believes that attainment rates between disabled students and students with no known disability could be improved.

Assessment: The School recognises there has been an increase in the number of students who have disclosed that they have a disability, most notably mental health issues. As part of the School's Wellbeing Strategy, there are mechanisms in place to support disabled students, including counselling and pastoral services, additional academic and learning support, and individual tutorial support providing formative and summative feedback. The School also monitors attainment through interim examination boards in which students with low grades or those who have failed modules are referred for additional academic support. The School will aim to develop these mechanisms further with a focus on closing the attainment gap for disabled students.

Progression to higher employment or further study at a higher level

Data: The progression rate in 2016-17 for disabled students was 61.1% compared with students with no known disability at 70.4%, with a gap of 9.3 pp (Figure 20). The progression rate over the five years has fluctuated from 77.3% to 58.7%. The progression rate gap over the five years has shown fluctuation from 11.7 pp to -6 pp. In some years, there has been an improvement in the progression rate, although the School recognises that there is a gap in progression for disabled students to higher employment or further study at a higher level (Figure 20), which the School will aim to close.

Figure 20: Progression Disabled (OfS Individualised Data File APP2021_ Progression 10001503)

Category	2012-13	2013-14	2014-15	2015-16	2016-17
No Known Disability	58.7	70.5	59.8	77.3	70.4
Disabled	47.1	65.1	56	83.3	61.1
Gap between Disabled and no known Disability	11.7	5.4	3.8	-6	9.3

Gaps: The OfS Data Dashboard did not identify any statistically significant gaps in progression rates for disabled students in comparison with students with no known disability. The School recognises that there are gaps in progression to higher employment or further study at a higher level.

Assessment: The School is committed to preparing disabled graduates for highly skilled employment or further study at a higher level. This has been achieved through an industry focus and academic rigour in our curriculum offer and further support to students through a dedicated employability and enterprise service. The School provides additional support to disabled students, to meet their specific needs and ensure that they progress at the same rate as students with no known disability. The School recognises that more work needs to be done to close the progression gap for disabled students. There is a planned review of the School's Employability Strategy in 2019-20, in which the School commits to address issues around the progression for disabled students.

1.5 Care Leavers

Access

A recent article in WONKHE identified young people who spent time in care as children have the lowest engagement in HE of any identifiable social group[5]. The figures in the article highlight that of the 6,470 young people in care nationally, only 12% (765) successfully entered into HE. The article goes on to highlight the limited data on attainment and progression. The article further highlights barrier to learning for care leavers, including the transition to HE, mental health issues and the need for alternative pathways.

The School has a very small number of care leavers in the HE student population; the numbers of care leavers over the past five years are so low as to be unreportable. It is not clear the reason for the low numbers, but it may be due to several factors, including care leavers not entering into specialist art and design higher education, or care leavers may not disclose that they have been in care. The School recognises that further research is required and will commit t undertake this during academic year 2019-20.

The School is committed to providing opportunities on an ongoing basis for access to higher education to care leavers. Through developing outreach activities in 2019-20 at a local and regional level, the School will aim to establish partnerships with local authorities, develop a campaign to promote access to higher education and provide additional financial support for care leavers.

Success

The School will carry out an Identification of Needs (ION) for care leavers at enrolment to ensure that the necessary additional academic support and pastoral support is in place to enable them to fulfil their potential. The School will introduce this in 2019-20, and evaluate the effectiveness of these activities through the duration of the 2020-21 – 2024-25 Plan. The School will carry out an awareness campaign in 2019-20 amongst existing students to ensure that all students have declared that they are a care leaver so that the necessary support can be put into place.

Progression to employment or further study at a higher level

The School is committed to preparing care leaver graduates for highly skilled employment or further study at a higher level. This will be achieved through an industry focus and academic rigour in our curriculum offer and further support to students through a dedicated employability and enterprise service. Through the ION, the School will

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[5] Harrison N. 2018 Encouraging care leavers into higher education https://wonkhe.com/blogs/encouraging-care-leavers-into-higher-education/ [Accessed 28.08.2019]

provide appropriate additional support to care leavers and provide differentiated curriculum opportunities, to ensure that they progress at the same rate as students who have not been in care.

The School will review access, success and progression targets regarding care leavers once the School has been able to evaluate its current approach and has a clearer understanding of the needs of Care Leavers in the wider community.

1.6 Intersections of disadvantage

Access

Data: The School has carried out an assessment of the intersection of disadvantage for the academic year 2018-19, the analysis identified that 36% of the School's student population has at least two intersections of disadvantage, including POLAR4, IMD, BAME, mature, disability and care leavers (Figure 21).

Figure 21: Intersections of disadvantage (Source: Internal data analysis)

Count of intersections disadvantage	1		2		3		4		None		Total
	Count	%	Count	%	Count	%	Count	%	Count	%	
Student Numbers/Percentage	252	44%	146	25%	27	5%	4	1%	146	25%	575

Gaps: The School has a high proportion of students from underrepresented backgrounds with at least 36% of students on at least one underrepresented characteristics. However, further analysis is required to determine the intersections of disadvantage to determine distinct categories.

Assessment: The School has developed successful programmes of outreach activities in the local and wider community, and schools and colleges. As a result, there is a high proportion of students from disadvantaged backgrounds, which follows that there will be a high proportion of students with intersections of disadvantage.

Success

Data: The School has developed internal data sets to establish if students have any underrepresented characteristics and to determine if they are potentially at risk. The School provides reports to programme teams and support staff showing the intersection of disadvantage for each student, which includes POLAR4 and IMD, BAME, mature, and disability. This allows staff to understand the categories of disadvantage and plan appropriate support needs.

Gaps: The School will use internal data sets to analyse any gaps within particular groups and determine if specific support measures are required. The school will aim to have mechanisms in place to identify gaps in the intersections of disadvantage by the start of the 2020-21 academic year.

Assessment: Having a high proportion of students from disadvantaged backgrounds, the School deals with the needs of students on an individual basis, rather than looking at specific groups or characteristics. The School will be taking a new approach in the future, by identifying specific groups with intersections of disadvantage (i.e. mature students from IMD backgrounds) and implementing specific measures to support these students. In 2019-20 the School will be piloting a reporting process, which provides information to relevant academic staff, student services and academic support to highlight any students with intersections of disadvantage who are potentially 'at risk'. This information includes gender, POLAR4, IMD, Disability, Disabled Students Allowance (DSA) and age. The School will produce data sets based on the APP data dashboard during 2019-20 to identify and develop intersectional targets to close gaps in success.

2 Strategic aims, objectives and targets

2.1 Overarching strategic aims

The School's overarching strategic aim is to achieve equality of opportunity and outcomes for all students. Through the assessment of performance, the School aims to reduce gaps in continuation and attainment rates in the target groups identified.

2.2 Target groups

The School has identified the following groups using a RAG rating to determine target areas identified through the assessment of performance. The areas highlighted in 'red' identify groups that the School will set a target to close a significant gap in the student lifecycle. The area highlighted in 'amber' identify groups that the School will aim to maintain or improve current performance in the student lifecycle, but has not set a target. The areas highlighted in 'green', identify groups that the School is making good progress and is committed to maintaining current levels. The School is committed to maintaining or improving performance in all non-targeted groups.

Figure 22: Identification of target groups (Source: APP Assessment of Performance)

	Access	Continuation	Attainment	Progression
POLAR4			PTS_1	
IMD			PTS_2	
BAME students				
Mature students		PTS_3		
Disabled students			PTS_4	PTP_1
Care leavers				

2.3 Aims and Objectives

Attainment rates (first or upper-second class degree) for POLAR4 Q1&Q2 students compared with Q3-Q5 students

- **Aim:** To close the attainment gap for students from Low Participation Neighbourhoods (LPN)
- **Objective:** The School's objective is to close the gap in attainment rates for POLAR4 students Q1&Q2 areas so that there is parity of achievement with students from Q3-Q5 areas
- **Target (PTS_1):** The School will set a target to close this gap in incremental stages leading to 0.0 pp gap by 2024-25

Attainment rates (first or upper-second class degree) for IMD Q1 students compared with IMD Q5 students

- **Aim:** To close the attainment gap for students from areas of socio-economic deprivation
- **Objective:** The School's objective is to close the gap in attainment rates for IMD Q1 students so that there is parity of achievement with IMD Q5 students
- **Target (PTS_2):** The School will set a target to close this gap in incremental stages leading to 0.0 pp gap by 2024-25

Attainment rates (first or upper-second class degree) for students from BAME Backgrounds, compared with students from white backgrounds

- **Aim:** To close the attainment gap for students from BAME backgrounds
- **Objective:** The School's objective is to close the gap in attainment rates for BAME students so that there is parity of achievement with white students.
- **Target:** The School will not set a target in this area, due to low numbers of students involved.

Access rates for Care Leavers

- **Aim:** To promote access for Care Leavers
- **Objective:** The School's objective is to promote equality of opportunity for Care Leavers to access higher education and to encourage disclosure of care leaver status for new and existing students to ensure that care leavers receive the necessary support to succeed and progress.
- **Target:** The School is not in a position to set a target at this stage, but look to increase the number of Care Leavers throughout the Plan.

Continuation rates for mature students

- **Aim:** To close the non-continuation gap between mature and young students.
- **Objective:** The School's objective is to close the gap in continuation rates between mature and young students through additional mechanisms to support mature students in 2019-20.
- **Target (PTS_3):** The School will set a target to reduce the gap in continuation rates in incremental stages leading to a minimum gap of 4.0 pp by 2024-25, with a long term target to achieve 0.0 pp by 2027-28

Attainment rates for disabled students

- **Aim:** To close the attainment gap between disabled students and students with no known disability
- **Objective:** The School's objective is to close the attainment rate gap for disabled students compared with students with no known disability through additional support mechanisms and through the further development of learning and teaching strategies to meet the individual needs of students
- **Target (PTS_4):** The School will set a target to reduce the gap in continuation rates in incremental stages leading to a minimum gap of 5.0 pp by 2024-25, with a long term target to achieve 0.0 pp by 2027-28

Progression rates for disabled students

- **Aim:** To close the progression gap between disabled students and students with no known disability
- **Objective:** The School's objective is to close the progression rate gap for disabled students compared with students with no known disability through additional support mechanisms and through the further development of employability strategies to meet the individual needs of students
- **Target (PTP_1):** The School will set a target to reduce the gap in progression rates in incremental stages leading to a minimum gap of 4.0 pp by 2024-25, with a long term target to achieve 0.0 pp by 2027-28

3 Strategic Measures

In this section, the School will put into place strategic measures to achieve the aims, objectives and targets that are detailed in the plan. These are identified in the 'theory of change' bullet points – **Aim, Outcomes, Measurements, and Inputs**. The School recognises that research and evaluation into the effectiveness of current measures is required during 2019-20 to ensure that they are achieving the desired outcomes.

Attainment rates (first or upper-second class degree) for POLAR4 Q1&2 students compared with Q3-5 students (PTS_1), IMD Q1 students compared with Q5 students (PTS_2), and BAME students compared with white students

Aim: To close the attainment gap for students from underrepresented groups

Outcomes:

- **Overall outcomes** – Close the gap in attainment rates between POLAR4 Q1&2 and Q3- Q5 students, and IMD Q1 and Q5 students, and BAME students compared with white students.
- **Intermediate outcomes** – The School will further develop systems and processes to identify the needs of individual students at an early stage in the student lifecycle, to target support mechanisms more effectively and timeously.
- **Intermediate outcomes** – Academic research and evaluation that will inform the development of current and future provision, which will allow earlier interventions to further support students in their learning.

Measurements:

- The School will use internal data analysis to monitor and evaluate attainment rates to ensure that attainment gaps are closed. Internal evaluation shows that this approach has proved successful in some areas in identifying students who are at risk and implementing support strategies. However, the School recognises that stronger evidence of good practice is required.

- The School will use pedagogic research regarding attainment for underrepresented groups. Collaboration and sharing of good practice with the UKADIA group, other specialist art and design institutes, TASO and AdvanceHE will strengthen the understanding of the needs of underrepresented students.
- The School will use student feedback (including, one-to-one feedback, surveys, discussion groups and student assemblies). The School have experience of working effectively with small groups of students to bring about change, through a dedicated student experience team, we will use this experience to focus and prioritise working with these underrepresented groups.

Inputs:
- **Academic support** - Specific additional academic support to POLAR4 1&2 and IMD Q1, BAME students from Academic Support Services (Progression Tutor). Internal analysis has shown that students who access academic support are more likely to attain higher grades
- **Signposting academic support -** Develop a more rigorous signposting process in 2019-20 between the Student Services Team, Programme Teams, Academic Support Service (Progression Tutor), Academic Registry, and HE Quality. Internal data shows that this approach has proved successful in recent years to identifying students most at risk and ensuring support is in place.
- **Academic staff training** – Academic staff awareness training in 2019-20 to develop a School-wide approach towards supporting students from underrepresented groups. For example, an objective is to provide a varied, flexible and supportive learning and teaching strategies to cater for the diversity of the student body. This methodology, which will be included within curriculum planning and monitored, assessed and evaluated, has proved successful in recent years. This is further evidenced through research carried out by Chickering and Gamson into principles and good practice in undergraduate education.[6]
- **Attainment monitoring and evaluation** - The monitoring and evaluation of grade profiles for all POLAR4 Q1&2, IMD Q1 and BAME students through interim examination boards, programme leader meetings, and annual programme reviews. These regular meetings have proved successful in the last two years in identifying students at risk. In 2019-20 a greater emphasis will be placed on attainment rates for POLAR4 Q1&2, IMD Q1 and BAME students.
- **Pedagogic research and evaluation** – The School will commit in 2019-20 to support staff to undertake pedagogic research into closing the attainment for art and design students from underrepresented groups. The outcomes will feed into the further development of the curriculum and approaches to learning and teaching. Evidence and evaluation will be shared with other art and design institutions, TASO and AdvanceHE.

Continuation rate for Mature Students (PTS_3)

Aim: To close the continuation rate gap for students from underrepresented groups.
Outcome:
- **Overall outcomes** – Close the gap in continuation rates for mature students.
- **Intermediate outcomes** – Systems and processes in place to identify and define the needs of individual students at an early stage in the student lifecycle, to target support mechanisms more effectively and timeously.
- **Intermediate outcomes** – Academic research and evaluation that will inform the development of current and future provision, which will allow earlier interventions to further support students in their learning.

Measurements:
- The School will use the OfS Data dashboard and internal statistical analysis through monitoring and evaluation of continuation rates to ensure that the gap in continuation rates for mature complete with young students is closed. Research by the Higher Education Academy shows that sector-wide mature

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[6] Chickering A and Gamson Z 1987 Seven Principles for Good Practice in Undergraduate Education, American Association of Higher Education [Accessed 30 August 2019]

students are more likely to leave without their award than young students.[7] The School recognises that further work needs to be carried out in 2019-20 to see if there are specific reasons or patterns why mature students at the School leave their studies early, compared with young students, i.e. are mature students more likely to be from disadvantaged backgrounds and have non-traditional qualifications, are finances a barrier, etc [8]

- The School will use pedagogic research regarding continuation rates for underrepresented groups. Collaboration and sharing of good practice with the UKADIA group, other specialist art and design institutes, TASO and AdvanceHE will strengthen the understanding of the needs of underrepresented students.
- The School will use mature student feedback (including, one-to-one feedback, surveys, student assemblies, and the mature student ambassador) to evaluate the effectiveness of measures and make any changes or improvements.

Inputs:

- **Induction for mature students** – An induction process in 2019-20 for mature students, which runs alongside the general student induction to help mature students transition into HE
- **Mature student ambassador** – Introduction of a mature student ambassador in 2019-20 to allows for a one-to-one point of contact for mature students.
- **Regular activities for mature students** – Regular activities from 2019-20 aimed at mature students, which will be facilitated by the mature student ambassador and the Student Union. The aim is to establish a forum whereby all mature students have the opportunity to meet with other mature students and to address the issues of potential isolation and non-continuation.
- **Reducing the skills gap** – Sessions for mature students in 2019-20, including areas such as, study skills, IT and time management, specifically tailored for mature students, which will be carried out regularly throughout the academic year. The aim is to reduce skills gaps, promote progression in learning and build confidence.
- **Pedagogic research and evaluation** – The School will use pedagogic research in 2019-20 regarding attainment for underrepresented groups. Collaboration and sharing of good practice with the UKADIA group, other specialist art and design institutes, TASO and AdvanceHE will strengthen the understanding of the needs of underrepresented students.
- **Policies and Procedures** – The revision of policies and procedures to ensure that they support the wider needs of mature students. From student feedback, the School has identified that policies and procedures can present difficulties for mature students, i.e. procedures for minimum attendance requirements for mature students with caring responsibilities may need revising to better support mature students.

Attainment rates for disabled students (PTS_4)

Aim: To reduce the attainment gap for students from underrepresented groups

Outcomes:

- **Overall outcomes** - Reduce the gap in attainment rates for students with disabilities
- **Intermediate outcomes** – Systems and processes to identify and define the needs of individual students at an early stage in the student lifecycle, to target support mechanisms more effectively and timeously.

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[7]Woodfield R 2014 Undergraduate retention and attainment across the disciplines https://www.heacademy.ac.uk/system/files/resources/undergraduate_retention_and_attainment_across_the_disciplines.pdf (p. 8) [Accessed 30 August 2019]

[8] OfS Mature and part-time students n.d. https://www.officeforstudents.org.uk/media/3da8f27a-333f-49e7-acb3-841feda54135/topic-briefing_mature-students.pdf [Accessed 30 August 2019]

- **Intermediate outcomes** – Pedagogic research and evaluation that will inform the development of current and future provision, which will allow for differentiation in learning and earlier interventions that further support disabled students.

Measurements:

- The School will use the OfS Data dashboard and internal statistical analysis through monitoring and evaluation of attainment rates using internal data to ensure that the gap in attainment rates for disabled compared with students with no known disability is closed. The recognises that further work during 2019-20 is required to see if there are specific reasons or patterns why the attainment rate for disabled students is lower than for students with no known disability.
- The School will use pedagogic research and evaluation to evaluate the effectiveness of measures and make changes and improvements.
- The School will use disabled student feedback (including, one-to-one feedback, surveys, and student assemblies) to evaluate the effectiveness of measures and make any changes or improvements

Inputs:

- **Identification of Needs (IoN)** – The development of the School's existing IoN procedure in 2019-20 to ensure that there will be a clear response and support mechanisms in place to support students requiring additional support needs
- **Proactive promotion of Disabled Student Allowance (DSA) funding** – The School will continue to actively promote applications for DSA, to ensure that all eligible students have funding in place to enable them to access specialist support
- **Learning technologies** – The School will continue to offer students the opportunity to complete a computer-based screening programme to identify learning difficulties and provide software packages to aid learning
- **Specialist one-to-one support and tuition** – Through our diagnostic assessment, the School will continue to offer specialist one-to-one support and tuition to students with disabilities through DSA or the School's own Academic Support Service, to provide support with study skills, academic research, academic writing and organisational skills, according to individual student needs
- **Differentation in learning** - Through staff development and research the School will aim in 2019-20 to develop its approaches to teaching and learning to more effectively support the needs of disabled students

Progression rates for disabled students (PTS_4)

Aim: To reduce the progression gap for students from underrepresented groups

Outcomes:

- **Overall outcomes** - Reduce the gap in progression rates for students with disabilities
- **Intermediate outcomes** – Systems and processes to identify and define the needs of individual students to target support mechanisms more effectively and timeously
- **Intermediate outcomes** – Pedagogic research and evaluation that will inform the development of current and future provision which will allow for differentiation in learning that supports progression

Measurements:

- The School will use the LEO and internal statistical analysis through monitoring and evaluation of progression rates using internal data to ensure that the gap in progression rates for disabled compared with students with no known disability is closed.
- The School will use pedagogic research and evaluation to evaluate the effectiveness of measures and make changes and improvements.
- The School will use disabled student feedback (including, one-to-one feedback, surveys, and student assemblies) to evaluate the effectiveness of measures and make any changes or improvements

Inputs:

- **Specialist one-one support** – Through a dedicated employability and enterprise service, the School make available additional support to disabled students, to meet their specific needs and ensure that they progress at the same rate as students with no known disability.
- **Differentation in learning** - Through staff development and research the School will aim to develop its approaches to teaching and learning to more effectively embed industry focused on the curriculum offer to meet the needs of disabled students.

Investment

Access

The School takes a holistic approach to its outreach offer with many academic and business support teams actively delivering experiences to target groups. The offer is extensive and is coordinated by the student recruitment team. Activities are designed to appeal to a number of year groups and key influencers within various educational and community contexts. The School strives to be flexible, creative and resourceful with how it delivers its programme. Therefore, where possible, the School endeavours to streamline its activities so that underrepresented groups are targeted, yet maximising resources with a relatively small budget compared to other HE providers.

Students from areas of low higher education participation, low household income and low socioeconomic status backgrounds.

- Creative placements, progression events, taster days, tours and workshops to local schools and colleges
- Participating in external skills and career events such as UCAS Events, UK University Search, Tees Valley Skills, Skills North East
- Delivering on the North East Collaborative Outreach Programme (NECOP).
- Offering Teacher and School/College Leader Networking and CPD sessions
- Internal progression activities for the School's FE students, which includes HE experience events, visits to the School's degree shows and creative practitioner events
- Promotion and delivery of Saturday clubs for 80 school children aged 8-14 from schools in the Tees Valley and surrounding areas to promote access to further and higher education

Students of particular ethnicities

- Attendance to national HE events where there are higher levels of ethnic diversity in those geographical areas
- Outreach events and activities targeted at schools/colleges with high proportions of students from other ethnic backgrounds
- Review of images used by the School in all promotional materials

Mature Students

- Research in 2019-20 to define significant gaps, which will help to create more focused activity in the future
- Targeted activities in 2019-20 through open days, applicant days, UCAS events, access to HE events, and through our website and literature
- Support for students on the Access to HE Course to make an application into higher education
- Review of the School's application processes in 2019-20 to ensure that the mature market understands our entry criteria, i.e. less emphasis on previous qualifications and more focus on portfolio and interview.

Disabled Students

- To provide support for individuals attendance to open days and interviews
- To provide information, advice and guidance, regarding the Disabled Support Allowance (DSA), and support through the application process, to ensure that all eligible students have funding in place, and have access to support as soon as possible

- Prioritise purpose-built student accommodation for students with disabilities.

Care Leavers

- The School will work with local authorities including care homes, developing links and organising HE awareness events for care staff and care leavers
- To produce literature for youth clubs
- The School will encourage new and current students to disclose if they are care leavers so that we can ensure that they receive the necessary support
- To encourage applications from care leavers, the School will offer additional financial support, as detailed in the financial support package

Financial Support

The School offers financial support to students from underrepresented groups as defined by the Office for Students. The School believes that financial support for students from low-income backgrounds promotes attendance, which promotes engagement in their studies. The School has carried out an analysis that shows that students from low-income backgrounds in receipt of an attendance-based bursary have an average attendance of 85.42% in comparison with students who did not receive an income-based bursary of with an average attendance of 78.89%.

The majority of the programme content requires specific access to specialist workshops; therefore, participation is essential for the successful completion of studio-based modules, with peer learning and group work being an important component of the learning. It is well documented that attendance is an important aspect of students being engaged in their studies. The School has found that students who attend regularly pass their modules and progress to the next level of study.

The financial support that the School offer includes:

- **Maintenance Grant -** Students in receipt of the maximum maintenance loan will be eligible for a grant for the duration of their studies, the first year's payment will be £500, followed by payments at the second and third year of £300. This is to provide additional support to students from low- income backgrounds.
- **Tees Valley Progression Award -** Young students, under the age of 21 years from the Tees Valley who live in areas with low participation in higher education POLAR4 (Q1) will be eligible for a one-off award of £500 in their first year of study. In support of the **Tees Valley Progression Award**, the School will be continuing to pilot a scheme through our 2020-22 recruitment cycle to provide a financial incentive to secondary schools and colleges in the Tees Valley area in promoting access for students from low participation in higher education areas POLAR4 (Q1). The **Tees Valley Incentive Scheme**[9] will involve a payment to secondary schools and colleges of £200 for each student who enrols in one of our programmes in 2020-21. The payments are intended to be used for art materials, educational visits to cultural centres or CPD to assist them with their work amongst underrepresented groups in higher education. The School will work with secondary schools and colleges to identify students that would qualify under the scheme and evaluate the effectiveness of the scheme through the pilot evaluation.
- **Care Leavers Bursary -** Students who are care leavers will be eligible for a bursary of £500 pa for the duration of their programme. This is to provide additional support to students who may lack support structures.
- **Mature Students Award -** Students aged 21 years or over who have not previously undertaken a higher education programme of study will be eligible for a one-off award of £500 in their first year of study. This is to provide initial support to students re-entering education.

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[9] The Tees Valley Incentive Scheme is a pilot scheme which will be reviewed at the end of the recruitment cycle in 2020-21 to determine it's effectiveness in promoting access for POLAR4 Quintile 1 students.

Funds are intended to help towards costs relating to student accommodation, travel costs, study materials, and educational visits depending on the student's choice. Students will be eligible for a maximum of £1,000 financial support in any academic year. It is intended that the School will release funds to students, subject to satisfactory student attendance of 80% across all registered sessions, and the final term bursary payment is subject to successful progression to the next level of study or successful completion of studies.

In 2020-21, the investment in financial support to students and Tees Valley Incentive Scheme is projected to be £1,943,550. In future years, the figures will be directly linked to student numbers.

The School will carry out an evaluation of the effectiveness of financial support in 2020-21using the OfS financial support evaluation toolkit.

Evaluation and Research

In the development of the School's APP Evaluation Strategy, the spend on evaluation and research is estimated to be £53,000; this will include:

- Relevant staff cost associated with access and participation activities
- Training and development of staff involved in carrying out evaluation
- Academic staff engaged in evaluation and research
- Costs of gathering and analysing data
- Funding for access and participation research projects

The School is considering the appointment of an Evaluation and Diversity Officer in 2020-21 to oversee the future development and implementation of the School's APP Evaluation Strategy.

3.1 Whole provider strategic approach

Overview

In considering a whole provider strategic approach towards access and participation, the School will use the 'theory of change' tool to reduce the gaps in continuation and attainment for students from underrepresented groups. In order to achieve this approach, the School will further embed systems and processes in 2019-20 to support these students, along with a more rigorous monitoring and evaluation culture.

Full student life cycle

Pre-entry outreach: The School works extensively within the region to actively engage with potential students and school educational advisors. This is achieved through the following networking activities, some of which include, creative placements, progression events, taster days, onsite tours of end of year shows and workshops for local schools and colleges, NECOP, career events, Saturday art clubs for 80 school children aged 8-14. Internal progression activities for the School's FE students, which includes HE experience events, visits to the School's degree shows and creative practitioner events

Admissions: The School has in place an Applicant Journey Group, which takes responsibility for student admissions. The group pays particular attention to the processes involved supporting applicants with specific needs; for example, disabled students will receive support and advice regarding DSA applications.

Transition: The School has in place an Induction Working Group which takes responsibility for the successful transition of students into higher education and transition between levels. The induction process takes place over the first semester, which also includes tailored activities for mature students and direct entrants.

Learning and Teaching: The School has in place a Learning, Teaching and Assessment Strategy, which covers a creative curriculum, digital futures, inclusive teaching and learning, employability and professional practice. The strategy ensures that staff teach appropriately for the diversity of the student group.

Student engagement: The School's Student Engagement Strategy, outlines the School's approach towards training and development, student involvement in decision-making processes, student feedback, providing a

student-centred environment which encourages active participation in learning and the development of the Students' Union.

Access to postgraduate study and employment: The School has a dedicated employability and enterprise service 'Folio', which supports students and graduates, with work experience, progression into employment, self-employment, or further study at postgraduate level. The Folio supports students and graduates in managing and planning their own development to reflect on and evaluate their learning to help them choose their career options. The Folio provides regular networking opportunities so that students can make industry contacts. The Folio in partnership with the Hartlepool Borough Council is providing dedicated subsidised workplace studio for graduates. This is particularly relevant in the School's regional context with high levels of unemployment and social inequality

Staff

Within the School's context, with a high proportion of students from disadvantaged backgrounds, all staff are actively involved in supporting all students based on their individual needs. The staff are fully aware of the needs of their students and carry out regular monitoring and evaluation activities.

Students

The School has in place a student representative system, in which students from every level and cohort actively engage in student feedback through, student assemblies, programme boards, academic forum, student surveys, as well students being active members of the governing body and school committees. Through this system, students have provided valuable feedback in relation to the development of the Access and Participation Plan.

Organisational leadership and management

The School's governing body, leadership and management are committed to an organisational approach to access and participation. This is evidenced through the strategic approach to access and participation, which is underpinned by relevant strategies, covering pre-entry outreach, admissions, transition, learning teaching and assessment, student services, scholarly activity and research, student engagement and inclusivity, learning resources, progression to employment or further study and equality and diversity. These strategies are implemented through various committees and working groups, including the Academic Strategy Implementation Group, Learner Journey Group, Induction Working Group and Equality and Diversity Committee which has due regard for the Equality Act 2010. All groups or committees are monitored through the Corporation Board, Academic Board and the Principalship.

The School is often described as being a warm and friendly community of creatives, with staff having a genuine concern for the wellbeing of students and a desire to see each student reach their full potential. In the School's Strategic Plan, we describe ourselves as being *'all about creative people, in a creative place, with a creative culture, leading to a creative future'.*

Alignment with other strategies

The Access and Participation Plan has been developed by members of the Academic Strategies Implementation Group with specific strategic responsibility for equality and diversity, student support, student experience, wellbeing, inclusion, student engagement, academic support, and learning and teaching to ensure that there is alignment between the Access and Participation Plan and the School's Academic Strategy. The School will also review its Employability Strategy and Equality and Diversity Plan during 2019-20 to align them to the Access and Participation Plan.

Strategic measures

The School will be implementing the following strategic measures to achieve the aims, objectives and targets outlined in the Plan. This includes the School's approach to:

Curriculum, pedagogic and student support

The School has in place strategies for the development of curriculum, pedagogic and student support, which are monitored through the Academic Strategies Implementation Group. The School aims to create an inclusive approach toward:

Curriculum design: The School continually reviews and develops the curriculum to encourage creative thinking, curiosity and creative learning opportunities and approaches.

Teaching and learning approaches and strategies: In the development of all learning, teaching and assessment in 2019-20, the School will ensure inclusivity and diversity is underpinned by pedagogic research.

Support for students: The School provides support for students through, tutorial support, additional academic support, specialist academic support, and support from student services.

Employability

The School's curriculum is designed to develop and enhance employability skills, ensuring that work-based opportunities are considered and embedded throughout the curriculum, i.e. live briefs, work experience, competitions and visiting speakers. Staff will ensure that scholarly activity and research informs teaching practice related to the creative industry, meeting the needs of individual students, and further enhancing the currency of our provision.

Collaboration

The School promotes and encourages collaboration between programmes; this enhances the learning experience and promotes a creative community culture, which provides a space in which students can develop and grow in confidence. This adds value to students in the form of continuation and attainment rates as students then support each other in their studies (peer-assisted learning).

Financial support

The School aims to measure the success of our financial support through statistical evaluation and analysis, by measuring student continuation rates, attendance, level of attainment, and completion of a degree. In addition, the School will survey students to understand how they are using financial support.

Collaboration with other organisations

The School has developed a successful programme of outreach activities and networks with local schools and colleges. Activities include talks, workshops, progression events, placements and tasters days. Most activities are designed to target those from underrepresented groups. The School is a member of "The North East Collaborative Outreach Programme" (NECOP), a partnership of the 5 universities and 15 colleges in the region working together to support NCOP target students to progress to higher education. Phase 2 of the National Collaborative Outreach Programme will enable the Partnership to capitalise on our existing collaborative infrastructure in support of a coherent framework to join up and transform HE outreach provision in the region to enable more students to benefit. In 2019/2020 NECOP will actively support the development of an Outreach Hub to signpost outreach provision provided through Access and Participation Plans and provide additional support and strategic engagement to join up and transform HE outreach provision in the region.

The School has an established network for teachers and advisors under the brand title: North East Schools and Colleges Arts Network (NESCAN). This helps participants by offering networking opportunities such as CPD sessions, debates forums related to pedagogic practices, as well as advice and guidance from the cultural sector such as the National Society in Education for Art & Design (NSEAD), North East Teachers and Educators Network (NEATEN) and Culture Bridge North East.

3.2 Student consultation

In the preparation of this plan, the School have consulted with students from a range of backgrounds on the specific aspects of the development and delivery of the Plan, i.e. the Progression Tutor met with current mature students to explore ways in which the School can provide more support to new mature entrants. The School has used these views to develop the mature student induction process. The School evaluates and will develop the effectiveness of the APP through regular feedback from students through the School's Student Perception Survey (SPS), student assemblies, programme boards, and student representatives on the Academic Board, Board of Governors and Student Union.

3.3 Evaluation strategy

The School recognises the importance of developing an evaluation strategy, which evidence and evaluate activities that support access, continuation, attainment and progression for students from underrepresented backgrounds.

The School committed to the implementation of an evaluation strategy for the start of the Plan in 2020-21, as the School recognises the importance of carrying out an evaluation to understand the impact of the investment including financial support, to ensure that resources are being used effectively to achieve the desired outcomes for students.

The School is committed to improvements through the use of evidence and evaluation in APP activities. Through a commitment to prioritise the evaluation of APP work, the evidence is used to inform decision making, in relation to the design of APP activities and as a means to build evaluation into programme design, and a commitment to share evidence and learn from findings.

The School will aim to develop a culture of evaluation during the academic year 2019-20 to achieve this goal and complete the five-point framework: evaluation self-assessment tool in the autumn of 2019 and implement the findings over the duration of the Access and Participation Plan.

Strategic Context

As a small specialist art and design provider, the School has limited resources and does not have a dedicated widening participation team, but will aim to prioritise and commit to evaluating the School's Access and Participation activities. The School's Equality and Diversity Committee will provide strategic oversight of the Access and Participation Plan. The School will aim to develop an evaluation framework to review access and participation work in which there is a culture of evaluation with academic, student services and business support staff.

APP programme design

The School will review the approach to APP programme design, to ensure there is clear evidence that underpins APP programme design, with clear aims and objectives, and a clear understanding of what needs to change and how it will work. The School will undertake to develop 'logic chains' to describe investment, activities, planned outputs and desired outcomes and impact, and undertake a theory of change process.

Evaluation design

The School will undertake a range of evaluation activities to measure the effectiveness of access and participation activities. The School will also ensure that a correct evaluation approach is in place at the beginning of the access and participation activity so that there is a clear process for collecting data and evaluations built into activities. Therefore, the aim is to have a formal evaluation plan in place with the necessary resources to carry out evaluation effectively.

Evaluation implementation

In the implementation of evaluation, the School will put in place planning and risk management processes in the collection of data. Which will include the identification and collection of data, use validated tools and common indicators to compare results, and articulate outcomes with evidence and data sources.

Learning to shape improvements

The School will undertake to review different sources of evidence to draw conclusions, ensure that conclusions are reasonable and of a high quality, evaluation is objective and accurate, clearly related to programme outcomes, evidenced-based, transparent, critical, and that there are structures and processes in place to learn from evaluation and put into place for future improvements. The School will undertake to share learning.

3.4 Monitoring progress against delivery of the plan

The School monitoring and performance of Access and Participation Plan through the following

Governing Body

The governing body, through the Chair of the Board Governors, has been engaged in the development and approval of the Access and Participation Plan. The governing body will receive an annual report monitoring of the performance and provisions of the Plan.

Students

The School will engage with students in the monitoring of the performance and provisions of the Plan primarily through the School's SU and student governors. The School will also involve specific groups, i.e. the School will consult with mature students in the development of key areas of the plan about how the School improve continuation rate amongst mature students.

Responsibility for monitoring the Plan

The School's Academic Strategies Implementation Group will be responsible for monitoring the Plan. The group has representatives from all of the School's key areas, including the governing body, senior management, academic and business support. The group provides regular updates to the Academic Board, which reports to the Board of Governors.

The HE Quality Operations Manager is the primary point of contact for the Office for Students and is responsible for the submission for the Access and Participation Plan and completion of monitoring return.

Monitoring of the Plan

The Access and Participation Plan will be monitored against the Plan's strategic aims, objectives and targets through:

- An annual report to the governing body on the performance and provision through the Academic Strategies Implementation Group and the Equality and Diversity Committee
- Student engagement in the monitoring of performance and provision of the plan through the SU executive, focus groups, and surveys
- The Annual Programme Review (APR) process, which is a review of individual programmes, including a section on the success and progression of students from underrepresented groups.
- The Annual Overview Report (AOR) which provides an overview of the School's performance.

If progress against a target(s) worsens a meeting of Academic Strategies Implementation Group will put into place an action plan to address the issues and inform the Chair of Governors and Principal of progress and what actions can be taken.

Monitoring embedded across the School

The School is in the process of further embedding monitoring of access, success, and progression across the School, as shown below:

- **Access** – Through regular updates to School's Principalship, Academic Strategies Implementation Group, Equality and Diversity Committee, and the completion of the OfS Transparency Return
- **Continuation** – Through regular updates to the School Principalship, Equality and Diversity Committee, Programme Leader meetings, Programme Team meetings.
- **Attainment** – Through updates to the Academic Board and Equality and Diversity Committee, interim and final examination boards
- **Progression** – Through updates to the School's Principalship Team, Academic Board and Equality and Diversity Committee. The School will review how progression is monitored through the Graduate Outcomes Survey

4 Provision of information to students

The School promotes its access and participation measures to applicants, students and the wider population in various ways including:

- Online information on the School's website, Social Media, and printed materials
- UCAS events, FE progression talks, careers fairs, school visits and open days, one-to-one advice and guidance
- Information to the School's network of schools and colleges
- The publication of the Access and Participation Plan 2020-21 – 2024-25 on the School's website along with Access and Participation Plans and Access Agreements from previous years

The School provides specific information regarding tuition fees and financial support as detailed below:

Fees

At the beginning of the application cycle, the School will provide details of the tuition fee charges for the duration of their studies to applicants through the School's website and UCAS portal. Information about tuition fee charges will be signposted through the School's printed and online prospectus, printed information during open days, printed and electronic information in response to an enquiry and when making an offer to an applicant.

At enrolment, students will be provided with a printed copy of the 'Student Finance Handbook' which confirms the tuition fee charges for the duration of their studies, along with details of payment terms. The School has committed not to increase tuition fees for the duration of a student's programme of study; this includes any periods in which students defer their studies due to mitigating factors.

Financial Support

At the beginning of the applicant cycle, the School's website will have information about the financial support that is available to students along with details about eligibility, any conditions, i.e. minimum attendance requirements, and the duration of the financial support. The School will signpost information about financial support to applicants through the prospectus, at UCAS events, school visits, FE progression talks, career talks, open days, and through social media.

At enrolment, students will be advised that they are not required to make an application for financial support but are required to provide information to confirm their eligibility. Students are informed of their entitlement for financial support by email, along with details of how they will be paid and any conditions that they are required to fulfil, i.e. minimum attendance. The School provides information regarding financial support to continuing students by email at the beginning of each academic year. The School also has a dedicated contact person for queries relating to financial support.

Access and participation plan
Fee information 2020-21

Provider name: The Northern School of Art

Provider UKPRN: 10001503

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

Subject to the maximum fee limits set out in Regulations we intend to increase fees each year using the RPI-X

Table 4a - Full-time course fee levels for 2020-21 entrants

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	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

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 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual 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	*	*

Targets and investment plan
2020-21 to 2024-25

Provider name: The Northern School of Art

Provider UKPRN: 10001503

Investment summary

The OfS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OfS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OfS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£169,075.00	£170,737.00	£172,740.00	£174,820.00	£176,830.00
Access (pre-16)	£67,815.00	£68,207.00	£68,950.00	£69,700.00	£70,480.00
Access (post-16)	£10,430.00	£10,560.00	£10,690.00	£10,820.00	£10,950.00
Access (adults and the community)	£41,930.00	£42,370.00	£42,800.00	£43,300.00	£43,700.00
Access (other)	£48,900.00	£49,600.00	£50,300.00	£51,000.00	£51,700.00
Financial support (£)	£176,000.00	£201,500.00	£181,500.00	£191,000.00	£192,500.00
Research and evaluation (£)	£53,000.00	£53,000.00	£53,500.00	£54,000.00	£54,000.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£1,943,550.00	£2,103,970.00	£2,215,030.00	£2,381,620.00	£2,430,980.00
Access investment	4.8%	4.4%	4.3%	4.0%	4.0%
Financial support	9.1%	9.6%	8.2%	8.0%	7.9%
Research and evaluation	2.7%	2.5%	2.4%	2.3%	2.2%
Total investment (as %HFI)	16.6%	16.5%	14.9%	14.3%	14.1%

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Targets and investment plan
2020-21 to 2024-25

Provider name: The Northern School of Art

Provider UKPRN: 10001503

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
	PTA_1												
	PTA_2												
	PTA_3												
	PTA_4												
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To close the attainment gap for students from underrepresented groups	PTS_1	Low Participation Neighbourhood (LPN)	Close the gap in degree attainment (1st and 2:1) between Student from POLAR4 Q1&2 and Q3-5.	No	The access and participation dataset	2017-18	11.5pp	9.0pp	7.00pp	5.00pp	3.0pp	0.0pp	The School will aim to close the attainment gap for high grades between students from POLAR4 Q1&2 and Q3-5 in incremental stages to 0.0pp.
To close the attainment gap for students from underrepresented groups	PTS_2	Socio-economic	Close the gap in degree attainment (1st and 2:1) between Student from IMD Q1 and Q5.	No	The access and participation dataset	2017-18	11.3pp	9.0pp	7.00pp	5.00pp	3.0pp	0.0pp	The School will aim to close the attainment gap for high grades for students from IMD Q1 and 5 in incremental stages to 0.0pp.
To reduce the non-continuation gap for students from underrepresented groups	PTS_3	Mature	Reduce the gap in non-continuation rates between Mature Students (21 and over) and Young Students (under 21).	No	The access and participation dataset	2016-17	9.0pp	8.00pp	7.00pp	6.00pp	5.0pp	4.0pp	The School will aim to reduce the gap for non-continuation rates for Mature (over 21 and over) and Young (under 21) in incremental stages to 4.0pp.
To reduce the attainment gap for students from underrepresented groups	PTS_4	Disabled	Reduce the percentage difference in degree attainment (1st and 2:1) between students who have disclosed that they have a disability and students with no known disability.	No	The access and participation dataset	2017-18	17.3pp	15.0pp	12.5pp	10.0pp	7.5pp	5.0pp	The School will aim to reduce the attainment gap for high grades between disabled students and students with no known disability in incremental stages to 5.0pp.
	PTS_5												
	PTS_6												
	PTS_7												
	PTS_8												

Table 2c - Progression

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones 2020-21	2021-22	2022-23	2023-24	2024-25	Commentary on milestones/targets (500 characters maximum)
To cose the progression gap for students from underrepresented groups	PTP_1	Disabled	Close the gap in progression for disabled students compared with students with no known disability	No	The access and participation dataset	2016-17	9.3pp	8.0pp	7.0pp	6.0pp	5.0pp	4.0pp	The School will aim to close the progression gap between students with a disability and students with no known disability in in incremental stages to 0.0pp
	PTP_2												
	PTP_3												
	PTP_4												
	PTP_5												
	PTP_6												
	PTP_7												
	PTP_8												