



2019-20 access and participation plan monitoring

Provider impact report

This impact report summarises the progress made by The Northern School of Art against targets, objectives and written commitments set out in its 2019-20 access and participation plan. This document is a summary of information submitted by the provider to the OfS. This document is a self-report by the provider only and does not indicate any OfS assessment of compliance.

1. Ambition and strategy

The Northern School of Art's ambition and strategy as detailed in the 2019-20 access and participation plan:

The key indicators through TEF metrics 2017-18 show that the measures that we have in place have proved to be very successful in enabling underrepresented groups to access, succeed in, and progress from higher education. Therefore, we will aim to set goals that are stretching and ambitious, to build on our current access, success and progression activities and support measures that we have in place.

We recognise from our assessment of current performance, we have identified some specific barriers to equality of opportunity across the student lifecycle and for specific groups. The objectives listed below set out our support measures to address these specific needs:

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

- Objectives for access – to raise aspirations through the development of our outreach activities by continuing to build on, and seek out, new opportunities to collaborate with other organisations and institutions.
- Objectives for success – to review and develop existing mechanisms to monitor underrepresented students who are identified as ‘at risk’, through providing additional information to programme teams, student services, and academic support. This approach will better target support to students who are most at risk of non-continuation and enable early intervention to provide targeted support to improve retention. The measures that we put into place will be evaluated through our Annual Programme Review process.
- Objectives for progression – to prepare graduates for (higher skilled) employment or further study, with an industry focus and academic rigour in our curriculum offer, and further support students through our dedicated employability and enterprise service.

Students of particular ethnicities

- Objectives for access – to assess our admissions process through the admissions cycle for 2018-19, to ensure that there are no barriers to students from other ethnic backgrounds, and to look at strategies to promote applications from other ethnic groups. We will ensure that students from other ethnic backgrounds are fully represented in our digital and printed promotional materials. We also undertake to ensure that all eligible students from other ethnic backgrounds are offered an interview.
- Objectives for success – through our mechanisms to monitor underrepresented students who are identified as ‘at risk’ we will ensure that students who are from other ethnic backgrounds have in place the necessary tailored support.

Mature students

- Objectives for access - to raise aspirations and encourage mature people to enter into higher education through developing existing outreach activities, and promotion of the Access to HE Course. We will ensure that mature students are fully represented in our digital and printed promotional materials.
- Objectives for success – to develop our academic and pastoral support measures to more effectively support mature students. Through our mechanisms to monitor underrepresented students who are identified as ‘at risk’, we will provide tailored pastoral and academic support. Through a specific event prior to enrolment that is for mature students, provide relevant information and to facilitate social interaction and peer support.
- Objectives for progression – to prepare mature graduates for (higher skilled) employment or further study, with an industry focus and academic rigour in our curriculum offer, and further support students through a dedicated employability and enterprise service.

Disabled students

- Objectives for access - to promote opportunities for disabled students to enter into higher education, and to review and further develop support mechanisms for applicants who disclose that they have a disability.
- Objectives for success – to develop further our support measures to support students with disabilities to improve the continuation rate.
- Objectives for progression – to further prepare disabled graduates for (higher skilled) employment or further study, with an industry focus and academic rigour in curriculum offer, and further support students through a dedicated employability and enterprise service.

Care Leavers

- Objectives for access – to gather further information during our admissions cycle for 2018-19, to ensure that there are no barriers to students who are care leavers entering into our higher education programmes. We aim to improve awareness through information, posters and leaflets for all students, that it would be beneficial to disclose that they are a care leaver. This

would enable us to put into place tailored support for students through the application process and when the students commence their studies.

Other Groups (including white males from lower socioeconomic groups, and students with specific learning difficulties and mental health problems)

We would always aim to treat students as individuals, and provide support to meet their individual needs. This may mean that students who have intersections of need require greater support, or students who are 'at risk', who may not be classified as from an 'underrepresented group', will still receive the necessary support.

2. Self-assessment of targets

The tables that follow provide a self-assessment by The Northern School of Art of progress against the targets approved in its 2019-20 access and participation plan.

Please note the tables contain only a summary of target milestones approved in 2019-20 access and participation plans. Full information can be found in **Table 8a – statistical targets and milestones** and **Table 8b – Other milestones and targets** of The Northern School of Art's 2019-20 [access and participation plan](#).

Any optional commentary provided against the targets is given in [Annex B](#).

Statistical targets and milestones

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16a_01 (Access)	POLAR 3 - Level 4 Entrants (Quintile 1)	2017-18	34.4	35	35	Percentage	2019-20	30	Expected progress
T16a_02 (Access)	Percentage of full time mature first degree entrants at Level 4	2014-15	22.4	20	20	Percentage	2019-20	16	Limited progress
T16a_03 (Student success)	Parity of high grades for LLDD students against Non-LLDD shown as a percentage	2014-15	Parity of High grades with a tolerance of 10%	Parity of High grades with a tolerance of 10%	Parity of High grades with a tolerance of 10%	Other	2019-20	-7	Expected progress
T16a_04 (Student success)	Level 4 Retention percentage figures	2014-15	85	88	89	Percentage	2019-20	90	Expected progress
T16a_05 (Progression)	Destination of Leavers from Higher Education (DHLE)	2013-14	57%	58.5%	59%	N/A (see description / commentary)			

Other milestones and targets

Reference Number (lifecycle stage)	Description	Baseline year	Baseline data	2018-19 milestone	2019-20 milestone	Units of target	Comparison year	Actual performance in comparison year	Target self-assessment
T16b_01 (Access)	Saturday Clubs for 8-14 year olds	2015-16	80	80	80	Headcount	2019-20	80	Expected progress
T16b_02 (Access)	The College will work through the NECOP funding to enhance its outreach activity in low participation schools offering taster workshops and HE progression talks. As part of NECOP, the College will develop its programme of continuing professional development support and advice in Art and Design HE for 20 schools based careers advisers or teachers.	2017-18	20	20	20	Headcount	2019-20	20	Expected progress

3. Investment commitments

3.1. Access and participation investment for the last audited year

Please note that some differences in predicted vs actual spend may be due to reporting differences between academic and financial years.

Financial year	2019-20		
	Predicted spend (£)	Actual spend (£)	Difference (ppt)
Access investment	£75,345.00	£76,815.00	2%
Financial Support	£189,800.00	£106,452.00	-44%

4. Action plan

Where progress was less than expected The Northern School of Art has made the following commitments to increase the rate of progress against their targets.

Reference Number	Steps that will be taken in the future to make expected progress against target
T16a_02	The School will evaluate the effectiveness of the additional steps through the current recruitment cycle

5. Confirmation

The Northern School of Art confirms that:

Student engagement	
Have you worked with your students to help them complete the access and participation plan monitoring student submission?	
Yes	
Have you engaged with your student body in the design, evaluation, and monitoring of the plan?	
Yes	
Verification and sign off	
The Northern School of Art has confirmed that the information included in this impact report is accurate, that it has been compiled in line with OfS guidance, and that it is being submitted on behalf of the governing body of the provider.	
Yes	
Accountable officer sign off	
Name	Dr Martin Raby
Position	Accountable Officer

Annex A: Commentary on progress against targets

The Northern School of Art's commentary where progress against targets was less than expected.

Target reference number: T16a_02
How have you met the commitments in your plan related to this target?
<p>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 undertook investigation and research in 2019-20 as to the reasons why, with a long term aim and objective to increase access for mature students.</p> <p>The School continues to promote the Access to HE Course that has seen an increase in entrants from 15 in 2019-20, to 34 in 2020-21.</p>
Have you taken any additional steps other than that detailed in the plan to reach the selected milestone?
<p>The has undertaken to implement the following actions, as a result of research carried out in 2019-2020:</p> <ul style="list-style-type: none">- Set-up dedicated webpage on School website. Place relevant information for Mature on School Website.- Promotion of dedicated support sessions.- Academic Research and writing- Provide dedicated open events/taster session for mature learners- Build up and maintain communications with local schools and colleges - that run Access to HE courses- Targeted advertising to the mature audience- Emphasis the relaxed entry criteria, RPL or work experience on website and in prospectus

Annex B: Optional commentary on targets

The Northern School of Art's commentary on any of the targets listed in [Section 2](#).

Reference Number	Optional commentary
T16a_01	Due to relatively low numbers of students, there is significant fluctuation in entrants year on year. However, the School has continued to maintain a high level of entrants from POLAR4 Quintile 1 backgrounds. While the proportion of students is below the target of 35%, the actual student headcount remains consistent with the five-year average. The lower than expected proportion may be due to more students from outside the region studying at the School.
T16a_02	
T16a_03	
T16a_04	
T16a_05	DLHE is no longer available
T16b_01	Activities were adapted from March 2019 due to COVID-19 restrictions, including online delivery, projects, and interaction with students. Including an additional online virtual summer show.
T16b_02	Activities were adapted from March 2019 due to COVID-19 restrictions, including online learning and interaction with students.