

Introduction and strategic aim

At University of the Arts London (UAL), we are proud of our world-leading contribution to creative education. Our [Strategy: 2022 – 2032](#) states our commitment to global reach, widening access and preparing students to impact positively on the world around them. Its three guiding policies are to:

- give our students the education they need to flourish in a changing world
- bring a high-quality creative education to more students than ever before
- change the world through our creative endeavour

This vision reflects our belief that creativity is fundamental to long-term and world-wide prosperity. We have a long history as a force for positive cultural, economic and societal change: our students and staff believe in their responsibility to drive progress by critically challenging and rethinking the possibilities of their practice.

We have an outstanding reputation. We have OfS specialist status as a ‘world-leading specialist provider’. For five years running, we have been ranked second in the QS World University Rankings for Art and Design.

UAL offers an extensive range of courses in art, design, fashion, communication and performing arts. We are a collegiate university spread across London with 12 campuses, six colleges, four institutes and five research centres. Our colleges are: Camberwell College of Arts, Central Saint Martins, Chelsea College of Arts, London College of Communication, London College of Fashion, and Wimbledon College of Arts.

We are the largest provider of Art and Design HE in the world, delivering to approximately 22,000 students. Our reputation has driven exceptional demand for study on taught courses. We receive over 70,000 applications each cycle for 11,000 places. Our community is multicultural: 51% of enrolments last year were international students from over 130 countries; 32% of Home undergraduate students were from Black, Asian, and minority ethnic (B.A.M.E.) backgrounds. Over 20% of UAL staff are international.

The table below details the profile of full-time, first-degree Home entrants at UAL in 21/22 where the information is known, compared to our London and arts benchmarking groups.

Table 1: UAL New Entrant profile in comparison to benchmarking groups

Student profile	UAL (21/22)	London benchmarking group (21/22)	Arts benchmarking group (21/22)
IMD Q1-2	33% (970)	59%	38%
Black	7.5% (230)	23%	7%
Asian	11% (330)	25%	7%
White	68% (2,030)	38%	77%

Mixed	12% (360)	7%	7%
Disability	29% (880)	13%	28%
Declared mental health condition	9% (270)	4%	10%

We continue to reflect on our progress towards our strategic goals and have used this Access and Participation Plan (APP) as an opportunity to review and align our work to ensure we achieve access and equitable outcomes for all students. Over the last APP period, we have undertaken significant work to widen access, improve the student experience and promote equity. The focus of this APP is on working more strategically across the University, scaling up effective practice and ensuring greater consistency in opportunities and outcomes across our diverse student population. We will learn from effective evaluation across UAL and embed this into our institutional structures, cultures and practices. This will be achieved by increasing our engagement with evaluation and learning and striving towards institutional transformation across all stages of the student lifecycle and all aspects of the student experience.

Risks to equality of opportunity

To assess our risks to equality of opportunity we first analysed our institutional performance concerning a wide range of target groups and intersectional disadvantage, across the whole student lifecycle. We then used the Equality of Opportunity Risk Register (EORR), our institutional research and evaluation and peer-reviewed evidence to identify the most significant risks.

We examined the data provided by the Office for Students Data Dashboard. This provided good insight into our performance. Next, we undertook extensive analysis to extend our understanding of the OfS data, including more recent data and intersectional analyses. We compared our institutional performance and trend data from the last 4 to 5 years with the sector, other arts institutions and other higher education providers in London to ensure benchmarking across both geographical and subject trends. Full details are available and summary details are provided in Annex A.

We identified three broad groups of students that experience disadvantage at more than one stage of the lifecycle: students from Index of Multiple Deprivation (IMD) Q1-2 areas, students from Black, Asian and minority ethnic (B.A.M.E.) backgrounds in general and Black students in particular, and disabled students, especially those with mental health conditions and multiple disabilities. This is summarised in table 2. Our APP focuses on these students most at risk of disadvantage within their access to and experience of education at UAL.

Table 2: Summary of groups that are at risk of inequality across the student lifecycle

Student groups	IMD Q1-2	B.A.M.E.	Black	Disabled students
Lifecycle stage				

Access	X	X	X	
Continuation ¹	X	X	X	X
Completion	X	X	X	X
Attainment	X	X	X	
Progression	No consistent progression gaps in UAL Graduate Outcomes Survey data. ² Commitment to reducing inequities in progression.			

Indications of risk using Equality of Opportunity Risk Register (EORR) and UAL's institutional risks

We used the EORR, together with institutional research and evaluation - including a body of research reports produced by Arts Student Union (Arts SU) (see student consultation section) and evidence from the higher education sector, to understand why these groups experience inequality. We also involved students in the process of understanding underlying risks. We conclude that in the UAL context, the most significant indications of risk are those listed below (further detail on our evidence base rationale can be found in Annex B).

Risk 1: Structure and Governance

UAL acknowledges that there is a risk associated with its structure and governance concerning access and participation work. This has resulted in duplication of activity, a lack of consistency across the institution, fragmentation and gaps in our provision. It has also impacted accountability and our ability to learn from our APP evaluations. This impacts all of the work to improve access and participation, but particularly our 'on course' interventions aiming to reduce continuation, completion and awarding gaps across our colleges and schools. Better governance, more consistent evaluation and making better use of our learning will enable us to enhance our interventions and move from localised pilots to roll-out at scale across the University, and to focus resources and investment on interventions that have a proven positive impact.

Risk 2: Access for students from IMD Q1-2 areas

UAL has a lower proportion of students from IMD Q1-2 areas than the English higher education (HE) sector and both our arts and London benchmarking peers. Whilst our benchmarking groups have seen increases in the proportion of students from IMD Q1-2 areas, UAL has seen the proportion remain flat.

The gap for IMDQ1 is significant but hard to address in a London context as many postcodes do not fall into this category. We will continue to work to explore our use of Free School Meal (FSM) eligibility data and monitor any gaps that emerge.

¹ Note on the causal relationship between completion and continuation: We have set our completion and continuation ambitions into the context of retention targets (students progressing from year 1 to year 2). We believe this will have the biggest impact on tackling both continuation and completion as most attrition at UAL occurs between year 1 and 2. Moreover, our on-course interventions are not restricted to this target group and will apply across all years of study so further benefitting completion and continuation.

² Our data over the past five years shows that progression rates and gaps are variable. We are therefore committed to investigating, monitoring and addressing these inequalities.

For UAL, there are specific risks around the high costs associated with studying and living in London. This is especially relevant for students who live outside of London and the South East who cannot live at home and study at UAL.

There are barriers to accessing creative education at the school and college level as a result of national policy interventions, including the EBacc and Progress 8, which have seen dramatic reductions in the number of students taking GCSEs and A-levels in creative subjects. This is exacerbated within areas of low indices of deprivation, which have far less exposure to cultural capital (including museums, galleries and theatre) in their early development and family lives.

There are also risks around the potential negative perceptions of arts, creative education and careers in media coverage, which portrays art education as “low value”, failing to recognise the contribution of the creative industries to wellbeing, society, and the UK and global economy.

Students from IMD Q1-2 face particular challenges in accessing HE. These include: being less likely to have access to resources in the home, school and local area to inform decision-making about HE (EORR: 2); issues around perceptions of HE and a sense of whether they may belong at university (EORR: 3); admissions practices which may disadvantage students from certain backgrounds (EORR: 4); the ongoing impact of the pandemic on attainment and skills (EORR: 9); and cost pressures (EORR: 10).

Risk 3: Access for Black students

UAL has a lower proportion of Black students than the English HE sector and a significantly lower proportion than our London benchmarking peers. While we are in line with our arts benchmarking peers, we have seen an ongoing decline in the proportion of Black students at UAL since 17/18.

For UAL, there are also risks relating to negative perceptions of arts and creative education and career progression, with students falling under the B.A.M.E. category facing a lack of positive and inclusive experience of arts at schools.³ There are also risks around potential negative perceptions of arts, creative education and careers, given the lack of diversity in the creative industries.

Black students face barriers to accessing HE. These include: lack of access to high-quality information and guidance (EORR: 2); issues around the perception of higher education and a sense of whether they will ‘belong’ at university (EORR: 3); and success with application rates (EORR: 4).

Risk 4: Access for students from Black, Asian and minority ethnic groups

Our proportion of students within the category of B.A.M.E. has increased over the last 6 years. However, as the chart in Annex A indicates, there are significant differences between the distinct groups within B.A.M.E. and how UAL compares to the sector as a whole. For example, UAL has significantly more Mixed students than the sector. As a result of this, whilst our focus is on increasing the proportion of Black students, we want to ensure this is not to the detriment of the other ethnic groups within the overall B.A.M.E. group.

³ Anwari, H., Begum, S., Hood, S. and Wylie, M. (2024) Visualise: Race and inclusion in secondary school art education. *Runnymede Trust & Freeland's Foundation*. Available at: <https://www.runnymedetrust.org/visualise>

Students within the category of B.A.M.E. face barriers to accessing HE. These include lack of access to high-quality information and guidance (EORR: 2); issues around the perception of higher education and a sense of whether they will 'belong' at university (EORR: 3); and success with application rates, potentially linked to admissions practices (EORR: 4).

Risk 5: Continuation for disabled students

Our continuation gap between disabled students and students with no declared disability is similar to the English HE sector and our benchmarking peers. However, our latest internal data shows the gap is increasing. This gap has particularly increased for students with mental health conditions. With increasing declarations of disability due to mental health conditions, pressures are placed on universities to respond to the need for additional targeted support in this complex specialist area. There is also an emerging gap at UAL which is larger than the sector for students with multiple disabilities (including those combining mental health with learning or physical disability). We believe it is crucial to support all disabled students, but within this demographic we will particularly focus on mental health interventions to address mental health conditions and multiple disabilities that include mental health. There is also a completion gap for this group of students.

As outlined in our interventions, UAL is making it easier for students to access bespoke disability support. Students will no longer need to provide medical or diagnostic evidence. Whilst we believe this earlier support will enable a reduction of the outcome gaps between disabled students and students with no declared disability. This change to our support could have an impact on the numbers of students who are reporting disability, and it is therefore important to ensure we focus on this risk and ensure the continuation gap between disabled students and students with no declared disabilities remains low.

Between the 2016/17 and 2022/23 academic years, the share of undergraduate students at universities across the UK who said they had experienced mental health difficulties rose from 6% to 16%.⁴ Experiences of mental ill-health are deeply unequal. For example, women, LGBTQ+ people⁵ and people from lower socio-economic backgrounds⁶ are more likely to experience poor mental health.

UAL has comparatively high proportions of students who have characteristics associated with mental health risk factors. There are also risk factors associated with creative pedagogy - failure is fundamental to the creative process but may contribute to stress experienced by students.

The need for particular focus on students with mental health difficulties (EORR: 8) is supported by the evidenced acute cost pressures in London (EORR: 10). Risk is exacerbated by the need for specific and targeted academic and personal support (EORR: 6 & 7).

⁴ Sanders, M. (2023) Student mental health in 2023. *TASO & King's College London Policy Institute*. Available at: <https://www.kcl.ac.uk/policy-institute/assets/student-mental-health-in-2023.pdf>

⁵ Ibid

⁶ Marmot, M., Allen, J., Goldblatt, P., Boyce, T., McNeish, D., Grady, M., and Geddes, I. (2010). *Fair society, healthy lives: Strategic review of health inequalities in England post 2010*. Available at: instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review

Risk 6: Continuation students from B.A.M.E. backgrounds

Our data shows varying levels of continuation across students from different ethnic backgrounds. In recent years we have seen a decline in the continuation rates for students from both Black and Mixed backgrounds. These two groups (as well as students from other backgrounds) have seen continuation rates drop below 90% in recent years. Our internal data also shows that these two groups have particular issues with retention. Whilst our continuation rates are higher than our arts benchmarking group, we believe it is important to set a level of continuation which will deliver improvements for some groups of students and ensure the rest of the groups maintain their high continuation rates.

For UAL, we have identified risks around aspects of the curriculum, pedagogy and assessment that may be exclusive or alienating. There are also risks around a sense of isolation or a weak sense of belonging, and the impacts of stress and poor mental health.

Challenges and barriers facing students from the B.A.M.E. category in continuing their studies include: a lack of access to academic and personal support (EORR 6 & 7) and experiencing mental health issues (EORR 8).

Risk 7: Continuation between students from IMD Q1-2 vs IMD Q3-5 areas

The continuation gap between students from IMD Q1-2 and IMD Q3-5 areas is relatively small and in line with or better than our comparator groups however recent data has shown the gap has increased between these two groups. However, we have a slightly larger gap in completion rates. We believe this is an important group of students to remain focussed on at this stage in the lifecycle.

For UAL students, being based in London, cost pressures are particularly acute and will disproportionately impact students from lower-income homes. There are also risks around aspects of the curriculum, pedagogy and assessment being exclusive, and risks around a sense of isolation and lack of belonging.

Students from lower socioeconomic backgrounds are more likely to face risks to continuation in terms of heightened need for academic and personal support (EORR: 6 & 7); mental health issues (EORR: 8); and cost pressures (EORR: 10).

Risk 8: Awarding gaps between White students and students from B.A.M.E. backgrounds

Our latest internal data shows that we have a persistent awarding gap between White students and students from B.A.M.E. backgrounds. Our targets relate to this gap. We intend to tackle the gaps between the individual groups as the data in Annex A clearly shows differential gaps between particular ethnicities. For example, we have large gaps between White and Black students, White and Asian students and White and Mixed students.

For UAL there are risks around the exclusivity of elements of the curriculum, pedagogy and assessment impacting on attainment, as well as challenges around academic and writing skills, a lack of belonging and sense of community, and the impact of stress and poor mental health.

Other challenges include a lack of academic and personal support (EORR: 6 & 7) and mental health issues (EORR: 8).

Risk 9: Awarding gap between students from IMD Q1-2 vs IMD Q3-5 areas

UAL's awarding gap between students from IMD Q1-2 and Q2-5 areas is smaller than the English HE sector and broadly in line with our subject and geographic benchmarking groups. However, this is one of the largest gaps across all the lifecycle stages and metrics.

For UAL students, being based in London, cost pressures are particularly acute and will disproportionately impact students from lower-income homes. There are also risks around the exclusivity of elements of the curriculum, pedagogy and assessment impacting on attainment, as well as challenges around academic and writing skills, a sense of belonging and community, and the impact of stress and poor mental health.

Students from lower socioeconomic backgrounds are more likely to face risks to their attainment if they do not receive academic and personal support (EORR: 6 & 7); are experiencing mental health issues (EORR: 8) are experiencing cost pressures (EORR: 10); or have limited access to resources at university (EORR: 11) (due to expenses of travel to University and cost of equipment hire and materials).

Risk 10: Differentials in Graduate Outcomes

Although UAL does not show any significant and consistent differentials concerning the Graduate Outcomes survey, the creative and cultural workforce is characterised by inequity, especially around ethnicity, socioeconomic status, and disability. To make it in a creative career, graduates need the sort of economic, social, and cultural resources that are not fairly shared within society. Barriers to entry experienced by marginalised groups have been exacerbated by a lack of transparency around recruitment practices, and by nepotism and unpaid internships.

The recent report *Making the Creative Majority* for the All-Party Parliamentary Group (APPG) for Creative Diversity highlights the struggles of diverse students accessing creative HE and entering creative occupations after their degrees.⁷ In terms of employment outcomes immediately post-graduation, graduates from minority ethnic groups are less likely to be in full-time employment and employment in general and more likely to be unemployed in the creative economy than their White peers. Similarly, students from higher socio-economic groups are more likely to be employed than those from lower socioeconomic groups.

The Creative Industries Policy & Evidence Centre's (Creative PEC) latest report, *Arts, Culture and Heritage: Audiences and Workforce*,⁸ is the first to use census data from 2021 to document the demographics of the sector's workforce. Findings from the report show that the arts, culture and heritage workforce in England, Wales and Northern Ireland is less ethnically diverse than the general workforce. 90% of people working across arts, culture and heritage are White, compared with 85% of the general workforce.

Objectives

⁷ APPG for Creative Diversity (2023) *Making the Creative Majority*. Available at: <https://www.kcl.ac.uk/cultural/resources/reports/making-the-creative-majority-2023/making-the-creative-majority-full-report-2023.pdf>

⁸ McAndrew, S., O'Brien, D., Taylor, M. and Wang, R. (2024) UK Arts, Culture and Heritage Audiences and Workforce. Creative Industries Policy and Evidence Centre. *Creative PEC*. Available at: https://pec.ac.uk/state_of_the_nation/arts-cultural-heritage-audiences-and-workforce/

The table below gives a general overview of our risks and objectives. For more detail on this please see Annex A and B.

Table 3: risk and objectives overview

Risk	Objective
<p>Risk 1: Structure and Governance</p>	<p>Objective 1: Ensure there is a whole-organisation approach to the delivery of the APP, with accountability clearly understood and governance, reporting and management mechanisms in place to support implementation, delivery and evaluation.</p>
<p>Risk 2: Access for students from IMD Q1-2 areas</p>	<p>Objective 2: Increase the proportion of intake of students from IMD Q1-2 areas from 33% in 21/22 to 40% by 30/31, and 38% by the end of this APP. Commitment to explore Free School Meal datasets.</p>
<p>Risk 3: Access for Black students</p>	<p>Objective 3: Increase the proportion of intake from Black students from 7.5% in 21/22 to 10% by 29/30, and 9.5% by the end of this APP.</p>
<p>Risk 4: Access for students from Black, Asian and minority ethnic groups</p>	<p>Objective 4: Increase the proportion of intake of students from Black, Asian and minority ethnic backgrounds from 32.5% in 21/22 to 34.5% by the end of this APP.</p>
<p>Risk 5: Continuation for disabled students</p>	<p>Objective 5: Monitor and ensure the continuation gap between disabled students and students with no declared disability is no greater than 2 percentage points, within the timespan of this APP. We will have a specific focus on mental health.</p>
<p>Risk 6: Continuation for students from B.A.M.E. backgrounds</p>	<p>Objective 6: Monitor and ensure the continuation rates for the individual groups of Black, Asian, Mixed and Other students remains at a minimum of 90% with a focus on improving retention for these groups of students within the timespan of this APP.</p>
<p>Risk 7: Continuation between students from IMD Q1-2 vs IMD Q3-5 areas</p>	<p>Objective 7: Reduce the continuation gap between students from IMD Q1-2 and Q3-5 areas from 3% in 20/21 to 2% by the end of this APP.</p>
<p>Risk 8: Awarding gaps between White</p>	<p>Objective 8: Reduce the awarding gap between White students</p>

students and students from B.A.M.E. backgrounds	and students from B.A.M.E. backgrounds from 11% in 21/22 to 8% by the end of this APP.
Risk 9: Awarding gap between students from IMD Q1-2 vs IMD Q3-5 areas	Objective 9: Reduce the awarding gap between students from IMD Q1-2 and Q3-5 areas from 9% in 21/22 to 5% by the end of this APP.
Risk 10: Differentials in Graduate Outcomes	Objective 10: Support students from APP target groups with networks, access to industry and employability skills. Interrogate Graduate Outcomes as a data set and explore alternative research and measures to support entry into the creative industries. Work with the creative industries to increase diversity in the sector.

Intervention and Activities

Our assessment of widening access and student success interventions recognises that there are many activities across the University that widen access and enhance student success. Activities at UAL are initiated and operated locally (e.g. at the level of college, department, course, unit and individual staff member or student) and by cross-university services. The former do not impact sufficiently across the University and some of the latter are not systematically rolled out across the University. This leads to duplication, gaps in provision, and a lack of consistency in the student experience and student outcomes. There is fragmentation with this two-tiered approach which could be resolved through better co-ordination. We are also starting to evaluate interventions and have some evidence of impact. A more systematic approach to research, initiation and impact analysis would support focussing our resources on the activities that provide most benefit to our target demographics.

To address this issue, UAL will take two approaches to its access and participation work. The first is through the creation of an overarching structural approach and the second is through intervention and evaluation through the student life-cycle stages (Access, On-course, Progression and overall structure and governance). Our biggest area of focus and concern is with the 'on-course' stage of the student lifecycle, specifically addressing the awarding gap, as this is our biggest risk within our metric analysis. For this stage we have divided the interventions into four categories:

- Induction and Transition
- Learning, Teaching and Assessment
- Targeted interventions (targeted at specific student groups)
- Financial and Personal Support

The risk of not having robust governance mechanisms can be addressed through this structural life-cycle approach which directs UAL towards a more strategic and coherent methodology for APP work. Adopting such an approach will take into consideration how academic committees, policy, evaluation and research inform access and participation work,

whilst including students and staff in the process. Simultaneously we will consider this model to support targeting the specific interventions that will provide maximum impact, being brave enough to stop interventions that have limited reach.

Intervention and Activities

1 Structure: Governance, co-ordination, evaluation and student voice

Student lifecycle stage covered: All stages

UAL acknowledges that there is a risk associated with its structure and governance concerning access and participation work. This has resulted in duplication of activity, a lack of consistency across the institution, fragmentation and gaps in our provision. It has also impacted accountability and our ability to learn from our APP evaluations. This impacts across work to improve access and participation, but particularly our ‘on course’ interventions, aiming to reduce continuation, completion, and awarding gaps. Improved governance, more consistent evaluation and making better use of our learning will enable us to enhance our interventions and move away from localised pilots and towards roll-out across the University, or to stopping ineffective activity. Further details about our evidence base and rationale can be found in Annex B.

1	Governance	Outcomes
1 (A)	<p>Enhancing our approach to APP governance</p> <p>We will review and enhance our APP governance structures, building on existing mechanisms and introducing new ones, to ensure the effective implementation, delivery and evaluation of the APP and its interventions. The revised governance mechanisms will ensure that targets and data are monitored and managed effectively, with mitigating actions agreed upon and enacted where necessary. In addition, the new governance mechanisms will provide opportunities to share good practices and support ongoing continuous engagement with students. This will include:</p> <ul style="list-style-type: none"> ▪ APP Steering Board (new): to be chaired by PVC Education and students, with representation from across the institution, accountable for APP work. This board will monitor targets and data, business as usual (BAU) and Whole Provider Approach work that contributes to APP outcomes. ▪ APP sub-groups (new): Access, On-course and Progression sub-groups will provide operational support in each of the three main APP intervention areas to drive delivery. They will report to the APP Steering Board. This will include the submission of college and subject-specific APP intervention activity. ▪ Student representation and involvement, including Arts SU, will be built into the membership and Terms of Reference of the new governance arrangements and into the systems and processes for the design, implementation and evaluation of the plan. Students will be from a range of backgrounds and may include UAL Student Changemakers (see page 17). 	<p>Ensure there is a whole-organisation approach to the delivery of the APP, with accountability clearly understood and governance, reporting and management mechanisms in place to support implementation, delivery and evaluation.</p> <p>Provide mechanisms to enable the effective setting and monitoring of APP targets and improve accountability.</p> <p>Provide mechanisms to enable the effective evaluation of APP interventions to ensure that appropriate stop/start/continue decisions can be made.</p>

	<ul style="list-style-type: none"> UAL's Executive Board will have overall accountability for the APP and will receive bi-annual updates from the APP Steering Board. <p>New or continuing intervention: New Cross-intervention: All stages</p>	
1 (B)	<p>Co-ordination, Research, Evaluation and Student Voice</p> <p>We will implement a new centralised approach to build our internal research and evaluation capabilities, establish effective practice approaches, co-ordinate our APP work and involve students. This will ensure that effective ongoing and end-point evaluative practice is designed into APP interventions to better monitor impact and will enhance the use of internal and external research and data to inform the design and review of interventions. This new approach will enable UAL to:</p> <ul style="list-style-type: none"> Evaluate APP activity (e.g. 12-month interventions) and provide evidence in support of stop/start/continue decision-making. Monitor and evaluate APP programme (e.g. ongoing/long-term) interventions and provide evidence in support of stop/start/grow decision-making. Provide opportunities and mechanisms to support the commissioning of new, and analysis of existing, research to inform APP work, including working with the Students Union. Develop and implement effective practice approaches to evaluation ensuring strong and consistent evaluative practice is embedded within intervention design and delivery Develop and implement effective practice approaches to the use of data and research ensuring strong and consistent use of data and research is embedded within intervention design and delivery. Utilise students from a range of backgrounds who work on UAL's Insights and Creative Shift programmes, who will be given the opportunity to be employed in a consultancy capacity to inform the design, implementation and evaluation of the plan. Creative Shift's established 'think-ins' methodology (see page 29) will support and enable this activity. Undertake interim evaluations throughout each academic year for the life of the plan, with findings shared internally via new governance structures including the APP Steering Board and APP Sub-groups, and via existing committees and boards including Education Enhancement Committee and Academic Board. Hold an internal, summative annual APP evaluation review day each July for the life of the plan to inform the work of the following year. Share selected interim findings externally via the NERUPI Creative HE Working Group annually in July and via our website in September. Write and publish a final, summative evaluation report in the 2028/29 academic year. <p>New or continuing intervention: New Cross-intervention: All stages</p>	<p>Effective continuous and end-point evaluation of APP interventions which support the APP Steering Board, to make stop/start/continue/grow decisions.</p> <p>Effective continuous and end-point evaluation of APP interventions which support UAL staff to improve existing and design new interventions which positively impact identified students and related targets</p> <p>Ensure that data and research effectively inform the design and review of APP interventions, ensuring evidence drives decision-making.</p> <p>Students actively contribute to evaluating the APP work, and designing and implementing interventions to meet student needs.</p>
1 (C)	<p>Enhanced Data Analysis of APP work</p> <p>We will continue to invest in our University Central Planning Unit (UCPU) to ensure high-quality real-time data informs all our APP work. In this APP period, we will increase our focus on (a) College-level differences and (b) subject-level differences concerning our APP targets. We will embed APP targets and data into our existing reporting and analysis so it is consistently monitored, analysed and evaluated. This will also aid the work of course review.</p>	<p>Ensure UAL has robust and accurate data (internal and external) to inform existing and future APP interventions.</p>

	New or continuing intervention: Continuing Cross-intervention: All stages	
	INVESTMENT FOR STRUCTURE AND GOVERNANCE: £1,210,000	

Intervention and Activities

2: Access to higher education

Student lifecycle stage covered: Access

Objective 2:

Increase the proportion of intake of students from IMD Q1-2 areas from 33% in 21/22 to 40% by 30/31, and 38% by the end of this APP. Commitment to explore Free School Meals datasets.

Objective 3:

Increase the proportion of intake of Black students from 7.5% in 21/22 to 10% by 29/30, and 9.5% by the end of this APP

Objective 4:

Increase the proportion of intake of students from Black, Asian and minority ethnic backgrounds from 32.5% in 21/22 to 34.5% by the end of this APP

UAL risks:

Costs and perceptions of arts and creative education/careers (See Annex B)

Equality of Opportunity Risk Register risks: 1, 3, 4, 5, 10

2	Access activities	Outcomes
WIDENING ACCESS		
2 (A)	<p>Insights: post-16 age widening access programme</p> <p>UAL's post-16 access programme, Insights, is for students in schools and colleges in London who meet the eligibility criteria for students from APP target groups.⁹ Through a connected three-stage programme operating over two years, students are helped to build a portfolio of work and raise their attainment and confidence in making an application to UAL. Through a review of eligibility criteria, we will be specifically targeting students from IMD Q1-2 areas. The programme will also monitor the journey of students from Insights to enrolment to understand barriers to entry.</p> <p>In addition to this, there will be a targeted Insights project for Black students. The project aims to broaden student's knowledge of culturally diverse artist-</p>	<p>Increased student confidence, knowledge and understanding of making an application to UAL.</p> <p>Increased rate of applications, offers and accepts from London-based students who are</p>

⁹ Full eligibility criteria can be found at: <https://www.arts.ac.uk/partnerships/outreach/applications-for-ual-insights>

	<p>photographers and seeks to develop their practical and critical skills. To support Black students onto this course, the project is promoted in schools and colleges with the highest proportion of Black, Asian and minority ethnic students.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>underrepresented in UAL.</p> <p>Increased opportunities for students from IMDQ1-2 areas and Black, Asian and minority ethnic backgrounds to access UAL.</p>
2 (B)	<p>Insights: pre-16 age widening access programme</p> <p>There are two elements to this work: the first is our National Saturday Club, with four specialist creative 12-week Saturday programmes for students in years 9,10 and 11 per year. The second is providing face-to-face opportunities for eligible schools to visit campus sites or to provide sessions in their schools (see 2 (F) below for 'Creative Undergraduates in Schools' details) for a creative higher education experience. These programmes aim to increase the volume of young people who take up creative GCSEs, and we specifically target schools in IMD Q1-2 areas for both of these programmes.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>Increased awareness for Key Stages 2, 3 and 4 (GCSE level) creative higher education.</p> <p>Improved attainment at school by students participating in a Saturday Club.</p>
2 (C)	<p>Targeted 'Information, advice and guidance' (UK-wide)</p> <p>UAL's UK Recruitment Team will utilise its face-to-face 'Advice, Information and Guidance' sessions to support its national network of schools and colleges and to target schools and colleges with the highest proportions of students from IMD Q1-2 areas.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>Increased application rates for students from IMD Q1-2 areas from targeted schools and colleges</p>
2 (D)	<p>Contextual admissions</p> <p>UAL's Contextual Admissions process will maintain its existing target to create parity of offer rate between applicants who are contextually flagged and those who are not. There will be an additional focus on IMD Q1-2 areas in the contextual admissions process using an 'IMD toolkit' that is in development.</p> <p>UAL will also focus contextual admissions activity at its new School of Pre-Degree campus specifically on its Foundation course. The School of Pre-degree will focus its attention on attracting a wide range of students from across London from IMD Q1-2 areas and support their progression to creative undergraduate studies.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>Increased number of offers and accepts for students from IMD Q1-2 areas.</p>
2 (E)	<p>Targeting IMD Q1-2 areas through the UAL Awarding Body</p> <p>UAL Awarding Body is a department of UAL which designs and awards Ofqual regulated creative qualifications at Levels 2, 3 and 4 of the national framework. It works with 292 schools, colleges, 6th form colleges and HEIs across the UK, registering circa 70,000 16–19-year-olds on its qualifications each year.</p> <p>UAL will work with its Awarding Body to identify regions and student populations in the UK studying toward Level 3 UAL Awarding Body qualifications with significant proportions of students from IMD Q1-2 areas, and a specific focus on IMDQ1 in those areas that have highest deprivation.</p> <p>This analysis will help identify awarding gaps and trends in pre-degree education, with a view to the awarding body designing interventions to</p>	<p>Increased number of offers and accepts from students from IMD Q1-2 areas.</p>

	<p>improve/reduce these to better enable students to progress to HE, whether it be at UAL or at a more local HEI.</p> <p>UAL will focus its attention on attracting a wide range of students from across London from IMD Q1-2 areas to support their application to creative higher education.</p> <p>New or continuing intervention: This activity has begun as a pilot with a headline national report due in 2024 but will be increased and improved with additional datasets and resources.</p> <p>Cross-intervention: No</p>	
RAISING ATTAINMENT THROUGH CPD		
2 (F)	<p>Workshops and training for teachers</p> <p>UAL's Outreach Team will offer free continuous professional development (CPD) for teachers in schools and colleges in London who have the highest proportions of underrepresented students at UAL. This programme of work will be supported through UAL's 'creative undergraduates in schools' (CUIS) programme supporting school staff at Key Stages 2 and 3.</p> <p>UAL Awarding Body also runs a programme of annual training sessions to maintain national grading standards and other free events for teachers from its approved centres. This includes an annual national conference for 400 pre-degree educators. We will seek to quantify the reach and impact of this, although this may be embedded in other sector analysis and these activities must meet regulatory requirements from Ofqual, CCEA and Qualifications Wales.</p> <p>New or continuing intervention: New Cross-intervention: No</p>	<p>Increased engagement with teachers in schools and colleges through 8-10 CPD group sessions a year and additional support through the CUIS programme where appropriate.</p> <p>Increased opportunities for teachers to network through our CPD programme of work.</p> <p>New mechanisms established to evaluate the impact of this activity and grow accordingly.</p>
ALTERNATIVE ROUTES INTO HIGHER EDUCATION		
2 (G)	<p>New UAL School of Pre-Degree programmes</p> <p>UAL will focus contextual admissions activity at its new School of Pre-Degree campus specifically on its pre-degree and access work. It will review its portfolio to assess qualifications that support access to creative education for demographics with barriers to educations (ethnicity, IMD, age, free school meal eligibility, care experience). It will develop local partnerships that encourage interest in creative industries and education. UAL will focus its attention on attracting a wide range of students from across London from IMDQ 1-2 areas to support their progression to creative higher education.</p> <p>UAL Outreach will support access work at the UAL School of Pre-Degree campus delivering bespoke creative exploration activity for students with IMDQ 1 and 2 postcodes.</p> <p>New or continuing intervention: New Cross-intervention: No</p>	<p>Increase the number of offers and accepts from students from IMDQ1-2 areas.</p>
MONITORING SUCCESS		
2 (H)	<p>Enhanced data review and analysis</p> <p>Through enhanced use of data dashboards, UAL will review the intake of APP target groups and monitor the retention and attainment of these students. This will include a comprehensive comparative analysis of how accessible UAL's colleges and courses are across the University to inform future interventions.</p>	<p>Enhanced understanding of APP target groups to inform college and subject level plans to widen access.</p>

	New or continuing intervention: Continuing Cross-intervention: All stages	
FINANCIAL SUPPORT		
2 (l)	Direct financial support for prospective students UAL's UK Recruitment Team will offer a <u>travel bursary</u> for eligible students to travel to UAL for open days, tours, interviews, and applicant and offer holder events. New or continuing intervention: Continuing Cross-intervention: No	Travel paid to open days for all applicants who are contextually flagged.
	INVESTMENT FOR ACCESS: £11,512,000	

Intervention and Activities

3 On course

Student lifecycle stages covered: continuation | completion | attainment

Objective 5:

Monitor and ensure the continuation gap between disabled students and students with no declared disability is no greater than 2 percentage points, within the timespan of this APP. We will have a specific focus on mental health.

Objective 6:

Monitor and ensure the continuation rates for the individual groups of Black, Asian, Mixed and Other students remain at a minimum of 90%, with a focus on improving retention for this group of students within the timespan of this APP.

Objective 7:

Reduce the continuation gap between students from IMD Q1-2 and Q3-5 areas from 3% in 20/21 to 2% by the end of this APP.

Objective 8:

Reduce the awarding gap between White students and students from B.A.M.E. backgrounds from 11% in 21/22 to 8% by the end of this APP.

Objective 9:

Reduce the awarding gap between students from IMD Q1-2 and Q3-5 areas from 9% in 21/22 to 5% by the end of this APP.

UAL risks:

Cost; pedagogy; weak academic skills; lack of belonging; poor mental health; and exclusive practices in the creative industries (see table 4, Annex A).

The Equality of Opportunity Risk Register: 6, 7, 8, 9, 10, 11

3	On-course activities	Outcomes
INDUCTION AND TRANSITION		
3 (A)	<p>Student transition and retention programme</p> <p>UAL Student Transition and Retention (STAR) Group is responsible for co-ordinating an annual transition cycle. STAR interventions follow the student lifecycle and range from course welcome letters, supporting your arrival survey, course induction guidance and checklist for course leaders/year tutors. This is offered to all new incoming students at UAL. We will monitor the take-up and impact of the activities for our APP target groups in 24/25 and 25/26. If need be, we will take a more targeted approach to support the transition for APP target groups.</p> <p>We will also pilot an Equity, Equality and Diversity module to provide foundational training for all students.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>Increased sense of community and belonging across UAL, resulting in greater student retention and continuation.</p>
3 (B)	<p>The Reassurance Campaign: raising awareness and signposting student services at key points</p> <p>The Reassurance annual student campaign runs during identified risk phases in the academic year where students are most likely to disengage and consider dropping out of their course. The campaign raises awareness of the support available to help students with life at university, connecting with their community and developing skills.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>Increased awareness and confidence to access student services to improve retention</p>
3 (C)	<p>Making it easy for students to access bespoke disability support</p> <p>From 2024/25, students will no longer need to provide either medical or diagnostic evidence to be registered with the Disability Service. The Disability Adviser and student will identify adjustments via the Individual Support Agreement which is shared with the course team and support is funded by and put in place through the Disability Service.</p> <p>As a result, students will receive support and adjustments more quickly once they have approached the Disability Service.</p> <p>New or continuing intervention: New Cross-intervention: No</p>	<p>Increased disclosure and earlier support for disabled students.</p> <p>Reduction of the gap between disabled and non-disabled students in retention, continuation and completion.</p>
LEARNING, TEACHING AND ASSESSMENT		
3 (D)	<p>Course Review: targeted course level change</p> <p>Course Review is a core part of UAL's Quality Assurance Framework and will identify courses with significant awarding differentials between students within the category of Home B.A.M.E. and Home White students. Courses will be supported to identify, understand and address</p>	<p>In the short-term, courses will develop an understanding of awarding gap differentials and make changes to learning,</p>

	<p>the causes of the awarding gaps, with enhanced action planning and accountability for co-developing changes to curriculum, assessment and teaching approaches.</p> <p>As part of this process, the Academic Enhancement Team of educational developers will work closely with identified course teams to develop and embed inclusive teaching and learning practices to support pedagogic change. This is approached through three interconnected lenses; decolonising teaching and learning, belonging and compassionate pedagogy and assessment for social justice.</p> <p>Participation in this work will be mandatory for courses falling below institutionally agreed thresholds and will be monitored by senior management teams to support progress and meeting actions.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course</p>	<p>teaching and assessment practices in response.</p> <p>In the medium term, we expect to see in-year continuation and attainment gaps reduce.</p> <p>In the long term, we would expect to significantly reduce the awarding gap between identified student groups.</p>
3 (E)	<p>Climate, Racial and Social Justice curriculum: promoting inclusive pedagogy</p> <p>The Climate, Racial and Social Justice Framework is informed by climate, racial and social justice principles and decolonising teaching and learning. The Framework is used to conduct a yearly audit of course handbooks which acts as a guide for courses and staff development – checking that the curriculum and delivery encompasses equity and social justice in relation to ethnicity and other marginalised groups. Recent updates also made more explicit the Framework's relationship to the audits, as well as quality processes.</p> <p>Student Changemakers and Climate Advocates are central to this intervention. They co-designed the Framework with staff, and they play a key role in auditing courses to ensure the curriculum embeds the climate, racial and social justice principles.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course</p>	<p>Promoting a more inclusive pedagogy to improve the learning experience of all students.</p> <p>Reducing awarding gaps relating to IMD and ethnicity.</p>
TARGETED INTERVENTIONS		
3 (F)	<p>Targeted intervention to support belonging and retention</p> <p>Creative Shift is a targeted action programme that provides students from APP target groups with opportunities to develop their networks, working relationships and future careers in the creative industries. This is achieved through working collaboratively with industry partners on live briefs, masterclasses, community networking groups, internships, and talks.</p> <p>The programme can be seen as an example of an asset-based model which recognises the inherent value and life-wide experience that students bring to their learning. The focus is on community building and belonging. Creative Shift contributes to the positive retention and attainment of target groups and longer-term progression into employment.</p> <p>Creative Shift works in collaboration with Outreach on the transition of Insights students from accessing UAL to supporting retention, attainment and progression.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course and progression</p>	<p>Improved retention, continuation and attainment of APP target groups.</p>

3 (G)	<p>Time Out Policy</p> <p>We will review UAL's Time Out Policy to understand the complex reasons for students' decisions to take time out for a year, and whether this affects retention positively or negatively. We have started revising the Time Out Policy to ensure a supportive environment for students during time out: ensuring they continue to have access to UAL resources and emails. We have trialled additional communications with students on time out to ensure that they feel like they are still students and that they will return to a familiar and non-judgmental environment. This will be further considered and formalised in policy to ensure common and systemic approach across the University.</p> <p>New or continuing intervention: New Cross-intervention: No</p>	<p>An articulated understanding of the relationship between time out and withdrawal.</p> <p>A revised policy for time out that includes student rights to resource and email, and expectations for communications with students on time out.</p> <p>Increased numbers of students choosing time out rather than withdrawal.</p> <p>Increased numbers of students returning to their studies after time out.</p>
FINANCIAL AND PERSONAL SUPPORT		
3 (H)	<p>Monitoring take-up and impact of Student Services</p> <p>UAL offers a wide range of student services to support wellbeing, health and other personal situations and challenges. These are extensive and well established. In order to analyse effectiveness of these services and focus resource to maximum impact we will monitor the take-up and impact of these services on our APP target groups. We will specifically look at:</p> <ul style="list-style-type: none"> - Drop-in sessions - Wellbeing workshops and art therapy sessions - Togetherall (online mental health support) - Counselling - Mental health adviser appointments - University hardship funds - Extenuating circumstances - Time out policy <p>New or continuing intervention: New Cross-intervention: All on-course</p>	<p>Understand the reach and impact of our mainstream student services on students from APP target groups.</p> <p>Shift in resource and focus to most impactful mechanisms for support</p> <p>Equivalent or increased take-up of student services by students from APP target groups</p>
3 (I)	<p>Means-tested bursary and university hardship fund</p> <p>To support students who face financial challenges that could impact on their success we will continue to:</p> <p>Pay a UAL Bursary in each year of study, to Home undergraduate students who receive full means-tested UK state funding support. The Bursary will be £1400 in 2025/26 and may be increased in future years based on an annual review process.</p> <p>Deliver a hardship scheme of £1m+ each year for students from low-income backgrounds to top-up statutory funding as well as to support in urgent and emergency circumstances, with the aim of supporting continuation and student success. In 2025/26 support will be available to students with annual family income below £55,000 and this threshold may be increased in future years based on an annual review process. Awards will be calculated based on the shortfall between income and outgoings and/or specific financial challenges faced by the student. In</p>	<p>Improve the continuation of students from low-income families</p> <p>Improve the attainment of students from low-income families</p> <p>Increase engagement in the academic and wider HE experiences and contribute to positive academic and progression outcomes.</p>

	<p>2025/26 awards will range from £200 - £5000 and may be increased in future years based on an annual review process.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course</p>	
3 (J)	<p>Reducing on-course costs</p> <p>To support students who face financial challenges that could impact their success we will continue to implement our Cost of Study support, including the Fair Use Policy to minimise material and equipment costs.</p> <p>Feedback from students is that our Cost of Study work (such as Re-Use and Swap Shop) policy makes an important contribution to student continuation and achievement, mitigating against the high costs of studying in London, and of materials and equipment in arts, design and communication education.</p> <p>We will further develop this work, analysing data relating to course costs and attainment to minimise financial impact on target groups and reduce.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course</p>	<p>Analysis of units with high awarding gaps against costs and specific unit-based action to address costs where negative impact identified on APP target groups, especially IMDQ1-2.</p>
3 (K)	<p>Free membership of all Students' Union clubs, societies and sports activities</p> <p>To support students who face financial challenges that could impact their success we will continue to provide funding to the University's Students' Union to allow free membership to all student clubs, societies and sports activities. Our institutional data shows that students who participate in student clubs, societies and sports activities have higher rates of continuation and attainment than other students.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course</p>	<p>Monitor take-up of this intervention, and collect feedback:</p> <p>Increase in engagement in student union activities by students from APP target groups.</p> <p>Increase in continuation, completion, attainment, and progression.</p>
	<p>INVESTMENT FOR ON COURSE SUPPORT: £45,403,000</p>	

Intervention and Activities

4 Progression

Student lifecycle stage covered: progression

Objective 10: Support students from APP target groups with networks, access to industry and employability skills. Interrogate Graduate Outcomes as a data set and explore alternative research and measures to support entry into the creative industries. Work with the creative industries to increase diversity in the sector.

UAL Risks: Lack of diversity in the creative industries

4	Progression activities	Outcomes
4 (A)	<p>Embedding Employability</p> <p>UAL is currently implementing a strategic change project for progression called 'Rethinking Employability Review' (RER). The direction of travel for this work is to move to an institution-wide approach to embed curricular opportunities. EDI aspects of the RER focus on access to work experience and placement opportunities within the curriculum. As part of the APP, we will monitor the impact of this for our APP target groups to see if this approach benefits all student cohorts and contributes to closing the gaps.</p> <p>Intervention: New Cross-intervention: No</p>	<p>Increase employability of all students and evaluate how this impacts APP target groups.</p>
4 (B)	<p>Careers and Employability – targeted interventions</p> <p>Careers and Employability is leading some targeted interventions for APP groups:</p> <p>One-to-one Professional Mentoring Scheme (6 months) with creative industry professionals. It provides students with links into industry and a chance to network with professionals as they navigate the early stages of their careers.</p> <p>Access to Work application support - A programme to provide one-to-one support for disabled students and graduates run by Careers and Employability Staff. The aim is to enable disabled students and graduates to know what funding and support is available to them.</p> <p>Creative Business Internships – a funded programme to support UAL undergraduates with short paid internships at small creative businesses set up by UAL graduates.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>Improved employability skills for under-represented groups in the creative industries.</p>
4 (C)	<p>Creative Shift – Access to diverse creative communities to support progression</p> <p>Working in partnership with industry partners we run a number of creative live briefs to support underrepresented groups break into the creative industries. These include:</p> <p>The Women+ of Colour in Leadership Programme: Fostering a culture of empowerment among UAL students and graduates, this 10-week leadership programme, inspires students to pursue leadership roles based on the concept of the 'leader within', while also challenging the systemic barriers faced at the intersection of race and gender within the creative sector.¹⁰</p> <p>The KUSP: Take your ideas to the next level: This is a co-created social enterprise project dedicated to supporting creatives from</p>	<p>Improved employability skills for under-represented groups in the creative industries.</p>

¹⁰ Ghani, A. M., and Read, T. (2024). From equality to equity: A case study of Creative Shift's 'the leader within Women+ of Colour Leadership Programme'. *Industry and Higher Education*, 38(1), pp. 87-91. <https://doi.org/10.1177/09504222231224086>

	<p>underrepresented backgrounds to excel within the creative industries. The project provides peer and professional mentoring to help student develop their business ideas.</p> <p>V3 Live Brief: Working with an independent global brand company. This 10-week programme offers students the chance to work on a live brief. Mentors play a crucial role in providing access, tools, and real-world experience related to the creative industries. The programme culminates in internships.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course and progression</p>	
4 (D)	<p>Graduate Showcase opportunities: ensuring equal representation</p> <p>This activity aims to showcase students' work on a digital platform. We will work with key UAL teams, as well as student groups and societies, to increase awareness of showcase.arts.ac.uk amongst students from underrepresented groups.</p> <p>New or continuing intervention: Continuing Cross-intervention: No</p>	<p>Increase in the number of curated collections which support students from underrepresented groups in an online environment.</p>
4 (E)	<p>Working with the creative industries to increase diversity through inclusive employment practices</p> <p>UAL is in a unique position to shape the creative industries and be a 'critical friend' to employers across the sector. We will draw on expertise across the University on policy, research and action to focus on promoting diversity in the creative industries.</p> <p>Internal Policy: Develop new collaborative partnerships to create economic, social and cultural capital, facilitating innovation and inclusive growth, supporting local and regional developments, and addressing global societal challenges.</p> <p>Supporting parity in terms of access to our one-year Diploma in Professional Studies – including reducing the financial barriers to application and supporting students who do not have the networks to access placements.</p> <p>External Policy: As a large, specialist institution, we take a leading role in shaping the creative industries and supporting creative graduates.</p> <p>Through UAL's policy and advocacy work, we are committed to addressing the lack of diversity within the creative industries and improving working practices across the sector. UAL's policy and advocacy team are undertaking work to call on the Government to pursue a 'good work agenda'. This includes advocacy activities around the living wage, banning unpaid internships and protecting freelancers.</p> <p>Research There are limitations to the use of the Graduate Outcomes survey for creative careers. We are keen to develop our understanding and explore the wider data further.</p> <p>We will undertake research to explore the added value of a UAL degree for students. This research will seek to explore students' prior attainment, awards and outcomes, looking at outcomes in the context of geography and in terms of industry and occupation. This will help us to develop a framework of what a good outcome looks like for our graduates and will support UAL to better understand and set targets.</p> <p>Action Actively engage with industry partners through the Creative Shift programme and the <u>Graduate Employability team</u> to challenge and</p>	<p>Increase awareness amongst employers in the creative industries about diversity and inclusive employment practices, aiming for employers to take more responsibility to support more diverse employment.</p>

	<p>inform best practice, supporting recruitment practices and retention in the creative industries.</p> <p>New or continuing intervention: New Cross-intervention: No</p>	
4 (F)	<p>Turing Scheme funding and Arts Abroad Grant (International Mobility)</p> <p>Turing Scheme Programme funded by the Department for Education support students with accessing global experiences (exchange and placements). The scheme specifically aims to support those meeting the disadvantaged background criteria in line with APP target groups.</p> <p>The Arts Abroad pilot was developed to address the barriers faced by underrepresented groups with accessing traditional modes of global experience (e.g. exchange programmes). The scheme has successfully run for two years. Targets students with specific eligibility criteria. The grant is a fully funded experience covering tuition fees, accommodation, flights/travel, and a subsistence rate based on duration abroad.</p> <p>New or continuing intervention: Continuing Cross-intervention: All on-course and progression</p>	<p>Increase in participation in global experiences.</p> <p>Improve graduate outcomes for under-represented students.</p>
	<p>INVESTMENT FOR PROGRESSION: £5,807,000</p>	

Whole provider approach (WPA)

University of the Arts London Whole Provider Approach

1. Our institutional journey

UAL has a strong, future-facing commitment to social purpose by ensuring access and success through high-quality creative education for a diverse student population. UAL works across the full student lifecycle to improve access and aims to overcome continuation, awarding and progression gaps between student groups to create equity, and we have undertaken theory of change evaluation work since 2019/20.

Much of our effective practice is embedded into our mainstream ‘business as usual’ within colleges, (for example, our universal ‘Unit 1’ across UG courses works to improve transition into higher education and reasonable adjustments across the curriculum to support students who will benefit from them whether or not they disclose a disability). As part of the process of preparing our APP, we have reviewed our Whole Provider Approach (WPA) (Thomas 2024¹¹), drawing on previous and current research, and practice from across the sector.

Our focus in this APP is on co-ordinating, evaluating and scaling up our APP work and improving our evidence-base through data and research to address persistent and newly emerging challenges for UAL, the UK HE sector and the creative industries. To this end, our first intervention strategy will make important changes to our APP governance structures, co-ordinating APP with enhanced evaluation and research capacity, and new opportunities for

¹¹ Thomas, L. (2024) What is a whole provider approach to widening access and student success? *WONKHE Blog*. Available at: <https://wonkhe.com/blogs/what-is-a-whole-provider-approach-to-widening-access-and-student-success/>

staff and students to work together. New structures will provide significant opportunities to raise awareness and coordinate our work to widen access and improve success, increase the consistency of and learning from our evaluation, identify emerging research priorities, make strategic spending decisions, and disseminate our learning within the University and beyond – and make effective progress towards our targets.

2. Our whole provider student experience: Working across the student lifecycle and experience for all students

Our APP work extends across the student lifecycle, and this is reflected in our APP targets and commitments, and our wider institutional strategies and targets. We also pay attention to our students' wellbeing and sense of belonging; we are particularly mindful of the financial challenges of studying for a degree in a creative discipline in London, and that this can impact on engagement, belonging and mental health.

Staff in cross-university roles and colleagues based in colleges deliver our access work, including our flagship Insights programme and contextualised admissions process. We have a thriving outreach team involving staff from across our world-renowned colleges working with 500+ students in schools and colleges across London and involving 100 student ambassadors who are mostly former Insights students. We have introduced contextual admissions with a strong focus on applicants from IMD Q1-2 areas. Our Ofqual regulated Awarding Body works with 292 schools, colleges, FE colleges, 6th form colleges and HEIs across the UK and registers circa 70,000 students on its pre-degree qualifications every year, enabling them to progress to higher education and careers in the creative industries through alternative entry qualifications. Working with the Awarding Body to enhance partnerships and outreach work that targets students from the most deprived demographics (including free school meals) will be central to our APP ambitions.

UAL welcomes and supports students who have been in local authority care for 3 months or more, including mature students. All students are entitled to support during their time at the University. This includes a named contact person, 'keeping in touch' activities, networking with professional staff and financial and accommodation support dependent on circumstances.

Academics and professional services staff, alongside Arts SU work in partnership to deliver our mission to teach students inclusively, by decolonising the curriculum informed by our framework for embedding climate, racial and social justice. We have a Decolonisation of the Arts Research Institute which underlines our commitment to empowering students from potentially marginalised demographics. Our academic and pastoral support services are available to all students. We are committed to the social model of disability, and we are engaging with the Student Mental Health Charter programme. In addition, and as part of this APP, we will monitor the take-up (reach) and impact of our services on students from APP target groups.

UAL's Academic Support offers face-to-face tutorials, workshops and other learning development activities. Students can also access online learning resources covering topics such as research skills, writing and study practices and collaborative projects.

We are working together to make UAL an anti-racist university. After consulting staff and students, we have developed a comprehensive [anti-racism action plan](#) and have committed to obtaining the Race Equality Charter. The anti-racism action plan sets clear objectives and expectations for us to tackle racial inequality at UAL. We aim to reach our target of [30%](#)

[Black, Asian and minority ethnic representation in our workforce by 2024](#). In addition, UAL's [Black Creatives Hub](#) showcases work, research and achievements, and shares information about resources, opportunities and events to empower Black creatives across the UK.

3. Our institutional commitment and alignment of our policies and processes

Our University strategy recognises and prioritises social purpose. Creative higher education is uniquely placed to tackle the societal challenges of the future and has a whole host of benefits for the economy, well-being, culture and society. Our commitment to social purpose is reflected in all the work we undertake across the University and extends into our relationships with employers and the creative industries more generally.

Our institutional policies and processes are increasingly aligned with our commitment and interventions designed to widen access and improve the student experience and outcomes. Our access, success and progression objectives are fully reflected in the University's [Equal Opportunities Policy](#). The University's Public Sector Equality Duty objectives include our focus and targets concerning the participation and success of home undergraduate students from Black and minority ethnic groups. The University is in the process of preparing an application for the Race Equality Charter, we are a level 1 Disability Confident employer and a member of the Stonewall Workplace Equality Index, and we are engaged with the Student Mental Health Charter.

The University is currently undertaking work to re-organise our structures and roles in order to align them with our students' needs. Priorities include capacity building in on-course pastoral care; the co-ordination and monitoring of engagement interventions (attendance, progression, awarding gap); and a greater emphasis on student community and voice. We anticipate these changes being in place ahead of the 25/26 academic year.

UAL is also establishing its first dedicated School of pre-degree studies at our Lime Grove, Shepherd's Bush campus. This new school will bring together UAL's two foundation programmes (an extra DfE funded post-Level 3 pre-degree qualification for under-19s) previously at Central Saint Martins and Camberwell College of Arts. One of the main aims of this new school is to help bridge the gap between secondary school and degree-level study.

4. Partnerships

UAL has a range of partnerships with schools, employers, communities and professional groups, which contribute to our work to widen access and improve student success.

Schools and colleges

Within London, UAL has an extensive network of schools and colleges that it works with as part of its outreach programme, Insights. UAL's UK Recruitment Team works nationally with schools and colleges across all UK regions. In both instances UAL makes use of its partner colleges supported by UAL's Awarding Body which is the UK's largest provider of the Foundation Diploma in Art and Design Qualification (an extra state funded post-Level 3 pre-degree qualification). UAL is also a partner of the National Saturday Club and has four distinct clubs as part of its provision.

Employer Engagement

We recognise that a career in the creative sector often requires portfolio and freelance working, which is enhanced by a network of contacts through which opportunities arise. Students with some characteristics are more likely to have better networks and more

opportunities than others. With this in mind we actively try to target and support students underrepresented in the creative sector build their networks and find work opportunities.

UAL provides paid work experiences to its students and graduates through [UAL Arts Temps Ltd](#), arranging 9,600 paid placements, providing £7.8m in salaries, and a diversity of work experiences. These experiences are structured to support enhanced employability of our students/graduates, help them to meet rising costs of living and study, and augment our external offer. Arts Temps is the only UK based temp agency that works exclusively with students and graduates offering the London Living Wage, encouraging fair pay within the creative industries. Ethnicity sample data from October and November 2023, with a sample size 115, showed that 62% of Arts Temps self-identified as Black, Asian and minority ethnic, with 37% identifying as White.

Creative Opportunities, UAL's online jobs board, promotes a wide range of creative work opportunities across many industries. The majority of opportunities advertised feature EDI statements and encourage applications from minority ethnic students. In line with our commitment to EDI we do not advertise unpaid internships on Creative Opportunities. UAL also partners with Creative Access (a social enterprise providing career-long access, opportunities, support and training for people from under-represented groups) to advertise specific work and internships opportunities for underrepresented groups.

UAL recognises that for underrepresented students, it is vital that they understand the potential value of their intellectual property (IP), and how this works in practice to build self-confidence and agency as they develop their creative identity and transition into professional practice. UAL takes a values-centred approach, positioning conversations about IP in relation to individual's lived experiences, motivations and ambitions, and connecting this with real-world scenarios where working collectively is vital for more transparent and equitable working practices.

Professional networks

UAL currently partners with Linking London. Formed in 2006 and based on a previous Lifelong Learning Network, Linking London is a collaborative partnership of London higher education institutions, colleges, schools and other members who work collaboratively to maximise their contribution to targeted widening access, student engagement and success, social mobility and in pursuit of improvements in social justice through education. Linking London works closely with its university partners in supporting the learner journey from access to student retention and success, via an outreach brokerage role with its school and college partners, an extensive programme of staff CPD and knowledge exchange, research and resources, including the Education Deprivation Dashboard for London, and through work with disadvantaged learners as part of the Uni Connect Programme.

UAL also is a member of NERUPI (Network for Evaluating and Researching University Participation Interventions), a community of practice for those seeking to reduce inequalities in higher education access, participation and progression. UAL also engages with TASO in relation to best practice for evaluation of widening access and progression activity.

5. Our use of data and evidence

UCPU provides comprehensive data analysis for the whole university, including regular reports and dashboards to support staff engagement. As part of the annual course review, all course teams are required to engage with and comment on their data including APP targets relevant to course level activity.

Since 2019, UAL has developed the evaluation capacity of academic and professional staff involved in APP interventions to design and implement theory of change evaluations, using mixed methods type 2 data. This evidence has been used to enhance interventions and to collect evidence of progress towards milestones. Plans have been updated annually and learning has been shared internally contributing to a process of ongoing improvement, and some work has been disseminated externally and published in professional and academic journals.

Evaluation of the plan

UAL approach to evaluation 2020/21-2024/25

UAL introduced a programme of evaluation capacity building and support in 2019/20, informed by Programme Theory Evaluation (logic chains and theory of change). This has involved theory of change (ToC) training, review and approval of evaluation plans, access to ongoing advice, evaluation researchers, access to additional funding for direct costs including paying students and an informal networking group to share process issues and findings. This has been complemented by access to the University Central Planning Unit, who work with colleagues to supply bespoke data for their APP evaluation work. To date, students have been paid to be involved in the evaluations, but primarily to share their experiences, rather than to contribute more directly to the evaluation process.

The evaluation process has resulted in staff developing awareness of the APP and developing their evaluation capacity and confidence. Increased capacity is evidenced by more complex evaluations, including innovative methods and more sophisticated evaluation models; staff reporting and demonstrating the development of their evaluation skills; and an increase in the number of evaluations taking place, and involving more colleagues across UAL. In summary, the current UAL evaluation approach is:

- Developing staff capacity to undertake and learn from evaluation and extending evaluation into other areas of UAL practice.
- Increasing knowledge about effective practice.
- Informing changes to practice.
- Enhancing the student experience.
- Evaluating evidence of impact on student outcomes.

The UAL evaluation approach is an enhancement model: process-related evidence is collected alongside evidence of impact and is used to change and improve the delivery and effectiveness of interventions. The current evidence is strongest about learning about effective practice and improving practice, and weakest about the impact on student outcomes. It is to be expected that there would be stronger evidence relating to intermediate outcomes mid-way through the implementation process (and it should be noted that this APP was approved until the end of 2024/25). UAL is a member of NERUPI (Network Evaluating and Research University Participation Interventions), and staff attend online and in-person events. In order to understand the limitations of our approach and to develop our evaluation work further, we have undertaken the OfS evaluation self-assessment and identified the following priorities to be addressed in this APP.

- Revamp evaluation infrastructure and support, including training and support and approval of APP evaluation plans and ongoing monitoring. Use this evidence to inform the allocation of resources and roll-out of interventions or stop doing them.
- Ensure that all APP intervention strategies and activities are built on institutional data and secondary evidence (type 1 evidence).
- Make greater use of counterfactuals (type 2 evidence).
- Consider methods to test/demonstrate causality (type 3 evidence).
- Make greater use of validated scores, particularly those provided by TASO.
- Risk assess evaluation plans.
- Review ethics processes.
- Improve dissemination and learning to be more systematic within the University and to share more consistently and widely outside of the University.
- Involve students further in the evaluation of APP interventions.

These changes are addressed through strategic intervention 1. The improvements to our evaluation infrastructure will enable us to undertake better evaluation in this APP, and to make better use of our data and evaluation evidence.

Evaluation implementation 2025/26-2028/29

All the strategic interventions and associated activities have been developed using a Theory of Change approach, drawing on institutional data, internal evaluation evidence and secondary evidence (type 1 evidence). Our strategic intervention evaluation plans include some common indicators to be used in the evaluation of all of the activities that contribute to a particular intervention strategy, while specific indicators will also be used for each activity, as relevant. The following indicators have guided our evaluation plans:

Short-term benefits

- Awareness/knowledge of opportunities/what is required
- Skills necessary to take action
- Confidence to take action
- Able to access the support available

Medium-term outcomes

- Engagement (take action informed by the intervention)
- Belonging/ownership (feel increased belonging and connected as a consequence of the action)
- Make a difference (a tangible outcome of taking action)
- Community (feel supported/access required support)

These indicators will seek to reverse the risks to equality that we identified:

- Reduced negative impact of the high costs of studying an arts course and living in London.
- Increased knowledge about the opportunities linked to creative education and careers.
- Inclusive curriculum, compassionate pedagogy and equitable assessment practices
- Improved confidence in academic skills
- Sense of belonging and connection to students, staff, disciplines and courses

- Reduced stress, increased wellbeing and better mental health
- More inclusive practices within creative industries.

Longer-term impact

- Increased access
- Improved continuation/reduced continuation gaps
- Improved completion/reduced completion gaps
- Improved attainment for APP groups/reduced awarding gaps
- Improved progression/reduced progression gaps

We are committed to using the TASO Access and Success Questionnaire as part of our evaluations, and additional scales reviewed in the TASO Intermediate outcomes for HE access and success document. We will map these onto our indicative evaluation indicators.

Within each intervention strategy we are prioritising specific activities to evaluate. Our decisions are informed by OfS guidance,¹² in particular new and innovative interventions, and those impacting large numbers of students and representing significant investment.

We will use type 1 and 2 evidence for our impact evaluation work and will be open to developing evaluations designed to develop type 3 evidence. We will only look to develop type 3 evidence evaluation designs when we have strong type 2 evidence demonstrating a strong correlation between the intervention and the outcomes. To date, we have used mixed methods to evaluate our work, and have found this useful, as it provides an understanding about what works for whom, under what circumstance, why and how.¹³ We will continue to design mixed-methods evaluations for our interventions.

To date we have disseminated our evaluation findings internally through our APP Evaluation Network, the annual UAL Teaching, Learning and Enhancement Conference, staff intranet and institution-wide and college committees. In addition, there are 28 externally published articles and reports by UAL staff drawing on APP work. Arts SU has undertaken and published four studies about issues that feed into this APP (listed in the student consultation section). In this APP, we will publish the majority of our evaluations on our website, and we will disseminate our findings externally via professional/practice, policy and academic networks and societies, and in practitioner and academic journals. More details are provided in our evaluation plan.

Interim evaluation will take place throughout each academic year for the life of the plan, with findings shared internally via new governance structures including the APP Steering Board and APP Sub-groups as set out in Intervention 1(A), and via existing committees and boards including Education Enhancement Committee and Academic Board. An internal, summative annual APP evaluation review day will take place each July for the life of the plan to inform the work of the following year. We will share selected interim findings externally via the NERUPI Creative HE Working Group annually in July and via our website in September. A

¹² Office for Students (2023) Regulatory Advice 6, paragraph 65, page 22. Available at: <https://www.officeforstudents.org.uk/publications/regulatory-advice-6-how-to-prepare-your-access-and-participation-plan-effective-practice-advice/>

¹³ Pawson, R. and Tilley, N. (1997). Realist Evaluation. London: Sage.

final, summative report will be written and published on our website in the 2028/29 academic year.

Student consultation

To date, students have been involved in our APP work in five key ways. We have further strengthened the involvement of students in this APP through intervention strategy 1.

Summary of the contribution to date of our students to our APP work:

1. APP Network meetings: APP Network meetings have been held every six weeks throughout most of the 2020/21 – 2024/25 APP period. These have involved staff from across the University and elected student representatives.
2. APP target group ‘think-ins’: Creative Shift has organised themed ‘think-ins’ for students from APP target groups to provide feedback on key aspects of their student experience.
3. Awarding Gaps review: In 2022 UAL commissioned an Awarding Gaps Review, and this included qualitative focus group research with students. Four issues were identified through the qualitative work were explored through the student survey. These factors have fed into the design of our work to address the awarding gap and wider work within the institution.
 - I. The impact of financial hardship on attainment, especially access to materials.
 - II. The importance of staff recognising students’ personal circumstances in a non-judgmental way and accommodating them.
 - III. Consistency of feedback between tutors, and sufficient personalisation, challenge and guidance to enable students to achieve higher attainment.
 - IV. Linguistic and cultural barriers in speaking and listening, including dialect and colloquial expressions, and expectations of students, which inhibit or reduce understanding, engagement and attainment.
4. Arts SU research: The Students’ Union has identified key issues impacting the student experience and initiated research on these topics, and shared findings and recommendations with the University. Many of these recommendations have been adopted and built into the work of the University, and they contribute to the activities in this APP. Arts SU has been particularly vocal about the financial pressures UAL students experience; UAL increased the value of bursaries in 2023 and again in this APP, so each student with a family income below £25,000 will receive £1,400 annually. This APP also includes an increased hardship fund and free access to Students’ Union activities. Further details of the SU research are in Annex B.
5. Student consultation meeting: in May 2024 the APP writing team organised a meeting with SU representatives to share details of our analysis of performance and equality of risks. The discussion fed into our understanding of the risks and contributed to the development of the intervention strategies.

Going forward, to continue to engage students in this work:

- Student representation and involvement, including Arts SU, will be built into the membership and Terms of Reference of the new governance arrangements and into

the systems and processes for the design, implementation and evaluation of the plan. Students will be from a range of backgrounds and may include UAL Student Changemakers (see page 17).

- We will utilise students from a range of backgrounds who work on UAL's Insights and Creative Shift programmes, who will be given the opportunity to be employed in a consultancy capacity to inform the design, implementation and evaluation of the plan. Creative Shift's established 'think-ins' methodology (see page 29) will support and enable this activity.

Provision of information to students

We will provide clear, accessible and timely information for prospective and current students on the fees that we charge and the financial support that we offer, through:

i. <https://www.arts.ac.uk/>

ii. Workshops for prospective students engaged in our outreach programmes

iii. Our communications with students who enquire about and/or apply to study at the University. Prospective students are advised in their offer letter about their first-year fees and that fees could increase annually in line with our fee policy. A link to the fee policy is included in the offer letter. Our fee policy states for undergraduate Home students that tuition fees payable for each academic year of the programme will be subject to increases where such an increase is permitted by legislation.

We will also publish this plan on our website.

Annex A: Assessment of performance

I: Our data analysis approach

The assessment of performance started with a review of the five lifecycle stages on the OfS access and participation data [dashboard](#). All metrics were reviewed across all lifecycle stages. This enabled us to identify challenges in the UAL data. UAL data was compared to:

- All registered English Higher Education providers
- Our internal Arts benchmarking peers (see section VI in this annex)
- Our internal London benchmarking peers (see section VI in this annex)

More recent internal data enabled us to understand the current position. This included reviewing complementary metrics such as retention. We also used additional data sources including:

- National Student Survey Results (NSS)
- Internal Course Student Survey Results
- OfS Equality of Opportunity Risk Register (EORR)
- Office for National Statistics (ONS)
- Universities and College Admissions Service (UCAS)
- UAL's current Access and Participation Plan

Intersectional data was analysed, and we also considered UAL's internal priorities. Reviewing this data enabled us to identify the appropriate areas to target in the new APP. Our key aims in setting the targets are ensuring:

- They are realistic, achievable but challenging targets.
- There are not too many targets, to ensure focus is on the right place and duplication is avoided.
- They are consistent and easy to understand across UAL.

Several workshops have been completed to ensure we are setting targets in the appropriate areas and setting suitable targets.

II: Identification of targets

When reviewing the OfS data we have focussed on full-time, first-degree students, as these form the majority of our undergraduate provision. We have focussed our targets on:

- Areas with the largest gaps
- Areas where we have smaller but emerging gaps which we are concerned about
- Areas where the population is big enough that we can make a significant impact

III: Consideration of different datasets:

Data rationales: Socio-economic background

UAL is focusing on IMD as a measure of socio-economic background as it gives a more rounded picture of individual circumstances and is better correlated to household income than POLAR (participation of local areas) and TUNDRA (tracking underrepresentation by area). Information about an applicant's race or ethnicity does not play a role in the contextual data we use at admissions, because we do not have access to that data from UCAS during the application process (under the Equality Act, race is one of the nine protected

characteristics). However, IMD, which we are using for contextual admissions, comprise a good indicator of not only economic disadvantage but under-represented ethnic groups too.¹⁴

While POLAR and TUNDRA can identify under-representation in HE, they are both poorly correlated with low family income.¹⁵ They can lead to false negatives, where disadvantaged students who live in areas with higher rates of participation in HE are not captured; and false positives, where students in lower participation areas may be targeted while not being disadvantaged. This is a particular challenge for London where there are both relatively high rates of participation and high levels of disadvantage. In London, only a small proportion of TUNDRA middle super output areas (MSOA) fall within Q1-2 areas,¹⁶ so it would not be effective for us to focus on TUNDRA Q1-2 as priority groups. We will continue to monitor gaps in POLAR and TUNDRA, however we believe IMD is the most relevant area-based measure for UAL.

We are supportive of the use of individual-level data in targeting access and participation activities and welcome that Free School Meal (FSM) eligibility data is now available to providers. However, given that access to this verified data is relatively recent, we will continue to work to explore our use of FSM eligibility and monitor any gaps that emerge. UAL will consider the FSM datasets within the OfS dashboards at the later stages of the student lifecycle alongside intersectional analysis of ethnicity and IMD.

FSM data is not available to students for declaration on outreach activity. UAL will make use of IMD as an indicator for access activity as postcode data is available at the point of access. We will also investigate the use of better data relating to household income in line with research recommendations.

Any measures and interventions outlined for students from IMD Q1-2 areas in our APP would also benefit students who had previously been eligible for Free School Meals.

Similarly, with regard to ABCS (association between characteristics), we will explore our use of this data, including if and how we can hold the data in a robust way and how we might be able to extend its use beyond the student lifecycle to areas such as outreach.

We recognise the importance of ensuring that mature students are able to access, study, and complete their course and progress and other students. We will be monitoring any gaps in mature students via our use of IMD.

IV: Data tables for risks and objectives

¹⁴ Gov.uk (2020) People living in deprived neighbourhoods. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/people-living-in-deprived-neighbourhoods/latest/>

¹⁵ Boliver, V., Gorard, S. and Siddiqui, N. (2022). Who counts as socioeconomically disadvantaged for the purposes of widening access in higher education? Available at:

<https://www.tandfonline.com/doi/full/10.1080/13603108.2019.1678076>;

Jerrim, J. (2021) Measuring Disadvantage. *Sutton Trust*. Available at: <https://www.suttontrust.com/our-research/measuring-disadvantage-higher-education-polar-fsm/>

¹⁶ For more detail on TUNDRA methodology, see: https://www.officeforstudents.org.uk/media/1bb543b4-776d-4941-8018-dd3c17d62504/tundra-methodology_20210311.pdf

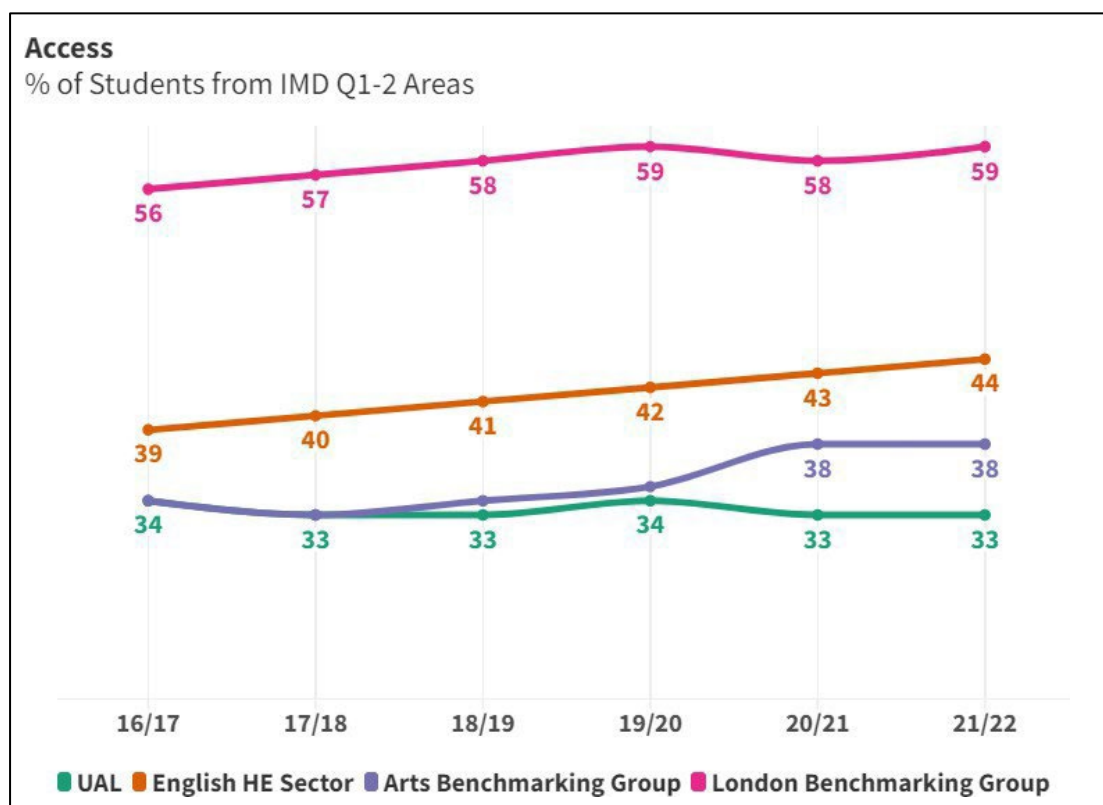
Risk 1 and Objective 1: Structure and Governance

Ensure there is a whole-organisation approach to the delivery of the APP, with accountability clearly understood and governance, reporting and management mechanisms in place to support implementation, delivery and evaluation.

Risk 2 and Objective 2: Access – Students from IMD Q1-2 areas

Target: Increase the proportion of intake from students from IMD Q1-2 areas from 33% in 21/22 to 40% by 30/31 and 38% by the end of this APP.

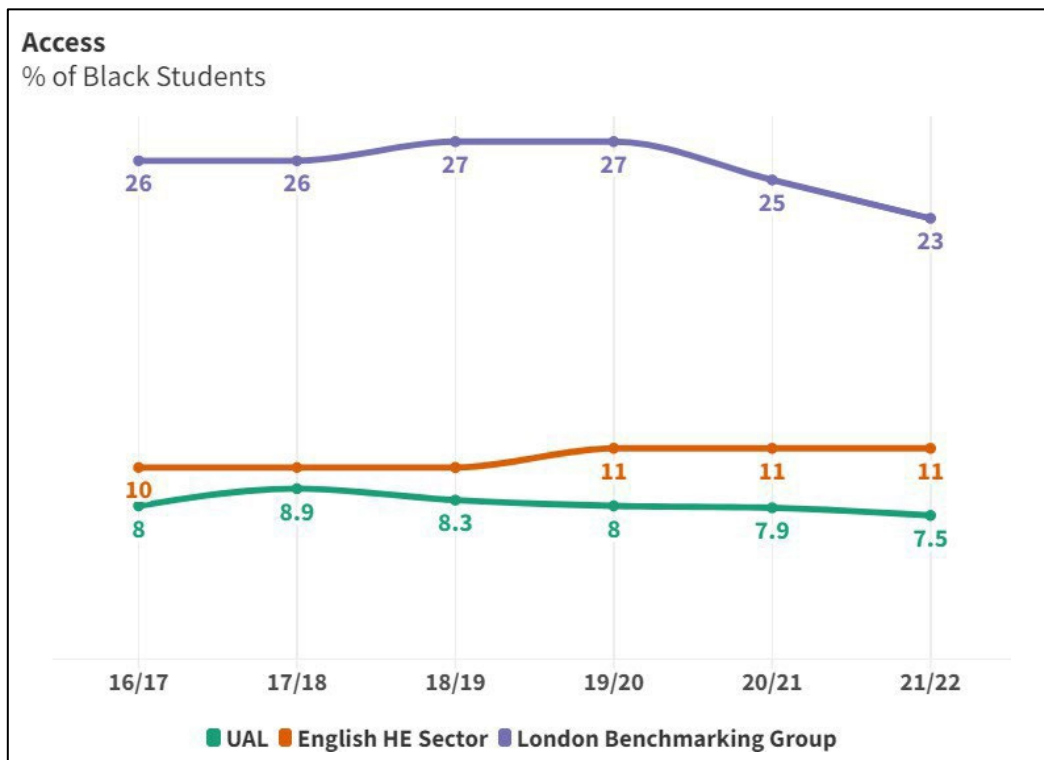
This chart shows the proportion of full time, first-degree entrants from IMD Q1-2 areas for UAL, the English HE sector and our Arts and London benchmarking groups. It shows a lower proportion of UAL entrants comes from this group than our peer groups and our proportions have remained level.



Risk 3 and Objective 3: Access – Black students

Target: Increase the proportion of intake of Black students from 7.5% in 21/22 to 10% by 29/30 and 9.5% by the end of this APP.

This chart shows the proportion of full-time, first-degree Black entrants for UAL, the English HE sector and our London benchmarking groups. It shows a lower proportion of UAL entrants comes from this group than our peer groups and that our proportions have been in decline since 17/18.

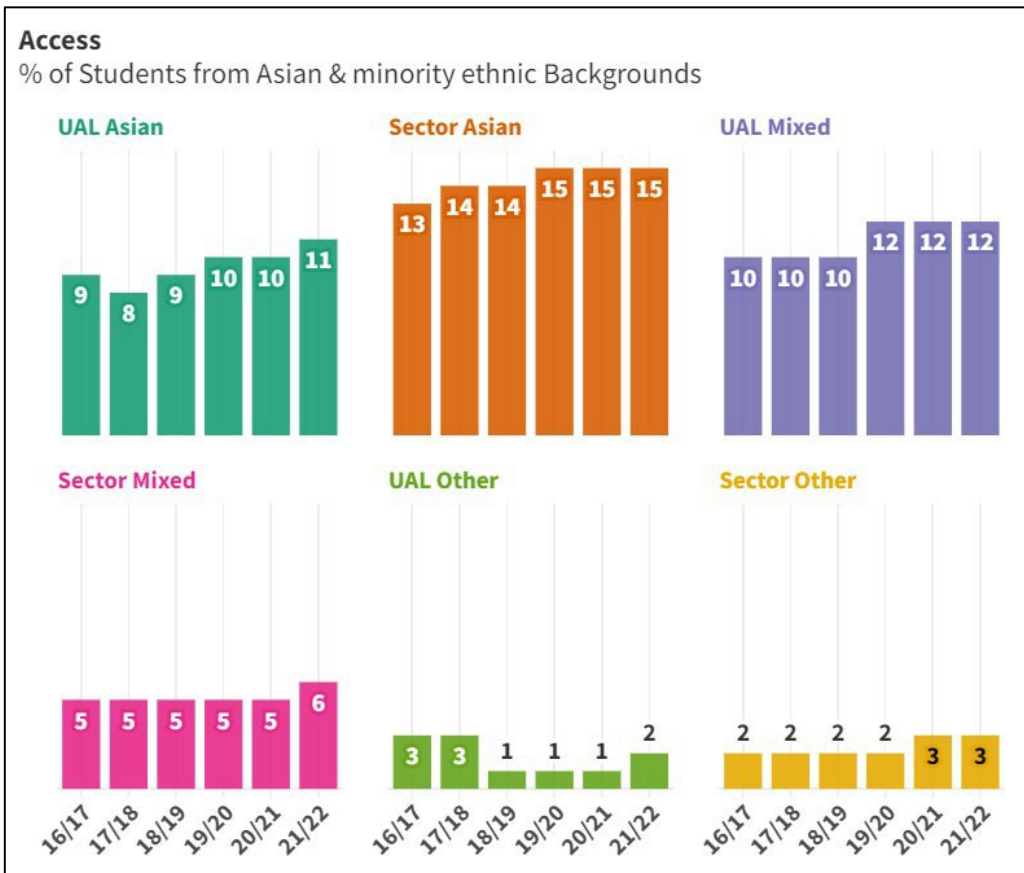


Risk 4 and Objective 4:

Access – Black, Asian and minority ethnic students

Target: Increase the proportion of intake of students from Black, Asian and minority ethnic backgrounds from 32.5% in 21/22 to 34.5% by the end of this APP.

This chart shows the proportion of full-time, first-degree entrants by ethnicity for UAL in comparison to the English HE sector. It shows large differences between UAL and the sector within the different groups.

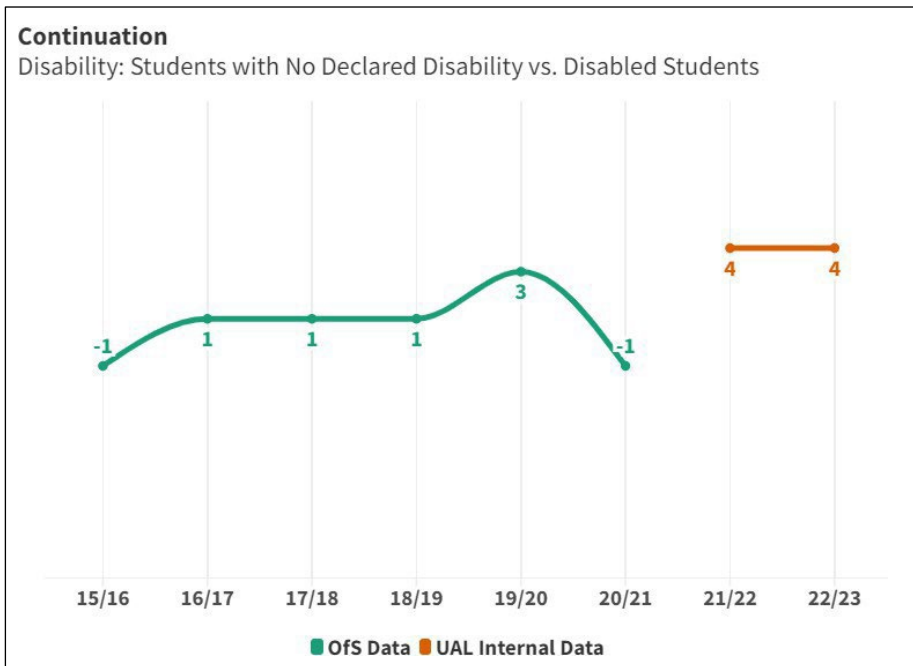


**Risk 5 and Objective 5:
Continuation – Disabled students**

Target: Monitor and ensure the continuation gap between disabled students and students with no declared disability is no greater than 2 percentage points within the timescale of this APP. We will have a specific focus on mental health.

The chart below shows the continuation gap for full-time, first-degree entrants when comparing students with no declared disability against disabled students. Where the number is above zero, the gap is in favour of those students with no declared disability i.e. they have higher continuation.

Our latest internal data shows a worsening gap between the two groups, in comparison to the older official OfS data.

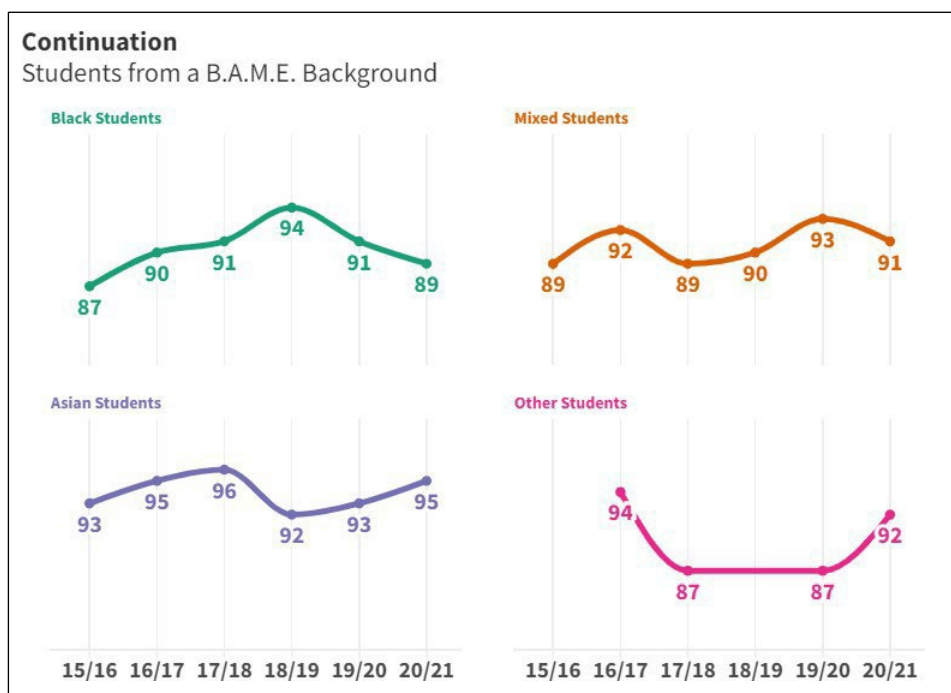


Our internal data also shows a worsening gap between students with mental health conditions and students with multiple disabilities.

Risk 6 and Objective 6:
Continuation – Students from B.A.M.E. backgrounds

Target: Monitor and ensure the continuation rate for the individual groups of Black, Asian, Mixed and Other students remains at a minimum of 90% with a focus on improving retention for these groups of students within the timespan of this APP.

The chart below shows the UAL continuation rates for full-time, first-degree entrants. It shows the varying levels of continuation across the groups, including the decline in continuation rates for Black entrants.

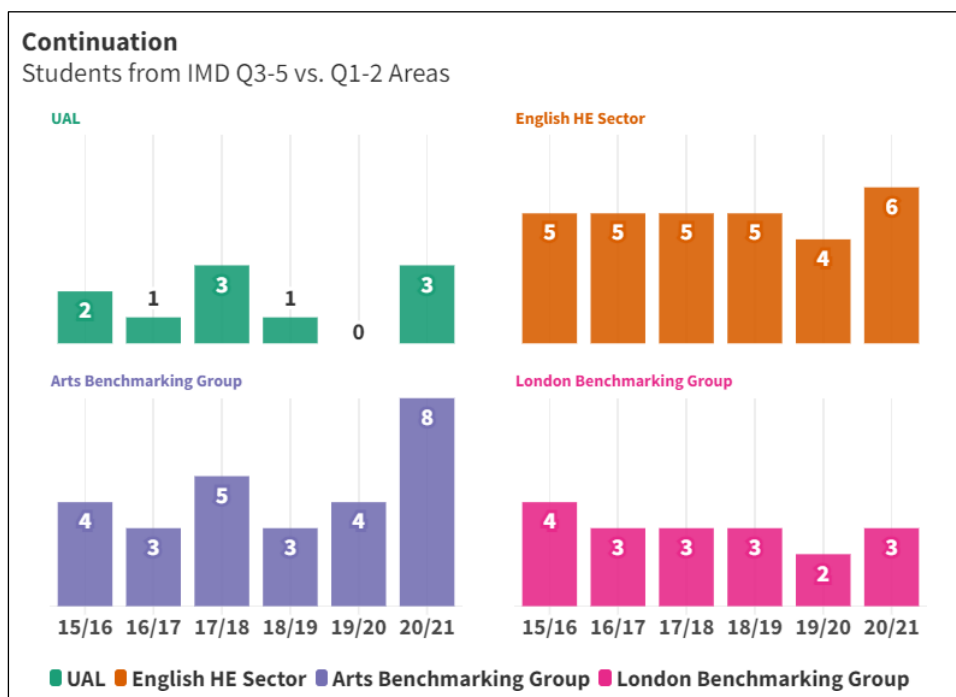


Risk 7 and Objective 7:
Continuation – Students from IMD Q1-2 areas

Target: Reduce the continuation gap between students from IMD Q1-2 and Q3-5 areas from 3% in 20/21 to 2% by the end of this APP.

The chart below shows the continuation gap for full-time, first-degree entrants when comparing students in IMD Q3-5 areas against students in IMD Q1-2 areas. When the number is above zero, the gap is in favour of those from IMD Q3-5 i.e. they have higher continuation.

The data looks at the position of UAL in comparison to the English HE sector, and our Arts and London benchmarking groups. The UAL gaps are generally lower than all of these groups however recent data has shown the gap has increased between these two groups.



Risk 8 and Objective 8:
Attainment – Students from B.A.M.E. backgrounds

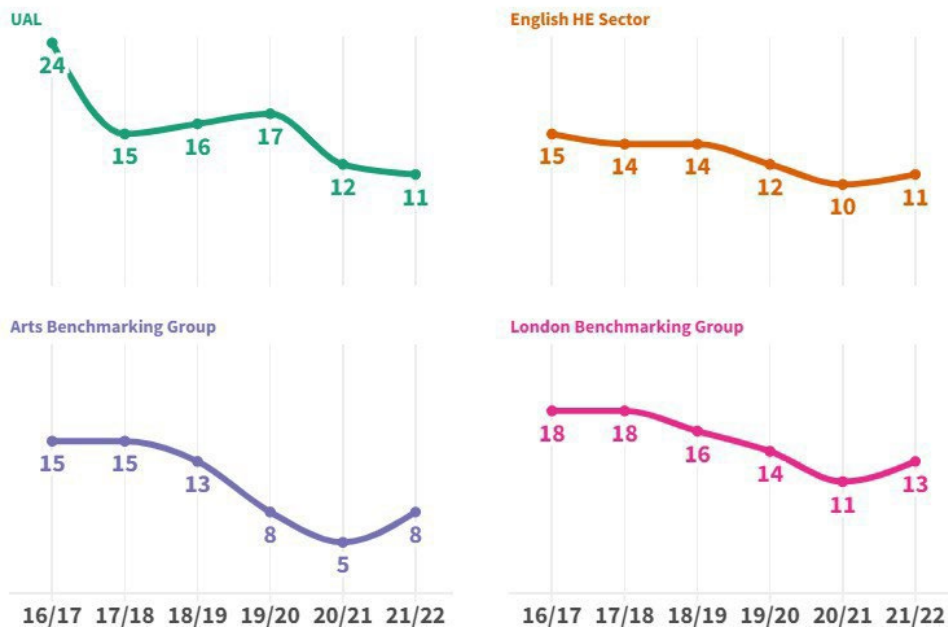
Target: Reduce the awarding gap between White students and students from B.A.M.E. backgrounds from 11% in 21/22 to 8% by the end of this APP period.

The chart below shows the attainment gap for full-time, first-degree entrants when comparing White students with students from B.A.M.E. groups. Where the number is above zero, the gap is in favour of White students i.e. they have higher attainment.

The data looks at the position of UAL in comparison to the English HE sector, and our Arts and London benchmarking groups. UAL’s gap is broadly in line with the English HE sector and London benchmarking group but behind the Arts benchmarking group. It does however demonstrate that progress has been made.

Attainment

White Students vs. Students from B.A.M.E. Backgrounds

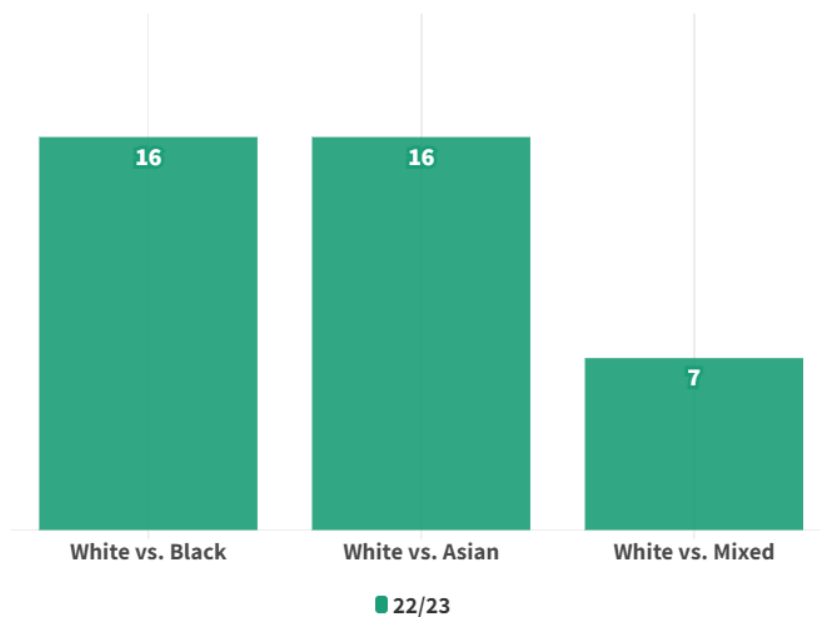


The below charts show internal UAL data for full-time, first-degree entrants for 2022/23 only. This shows the gaps between White students and Black, Asian and Mixed students. Where the number is above zero, the gap is in favour of White students i.e. they have higher attainment.

Whilst the internal data is not directly comparable to the OfS data it indicates large gaps between White students and students from B.A.M.E. backgrounds.

Attainment

White Students vs. Students from B.A.M.E. Backgrounds



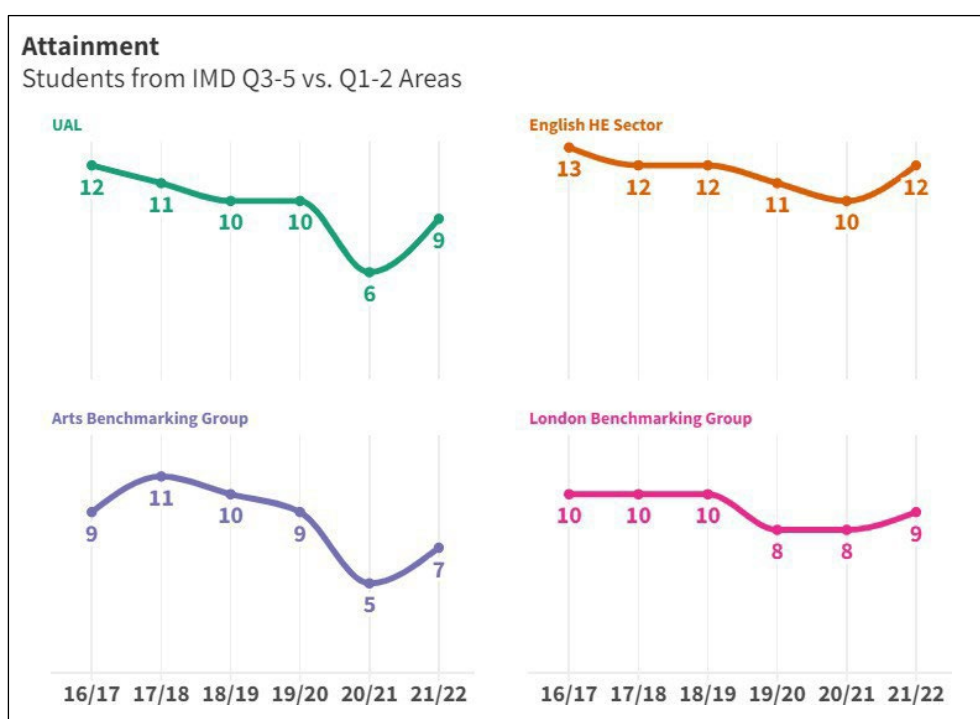
Risk 9 and Objective 9:

Attainment – Students from IMD Q1-2 areas

Target: Reduce the awarding gap between students from IMD Q1-2 and IMD Q3-5 areas from 9% in 21/22 to 5% by the end of this APP period.

The below charts show the attainment gap for full-time, first-degree entrants when comparing students from IMD Q3-5 areas with students from IMD Q1-2 areas. Where the number is above zero, the gap is in favour of students from IMD Q 3-5 areas i.e. they have higher attainment.

The data looks at the position of UAL in comparison to the English HE sector, and our Arts and London benchmarking groups. UAL's gap is similar to the other groups.



Risk 10 and Objective 10:

Differentials in Graduate Outcomes

Support students from APP target groups with networks, access to industry and employability skills. Interrogate Graduate Outcomes as a data set and explore alternative research and measures to support entry into the creative industries. Work with the creative industries to increase diversity in the sector.

V: Aims and Objectives table:

The table below outlines UAL's objectives, the related risks (institutional and within the EORR) and related evidence. Further detail on our evidence base and rationale can be found in Annex B.

Table 4: aims and objectives

Objectives and lifecycle stage	Related risks	Evidence
<p>Access</p> <p>Increase the proportion of intake from Black students from 7.5% in 21/22 to 10% by 29/30, and 9.5% by the end of this APP.</p> <p>Increase the proportion of intake of students from Black, Asian and minority ethnic backgrounds from 32.5% in 21/22 to 34.5% by the end of this APP.</p>	<p>EORR: 2,3,4</p> <p>Institutional: 2: negative perception of arts and creative education and careers</p>	<p>People from ethnic minorities experience greater barriers to participating in the arts.¹⁷</p> <p>Students from minority ethnic backgrounds are more likely to seek to minimise HE costs, including studying at an institution near to where they live.¹⁸</p> <p>Arts education in schools lacks diversity, potentially leading to barriers and negative perceptions of creative HE. Just 2.3% of named stand-alone artists referenced in GCSE Art exam papers are from Black or South Asian backgrounds.¹⁹</p> <p>The creative industries are characterised by a lack of ethnic and socioeconomic diversity.²⁰ This may subsequently impact on perceptions of creative HE and careers.</p>
<p>Access</p> <p>Increase the proportion of intake of students from IMD Q1-2 areas from 33% in 21/22 to 40% by 30/31, and 38% by the end of this APP.</p> <p>Commitment to</p>	<p>EORR: 2,3,4,5,9,10</p> <p>Institutional: 1: High costs associated with studying in higher education and</p>	<p>UAL students face particularly high costs when it comes to completing their course as they have to fund materials.²¹</p> <p>Lower socio-economic status groups face greater barriers to participate in the arts.²²</p> <p>Lower socio-economic group and first-generation entrants are more likely to seek to minimise HE costs,</p>

¹⁷ Mak, H W., Coulter, R., and Fancourt, D. (2020) Patterns of social inequality in arts and cultural participation: findings from a nationally representative sample of adults living in the United Kingdom of Great Britain and Northern Ireland. *Public Health Panorama*, 6 (1), 55 - 68. World Health Organization. Regional Office for Europe. <https://iris.who.int/handle/10665/331566>. License: CC BY-NC-SA 3.0 IGO

¹⁸ Callender, C. and Melis, G. (2022). The Privilege of Choice: How Prospective College Students' Financial Concerns Influence Their Choice of Higher Education Institution and Subject of Study in England. *The Journal of Higher Education*, 93(3), pp.1–25. doi:<https://doi.org/10.1080/00221546.2021.1996169>.

¹⁹ Anwari, H., Begum, S., Hood, S., Wylie, M. (2024) *Visualise: Race and inclusion in secondary school art education*. Runnymede Trust & Freelands Foundation. Available at: <https://www.runnymedetrust.org/visualise>

²⁰ APPG on Creative Diversity (2023) *Making the Creative Majority*. Available at: <https://www.kcl.ac.uk/cultural/resources/reports/making-the-creative-majority-2023/making-the-creative-majority-full-report-2023.pdf>

²¹ Arts SU (2018) *Cost of Study*. Available at: <https://www.arts-su.com/campaigns/policy/cost-of-study-research/>

²² Mak, H W., Coulter, R., and Fancourt, D. (2020) Patterns of social inequality in arts and cultural participation: findings from a nationally representative sample of adults living in the United Kingdom of Great Britain and Northern Ireland. *Public Health Panorama*, 6 (1), 55 - 68. World Health Organization. Regional Office for Europe. <https://iris.who.int/handle/10665/331566>. License: CC BY-NC-SA 3.0 IGO

<p>explore Free School Meal datasets.</p>	<p>living in London</p> <p>2: Barriers to accessing arts at school and negative perceptions of arts, creative education and careers</p>	<p>including studying at an institution near to their parent(s)' home.²³</p> <p>There is differential access to resources and IAG to inform decision making about HE.²⁴</p> <p>The creative industries are characterised by a lack of ethnic and socioeconomic diversity.²⁵</p>
<p>On-course</p> <p>Monitor and ensure the continuation gap between disabled students and students with no declared disability is no greater than 2 percentage points, within the timespan of this APP. We will have a specific focus on mental health.</p>	<p>EORR: 6,7,8,10,11</p> <p>Institutional:</p> <p>1: High costs associated with studying in higher education and living in London</p> <p>3: Aspects of the curriculum, pedagogy and assessment that are exclusive, alienating or disadvantage students from APP target groups</p>	<p>UAL students face particularly high costs when it comes to completing their course as they have to fund materials.²⁶</p> <p>Many disabled students are not fully able to access teaching and learning and face heavy bureaucratic and financial burdens.²⁷</p> <p>Disabled people face higher costs on equipment and essentials.²⁸</p> <p>Half of students say the rising cost of living is impacting their mental health.²⁹</p> <p>Disabled students have a lower sense of belonging at university.³⁰</p>

²³ Callender, C. and Melis, G. (2022). The Privilege of Choice: How Prospective College Students' Financial Concerns Influence Their Choice of Higher Education Institution and Subject of Study in England. *The Journal of Higher Education*, 93(3), pp.1–25. doi:<https://doi.org/10.1080/00221546.2021.1996169>.

²⁴ Holt-White, E., Montacute, R. and Tibbs, L. (2022) Paving the Way. *Sutton Trust*. Available at: <https://www.suttontrust.com/our-research/paving-the-way/>

²⁵ APPG for Creative Diversity (2023) Making the Creative Majority. Available at: <https://www.kcl.ac.uk/cultural/resources/reports/making-the-creative-majority-2023/making-the-creative-majority-full-report-2023.pdf>

²⁶ Arts SU (2018) Cost of Study. Available at: <https://www.arts-su.com/campaigns/policy/cost-of-study-research/>

²⁷ Policy Connect (2020) Arriving At Thriving: Learning from disabled students to ensure access for all. Available at: <https://www.policyconnect.org.uk/research/arriving-thriving-learning-disabled-students-ensure-access-all>

²⁸ Veruete-McKay, L., Scheulke, L., Davy, C., and Moss, C., (2023). The disability price tag: technical report 2023. Scope. Available at: <https://www.scope.org.uk/campaigns/extra-costs/disability-price-tag-2023>

²⁹ Frampton, N (2022) How the cost-of-living crisis is affecting students' money and mental health. Available at: <https://www.moneyandmentalhealth.org/cost-of-living-students/>

³⁰ Jackson, A (2022) What have we learnt about student belonging and inclusion? HEPI. Available at: <https://www.hepi.ac.uk/2022/05/23/student-belonging-and-inclusion/>

	<p>5: Isolation, weak sense of belonging or alienation from students, staff, disciplines and courses</p> <p>6: Stress and poor mental health</p>	
<p>On-course</p> <p>Monitor and ensure the continuation rates for the individual groups of Black, Asian, Mixed and Other students remains at a minimum of 90% with a focus on improving retention for these groups of students within the timespan of this APP.</p>	<p>EORR: 6,7,8</p> <p>3: Aspects of the curriculum, pedagogy and assessment that are exclusive, alienating or disadvantage students from APP target groups</p> <p>5: Isolation, weak sense of belonging or alienation from students, staff, disciplines and courses</p> <p>6: Stress and poor mental health</p>	<p>Crits can risk putting off minority ethnic students from continuing their studies.³¹</p> <p>Low levels of diversity and representation have serious implications for the sense of belonging of students from B.A.M.E. groups.³²</p> <p>Structural racism is present throughout HE.³³</p> <p>Decolonisation is both a vital and a beneficial next step for universities.³⁴</p> <p>The ethnicity degree awarding gap at universities means that White students are more likely to be awarded top grades in their degrees than students from B.A.M.E. backgrounds.³⁵</p>

³¹ Arts SU (2024) Crits and Inclusive Learning at UAL. Available at <https://www.arts-su.com/news/article/6013/Crits-and-Inclusive-Learning-at-UAL/>

³² Universities UK (2019) Black Asian and Minority Ethnic student attainment at UK universities: closing the gap. Available at: <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf>

³³ AdvanceHE (2021) Understanding Structural Racism in UK Higher Education: an introduction. Available at: https://warwick.ac.uk/services/sg/si/diversity/advance_he_-_understanding_racism_report.pdf

³⁴ Liyanage, M. (2020) Miseducation: decolonising curricula, culture and pedagogy in UK universities. HEPI number Debate Paper 23. <https://www.hepi.ac.uk/2020/07/23/miseducation-decolonising-curricula-culture-and-pedagogy-in-uk-universities/>

³⁵ Universities UK (2020) Closing the gap: three years on. Available at: <https://www.universitiesuk.ac.uk/what-we-do/policy-and-research/publications/features/closing-gap-three-years/introduction>

<p>On-course</p> <p>Reduce the continuation gap between students from IMD Q1-2 and Q3-5 areas from 3% in 20/21 to 2% by the end of this APP.</p>	<p>EORR: 6,7,8,10,11</p> <p>Institutional:</p> <p>1: High costs associated with studying in higher education and living in London</p> <p>3: Aspects of the curriculum, pedagogy and assessment that are exclusive, alienating or disadvantage students from APP target groups</p> <p>5: Isolation, weak sense of belonging or alienation from students, staff, disciplines and courses</p> <p>6: Stress and poor mental health</p>	<p>The majority of UAL students say if they were able to spend less time in paid work and more time on university work, they would achieve higher grades.³⁶</p> <p>UAL students face particularly high costs when it comes to completing their course as they have to fund materials.³⁷</p> <p>Students choose to be commuter students for a range of reasons, but often to save money; commuting however is expensive³⁸ and tiring and stressful – students often do not anticipate this.³⁹</p> <p>Students from less advantaged backgrounds are more likely to report skipping meals and moving home with family as a result of the cost of living. Many students are having to work to cover rising costs – nearly half of undergraduates have missed a lecture to do paid work.⁴⁰</p> <p>Low-income students may assume university doesn't accommodate people like them and that they don't belong because they can't afford to fully participate.⁴¹</p>
<p>On-course</p>	<p>EORR: 6, 7, 8</p>	<p>There are high levels of complexity and variation in writing required at UAL compared to universities outside</p>

³⁶ Arts SU (2022) Cost of living report. Available at: https://www.arts-su.com/pageassets/campaigns/policy/col/CoL_Report_A4_FINAL_14FEB-1.pdf

³⁷ Arts SU (2018) Cost of Study. Available at: <https://www.arts-su.com/campaigns/policy/cost-of-study-research/>

³⁸ Arts SU (2024) Commuting report. Available at: https://www.arts-su.com/pageassets/campaigns/policy/commutingreport/CoT_Pages_9APR.pdf

³⁹ Thomas, L., and Jones, R. (2017) Student engagement in the context of commuter students. Available at: <https://www.lizthomasassociates.co.uk/projects/2018/Commuter%20student%20engagement.pdf>

⁴⁰ Sutton Trust (2023) Cost of living and university students. Available at: <https://www.suttontrust.com/our-research/cost-of-living-and-university-students-2023/>

⁴¹ Boulton, C. (2022) A review of the literature on sense of belonging and community in higher education. *Newcastle University*. Available at: <https://www.ncl.ac.uk/mediav8/ltds/images/app-images-amp-files/A%20Review%20of%20the%20Literature%20on%20Sense%20of%20Belonging%20and%20Community%20in%20Higher%20Education.pdf>

<p>Reduce the awarding gap between White students and students from B.A.M.E. backgrounds from 11% in 21/22 to 8% by the end of this APP.</p>	<p>Institutional: 3: Aspects of the curriculum, pedagogy and assessment that are exclusive, alienating or disadvantage students from APP target groups</p> <p>4: Weak academic skills and/or challenges or anxiety about writing skills in particular</p> <p>5: Isolation, weak sense of belonging or alienation from students, staff, disciplines and courses</p> <p>6: Stress and poor mental health</p>	<p>of the sector.⁴² Many factors influence success in writing skills at UAL, including gaps in opportunities for students to develop academic skills, quality of feedback and prior educational experience.</p> <p>Low levels of diversity and representation have serious implications for BAME student's' sense of belonging.⁴³</p> <p>The culture of an institution is identified as an important factor in the attainment of students from B.A.M.E. groups. This includes an awareness of the issues affecting students from different ethnic backgrounds. Inclusive curriculum content, design and delivery is an important factor in attainment of students from B.A.M.E. backgrounds.⁴⁴</p> <p>Preparedness for HE and access to information, advice and guidance is a key factor in the awarding gap.⁴⁵</p>
<p>On-course</p> <p>Reduce the awarding gap between students from IMD Q1-2 and Q3-5 areas</p>	<p>EORR: 6,7,8,9,10,11</p> <p>Institutional: 1: High costs associated with studying</p>	<p>The majority of UAL students say if they were able to spend less time in paid work and more time on university work, they would achieve higher grades.⁴⁶</p> <p>UAL students face particularly high costs when it comes to completing their course as they have to fund materials.⁴⁷</p>

⁴² Lumley, A., and Lloyd, C. (2018) Writing and attainment in creative arts curricula: establishing and interpreting a new evidence base. Spark: UAL Creative Teaching and Learning Journal Vol 3. Issue 2. University of the Arts London.

⁴³ Universities UK (2019) Black Asian and Minority Ethnic student attainment at UK universities: closing the gap. Available at: <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/bame-student-attainment.pdf>

⁴⁴ Ibid

⁴⁵ Ibid

⁴⁶ Arts SU (2022) Cost of living report. Available at: https://www.arts-su.com/pageassets/campaigns/policy/col/CoL_Report_A4_FINAL_14FEB-1.pdf

⁴⁷ Ibid

<p>from 9% in 21/22 to 5% by the end of this APP.</p>	<p>in higher education and living in London</p> <p>3: Aspects of the curriculum, pedagogy and assessment that are exclusive, alienating or disadvantage students from APP target groups</p> <p>4: Weak academic skills and/or challenges or anxiety about writing skills in particular</p> <p>5: Isolation, weak sense of belonging or alienation from students, staff, disciplines and courses</p> <p>6: Stress and poor mental health</p>	<p>There are high levels of complexity and variation in writing required at UAL compared to universities outside of the sector.⁴⁸ Many factors influence success in writing skills at UAL, including gaps in opportunities for students to develop academic skills, quality of feedback and prior educational experience.</p> <p>Students from less advantaged backgrounds are more likely to report skipping meals and moving home with family as a result of the cost of living. Many students are having to work to cover rising costs – nearly half of undergraduates have missed a lecture to do paid work.⁴⁹</p> <p>Lower income young people were more likely to be adversely affected in their lockdown experiences, in their experiences of exam cancellations, when returning to school, in their mental health and wellbeing, and in their future plans.⁵⁰</p>
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VI: London and Arts benchmark institutes

Below is a list of the London and Arts institutions we have benchmarked against in this document.

⁴⁸ Lumley, A., and Lloyd, C. (2018) Writing and attainment in creative arts curricula: establishing and interpreting a new evidence base. Spark: UAL Creative Teaching and Learning Journal Vol 3. Issue 2. University of the Arts London.

⁴⁹ Sutton Trust (2023) Cost of living and university students. Available at: <https://www.suttontrust.com/our-research/cost-of-living-and-university-students-2023/>

⁵⁰ Anders, J., Macmillan, L., Sturgis, P. and Wyness, G. (2021). 'Inequalities in young peoples' educational experiences and wellbeing during the Covid-19 pandemic' CEPEO Working Paper No. 21-08. *Centre for Education Policy and Equalising Opportunities, UCL.*

Brunel University London	London
City, University of London	London
Kingston University	London
London Metropolitan University	London
London South Bank University	London
Middlesex University	London
The University of West London	London
The University of Westminster	London
University of East London	London
University of Greenwich	London

Arts University Bournemouth, the	Arts
Courtauld Institute of Art	Arts
Falmouth University	Arts
Goldsmiths' College	Arts
Leeds Arts University	Arts
Norwich University of the Arts	Arts
Ravensbourne University London	Arts
University for the Creative Arts	Arts

Annex B: Evidence base and rationale for intervention strategies

1. Structure: Governance, co-ordination, evaluation and student voice

Following analysis of OfS and institutional data relating to the access and success of UAL students with specific characteristics, and consideration of the EORR to better understand why these gaps exist, we began a mapping of our student experience interventions⁵¹ and a review of our enabling environment⁵² (see also Thomas⁵³). The process of review indicated the lack of a co-ordination of the work across the University, resulting in fragmentation, duplication and gaps in provision, and a lack of consistency in the student experience. UAL

⁵¹ Thomas, L. (2024) *Student experience intervention mapping tool (version 1)*. WPA support programme. CRESJ, University of York.

⁵² Thomas, L. (2024) *Higher Education Provider Enabling Environment Review tool (version 3)*. WPA support programme. CRESJ, University of York.

⁵³ Thomas, L. (2024) *A whole provider approach to widening access and student success in higher education*. Available at: <https://www.york.ac.uk/education/research/cresj/news/2024/widening-access/>

recognises that this undermines our commitment to a whole provider approach to widening access and student success.

This finding is reinforced by other institutional evidence. For example, an audit of UAL's education enhancement activities identified 143 activities, 73 of which were centrally located (and operating across the University) and the other operating locally in the colleges (LCF 28, CCW 16, LCC 13, CSM 13). The report concluded there is 'a large amount of thoughtful and effective work'. However, this expertise is not always translating to a unified and easily applied set of student-facing interventions that are embedded across curricula. Overall, taking a more joined-up approach is most likely to lead to measurable impact.⁵⁴

Recommendations from this report inform our APP, for example the re-development of governance of APP work to provide cross-institutional accountability to avoid duplication, mechanisms for sharing, learning and mainstreaming college-led work and embedding evaluation into the design of interventions. In the same year a review of the work to address the awarding gaps⁵⁵ recommended stronger institutional leadership and co-ordination of the work, and greater use of data, evaluation and evidence to roll out effective approaches across UAL. Completion of the APP self-evaluation tool (reported above in the evaluation section), identified a range of evaluation priorities, which are reflected in this intervention strategy.

Intervention strategy 1 related activities: 1A, 1B, 1C

2. Access to higher education

Our access interventions are informed by internal and external evidence about effective outreach practice. Our strategy promotes equity at the point of access and focuses on inclusive practices that include the students in the development of pedagogic approaches.

Targeting schools and colleges

Within UAL we work in partnership with schools and colleges with high numbers of students from IMD Q1-2 areas and/or from Black, Asian and minority ethnic backgrounds. Evidence indicates that targeted schools and college outreach work in partnership with university is an effective strategy.⁵⁶ There is also evidence to indicate that by targeting schools and colleges with high proportions of students from IMD Q1-2 areas, we will also be targeting underrepresented ethnic groups.⁵⁷

Intervention strategy 2 related activities: 2A, 2B, 2C, 2E

Sustained outreach, information, advice and guidance

⁵⁴ Wood, M. and Graham, R. (2023) *University of the Arts London, Education Enhancement Audit*. Shift Learning, Shift Insight

⁵⁵ Thomas, L., Singh, G. and Willams, R. (2023) External Review of work at the University of the Arts London to eliminate degree awarding gaps. *University of the Arts London*.

⁵⁶ Office for Students (2022) *Schools and School Partnerships*, Office for Students. Available at: <https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/schools-and-school-partnerships/>; Universities UK (2021): *Working In Partnership: Enabling Social Mobility In Higher Education* Available at: <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/working-in-partnership-final.pdf>

⁵⁷ GOV.UK (2020) *People living in deprived neighbourhoods: Ethnicity facts and figures*. Available at: <https://www.ethnicity-facts-figures.service.gov.uk/uk-population-by-ethnicity/demographics/people-living-in-deprived-neighbourhoods/latest/>

UAL builds on existing evidence in relation to the effectiveness of sustained activity over a period of time⁵⁸, creating better opportunities to give more consistent advice, information and guidance (AIG). A sustained approach also helps to build student confidence through interactions with current UAL students who work as ‘Outreach Ambassadors’ on our programmes, many of whom have come through UAL’s Insights programme. Internally, UAL has evidence to suggest that prospective students value interacting with our Outreach Ambassadors whilst on UAL’s Insights programme. Externally, evidence suggests that role model approaches such as this are highly effective.⁵⁹

Intervention strategy 2 related activities: 2A, 2B, 2C

Inclusive pedagogy

As part of the curriculum design of UAL’s outreach programme, Insights, the approach delves into theoretical perspectives, not just of art, design and media work, but eras, cultures and interdisciplinary concepts. Following the approach of Ghani and Read (2024),⁶⁰ who draw on the work of Yosso,⁶¹ the Insights programme recognises the multi-faceted cultural capital that students bring with them to the learning environment.

Intervention strategy 2 related activities: 2A, 2B

Raising creative attainment

UAL recognises the opportunity to help raise attainment through two approaches. The first is through direct support of students on its Insights programmes to enhance students’ creative skills and knowledge that add value to their school and college level studies. The second approach is through our continual professional development (CPD) for teachers in our schools and college networks. Although UAL is specifically interested in raising creative attainment, there is evidence to indicate that engagement with students through sustained outreach activity can impact on overall attainment.⁶² Furthermore, supporting creative teachers through CPD partnership activity with universities is recognised as effective.⁶³

Intervention strategy 2 related activities: 2A, 2B, 2C, 2E, 2F

⁵⁸ Felton, E., Vichie, K. and Moore, E. (2015) ‘Widening participation creatively: Creative arts education for social inclusion’, *Higher Education Research & Development*, 35(3), pp. 447–460.

doi:10.1080/07294360.2015.1107881;

Barkat, S. (2019) ‘Evaluating the impact of the academic enrichment programme on widening access to Selective Universities: Application of the Theory of Change Framework’, *British Educational Research Journal*, 45(6), pp. 1160–1185. doi:10.1002/berj.3556.

⁵⁹ Sanders, M. et al. (2018) ‘Role models, mentoring and university applications - evidence from a crossover randomised controlled trial in the United Kingdom’, *Widening Participation and Lifelong Learning*, 20(4), pp. 57–80. doi:10.5456/nvpll.20a.57;

Sanders, M. et al. (2020) Can role models help encourage young people to apply to (selective) universities? evidence from a large scale English field experiment [Preprint]. doi:10.21203/rs.3.rs-106957/v1.

⁶⁰ Ghani, A. M., and Read, T. (2024). From equality to equity: A case study of Creative Shift’s ‘the leader within Women+ of Colour Leadership Programme’. *Industry and Higher Education*, 38(1), pp. 87–91. <https://doi.org/10.1177/09504222231224086>

⁶¹ Yosso TJ (2005) Whose culture has capital? *Race, Ethnicity and Education* 8(1): 69–91

⁶² Mannion, J. and Mercer, N. (2016) ‘Learning to learn: Improving attainment, closing the gap at Key Stage 3’, *The Curriculum Journal*, 27(2), pp. 246–271. doi:10.1080/09585176.2015.1137778;

Anthony, A (2019) ‘What works’ and ‘what makes sense’ in Widening Participation: an investigation into the potential of university-led outreach to raise attainment in schools. Doctor of Philosophy (PhD) thesis, University of Kent., (KAR id:77266)

⁶³ Office for Students (2022) Schools and School Partnerships, Office for Students. Available at:

<https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/schools-and-school-partnerships/>;
Universities UK (2021): Working In Partnership: Enabling Social Mobility In Higher Education Available at: <https://www.universitiesuk.ac.uk/sites/default/files/field/downloads/2021-07/working-in-partnership-final.pdf>

Improving Admissions Process

UCAS have said that ‘...some students face additional challenges during their education which may impact their results’.⁶⁴ To counter this issue, UAL has developed a university-wide contextual admissions process to flag students from low IMD or POLAR areas, students who are care experienced and students on UAL’s outreach programme. The aim is to create parity in our offer making for flagged and non-flagged students in our admissions process. In terms of the use of contextual admissions, evidence indicates that there are no ‘...significantly higher dropout rates, lower degree completion rates, or lower degree class results...’ when other leading universities engage with this process.⁶⁵

Intervention strategy 2 related activities: 2D

Improving access through financial support

Research indicates that financial support does have an impact on HE participation, pre-entry.⁶⁶ UAL has adopted a ‘multi-intervention’ approach for financial support for eligible students (e.g. travel bursary for eligible students, a UAL means tested bursary and an on-course bursary created through philanthropic support).

Intervention strategy 2 related activities: 2I

3. On-course

Our intervention strategy to promote on-course equity focuses on embedding inclusive teaching and learning practices to support pedagogic change. This is approached through three interconnected lenses (decolonisation, belonging and equity in assessment). We are also committed to taking a targeted action approach to directly support our APP target groups and we are committed to increase our student funding in response to the cost-of-living crisis.

Decolonising teaching and learning

Decolonisation can change the student learning experience at university, so that diverse students can feel seen and represented in the curriculum, and all students can have a dynamic learning experience. This can give students agency and choice in what they study, and how they study it.⁶⁷

Intervention strategy 3 related activities: 3E

Belonging and compassionate pedagogy

A sense of belonging has become increasingly important for universities to support retention, success, engagement, and wellbeing. We draw on Prof. Terrell Strayhorn’s research to

⁶⁴ UCAS (2024). Contextual admissions. Available at: <https://www.ucas.com/undergraduate/applying-university/individual-needs/contextual-admissions>

⁶⁵ Boliver, V., Crawford, C., Powell, M., Charge, W., (2017) Admissions in Context: The used of contextual information by leading universities, *The Sutton Trust*.

⁶⁶ TASO (2024). Financial support (pre-entry), Available at: <https://taso.org.uk/intervention/financial-support-pre-entry>

⁶⁷ Arts SU and UAL, Teaching, Learning and Employability Exchange. (2020) Perspectives on Higher Education Zine 2 Decolonialising the arts Curriculum zine. Available at:

https://decolonisingtheartscurriculum.myblog.arts.ac.uk/files/2023/04/DTAC-Zine-Zine02_Transcript.pdf ;

Liyanage, M. (2020) Miseducation: decolonising curricula, culture and pedagogy in UK universities. HEPI number Debate Paper 23. <https://www.hepi.ac.uk/2020/07/23/miseducation-decolonising-curricula-culture-and-pedagogy-in-uk-universities/>

define the phenomenon of belonging as students' feelings of being valued, respected, supported, included and that they matter so that they feel part of the University learning community.⁶⁸ We work alongside academic colleagues to co-produce teaching and learning strategies to ensure that students feel valued, respected, supported and included and that they matter.

Intervention strategy 3 related activities: 3A, 3B, 3D, 3E, 3F

Assessment for social justice

Assessment is a powerful driver to create cultures of belonging within learning and teaching. Our approach supports course teams to devise an assessment environment that addresses attainment by focusing on equitable assessment for learning, with the aim of eliminating awarding differentials. This draws on research which emphasises the importance of the student journey through the course when designing assessment, with an aim of supporting students in developing sustainable feedback literacy.⁶⁹

Intervention strategy 3 related activities: 3E

Targeted Approach

Research suggests that a universal approach where support is embedded within the curriculum does not always reach all students and can exacerbate existing gaps as students do not always access the support on offer. With this in mind UAL supports a targeted approach. This work has been evidenced by the Positive Action Measures Task and Finish Group, which included key people across the University. The group was convened to help UAL meet our public service equality duty regarding reducing inequity for disadvantaged students with protected characteristics, specifically around ethnicity.⁷⁰

Intervention strategy 3 related activities: 3F

Cost of Study

Evidence suggests there is a link between attainment and cost of study. At UAL we acknowledge that the cost of living (exacerbated by the cost of living in London) can act as a

⁶⁸ Bunting, L. & Hill, V. (2021). Relational Reflections: How do we nurture belonging in creative Higher Education? *Innovative Practice in Higher Education*. GLAD-HE Special Edition, pp.139-165. Available at: <https://journals.staffs.ac.uk/index.php/ipihe/article/view/20>;

Clay, S. & Tabak, P. (2020) 'Commonplace, A student survival guide to support transitions and belonging at university of the arts London' in Dennis, C., Abbott, S., Matheson, R and Tangney, S (eds) *Flexibility and pedagogy in higher education*. Leiden: Brill, pp. 145-161;

Liyanage, M. (2020) *Miseducation: decolonising curricula, culture and pedagogy in UK universities*. HEPI number Debate Paper 23. <https://www.hepi.ac.uk/2020/07/23/miseducation-decolonising-curricula-culture-and-pedagogy-in-uk-universities/>

⁶⁹ Currant, N., Bunting, L., Hill, V. and Salines, E. (2024). Rethinking assessment? Research into the affective impact of higher education grading. *Compass: Journal of Learning and Teaching*, 17(1), pp.82-100. Available at: <https://journals.gre.ac.uk/index.php/compass/article/view/1496>

⁷⁰ Stevenson, J., O'Mahony, J., Khan, O., Ghaffar, F., & Stiell, B. (2019). *Understanding and overcoming the challenges of targeting students from under-represented and disadvantaged ethnic backgrounds*. London: Office for Students;

Shackleton, E., and Peel, J. (2023). Enhancing attainment and belonging at the London College of Fashion: a proactive, personalised approach to address limitations of the academic support provision. *Journal of Learning Development in Higher Education*, (29);

Ghani, A. M., and Read, T. (2024). From equality to equity: A case study of Creative Shift's 'the leader within Women+ of Colour Leadership Programme'. *Industry and Higher Education*, 38(1), pp. 87-91. <https://doi.org/10.1177/09504222231224086>

barrier to completion and attainment. As a result, we have increased student funding to support students from low-income backgrounds.⁷¹

Intervention strategy 3 related activities: 3I, 3J

4. Progression

According to our Graduate Outcomes data, there are no consistent significant gaps in progression by student characteristic. However, other evidence indicates a lack of diversity and inequity (in relation to socioeconomic status and ethnicity in particular) in the creative industries.

As a large specialist creative institution, we believe have a responsibility to take a leading role in addressing inequities in access to the creative industries.

Shaping the creative industries:

Substantial evidence, including the recent report *Making the Creative Majority*, (in which UAL was a research partner) highlights the struggles of diverse students accessing creative HE and entering creative occupations after their degrees.⁷²

It is therefore important that we continue to deliver interventions around progression, and work with the creative industries and government to shape the sector and ensure our graduates can progress into good careers in the creative industries.

We recognise that the emphasis should be on changing industry practice rather than students accepting unethical working practices. By working closely with industry partners, partnership working intends to support ethical changes in the industry, which brings benefits to the wider creative economy. The programme works closely with industry partners who feed into the project brief, but there is also a wider benefit to their involvement as it provides a reflective space to consider their own recruitment, retention, and EDI practices.

⁷¹ Arts SU (2022) Cost of living report. Available at: https://www.arts-su.com/pageassets/campaigns/policy/col/CoL_Report_A4_FINAL_14FEB-1.pdf;

Arts SU (2023) Private Renters Report. Available at: https://www.arts-su.com/asset/News/6013/PRR_FINAL_A4Report_10NOV-1.pdf;

Arts SU (2024) Commuting report. Available at: https://www.arts-su.com/pageassets/campaigns/policy/commutingreport/CoT_Pages_9APR.pdf

⁷² APPG for Creative Diversity (2023) *Making the Creative Majority*. Available at: <https://www.kcl.ac.uk/cultural/resources/reports/making-the-creative-majority-2023/making-the-creative-majority-full-report-2023.pdf>

Higher education providers are largely silent about the ‘external dimensions’ of employability, i.e. the role of employers, with much emphasis on preparing students for graduate employment roles.⁷³ Employers however perceive graduate employability as a shared responsibility between students, HEIs and employers, but with the burden falling on students.⁷⁴

Intervention strategy 4 related activities: 4E

Targeted Intervention

We recognise that there is a need for targeted interventions to complement our employability offer for all students. This recognises some people need different or greater resources and treatment more broadly than others and equal opportunities policies do little to disrupt the prevailing status quo. Positive action in the context of higher education “refers to steps that HEIs and colleges can take to encourage people from different groups in order to overcome historic disadvantage, or low participation education, training and welfare”.⁷⁵

Intervention strategy 4 related activities: 4B, 4C, 4F

Intervention and evaluation learning table

This section sets out the internal and external evidence base used to inform and design the intervention strategies and actions. We begin by summarising from key APP interventions 2020/21-2023/24 which have informed the development of some of the intervention strategy activities (table 5), and Arts SU research (table 6).

Table 5: Summary of learning from some APP interventions 2020/21-2023/24

Intervention	Evaluation learning
Insights outreach programme	Monitoring data shows large numbers of students reached; student feedback is positive.
Contextual admissions	Staff feedback has informed the development of the process, and it has been rolled out across the University. The data on contextual admissions is positive – contributing to an increase in the number of students admitted from IMD Q1-2 areas. The evaluation has identified at which stage in the admissions cycle intervention is needed for different courses and colleges.
Financial support	Students report positive benefits of financial support provided by the University and evidence of a correlation with improved continuation rates.

⁷³ Cheng, M., Adekola, O., Albia, J., and Cai, S. (2022). Employability in higher education: a review of key stakeholders’ perspectives. *Higher Education Evaluation and Development*, 16(1), 16-31.

⁷⁴ Sin, C. and Neave, G. (2016), “Employability deconstructed: perceptions of Bologna stakeholders”, *Studies in Higher Education*, Vol. 41 No. 8, pp. 1447-1462.

⁷⁵ Pathak P (2021) Why It’s Time to Retire Equality, Diversity, and Inclusion. London: WONKHE Online.

Academic Enhancement (AE)	Positive feedback from individuals and course teams on the experience of AE sessions, but participation is voluntary and often involves committed colleagues. The evidence of the impact of AE on awarding gaps has been inconclusive, and staff are not always able to put the learning from the sessions into practice. We have therefore built on this learning to build this into the annual course review process.
Academic Support (AS)	AS has demonstrated improvements in attainment to those who have not participated, including for APP target groups. The challenge is who uses AS; this has been partially addressed by the proactive approach to AS piloted in one college.
Creative Shift	Retention and attainment data highlights a positive impact on reducing gaps for marginalised students who engage in Creative Shift activity. Retention rates for students participating on Creative Shift activities is 4% higher than the overall rate at UAL in 2021/22. Attainment rates for Creative Shift students was 10% higher than the overall rate at UAL for 2021/22.

Table 6: Overview of Arts SU research in the last APP period

Arts SU Research	Key findings
<u>Arts SU Cost of Living research (2022)</u>	<p>The top five areas in which students have reduced spending on are clothes (80%), socialising (77%), luxury items (74%), travel (72%) and cinema (65%).</p> <p>Over a third have cut back on healthcare (37%), almost half (48%) have cut back on food, while over half (54%) have cut back on commuting.</p> <p>Nearly half (48%) of respondents have cut back on galleries and exhibitions, while 40% of respondents have cut back on educational visits and trips. 38% of respondents have cut back on materials required for their course, and 35% have cut back on equipment required for their course.</p>
<u>Arts SU Crits and Inclusive Learning report (2022)</u>	<p>Many students at UAL perceive the experience of participating in a crit as metaphorically akin to going before ‘a firing squad’,⁷⁶ which is extremely emotional, and fear filled. This results in a poor learning environment. This can be contrasted with a creative learning environment ‘where the individual feels psychologically and physically comfortable, in an atmosphere of trust, security and openness’.⁷⁷</p>

⁷⁶ Day, Peter (2013) The Art Group Crit. How do you make a Firing Squad Less Scary?

⁷⁷ Danvers, J. (2003) Towards a Radical Pedagogy: Provisional Notes on Learning and Teaching in Art and Design.

	<p>Some UAL students from minority ethnic backgrounds highlighted how critics specifically had negative implications for them, due to factors such as:</p> <ul style="list-style-type: none"> - ignorant comments made by those providing feedback - the exploitation of the student's perceived 'exoticness' by those providing feedback (for example, trying to tell the student that their artwork was tied to their background, even if the student had explicitly said it was not) - the unwillingness of more privileged students (particularly wealthy, White, cis-gendered, heterosexual men) to engage with the lived experience of marginalised groups, and how systems of power have excluded those groups.
<p><u>Arts SU Private Renters report (2023)</u></p>	<p>Cost of renting as student in the private rented market:</p> <ul style="list-style-type: none"> - 42% of respondents stated that "almost all" of their monthly income goes towards meeting their housing costs. Only 4% of respondents state that up to a quarter of their monthly income is spent on housing costs. - 45% of respondents individually contribute in the range of £600 to £900 to monthly rent or mortgage payments. - 30% of respondents individually contribute in the range between £900 to over £1400 per month. <p>These are significant amounts of money when mindful that bills are for most students a supplementary cost in addition to these figures.</p> <p>When broken down by accommodation type, on average respondents are paying the highest rents in private halls of residence, with the median amount of rent respondents are paying being between £800 to £900 per month. Respondents are paying the least rent in social housing and property guardianships, with the median rent being between £500 to £600 per month. Lodging in a private room tends to be slightly cheaper on average (median rent of £600 to £700 per month) than renting from a landlord or property agency (median rent of £700 to £800).</p> <p>Impact of accommodation costs on student wellbeing and study:</p> <ul style="list-style-type: none"> - Negatively affecting their mental health, such as depression, stress and anxiety (52% of respondents). - Negatively affecting their ability to study, for example, affecting their concentration levels or needing to work from bed (48% of respondents). - Negatively affecting their budgeting, such as needing to choose between energy costs and other spending, or accumulating debt (44% of respondents).

<p><u>Arts SU</u> <u>Commuting Report</u> <u>(2024)</u></p>	<p>The average cost of commuting per week for all respondents is between £21 and £30. However, for commuter students, the average cost is between £71 and £100 per week. Commuting costs have a negative impact on commuter students:</p> <ul style="list-style-type: none"> - 78.05% of commuter respondents reported missing out on socialising with friends due to the cost of travel (+11.06% compared to average). - 65.85% missing out on taking part in sports clubs and societies (+22.17%), and 45.53% missing out on attending class (+11.01%).
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Glossary of terms

Access

Access refers to students' entry to university.

Access and Participation Plan (APP)

Access and Participation Plans (APPs) set out how universities will support under-represented groups of students getting into and through the University and address any gaps in their access or degree outcomes for under-represented students.

Aim, objectives and targets

Aims are a provider's high-level aspirations. These may be general or more specific (where, for example, the provider has a particular remit for an underrepresented group, such as mature students or children from military families). Objectives explain how these aims will be achieved and should be time bound. There may be a number of objectives that are related to

meeting one strategic aim. Targets show what progress the provider expects to make towards meeting its objectives over the duration of the plan.

Arts SU

UAL's Students' Union.

Anti-racism strategy

This sets clear objectives and expectations for UAL to tackle racial inequality at UAL. Together with staff and students the anti-racism action plan outlines 10 key objectives. Including clear actions, responsibilities for delivery, timeframes, success criteria and expected outcomes.

Awarding gaps

Awarding gaps refer to the identified gaps in degree outcomes for underrepresented groups when compared with their peers.

'BAME'

The acronym 'BAME' refers to Black, Asian and minority ethnic groups. In March 2021, the Commission on Race and Ethnic Disparities recommended that the government stop using the term 'BAME'. UAL has adopted new language guidelines for referring to people from Black, Asian and minority ethnic groups in line with the recommendations of a report by the Sir Lenny Henry Centre for Media Diversity at Birmingham City University.⁷⁸ Following the guidance in this report, UAL will use the full term 'Black, Asian and minority ethnic' before using any shortened version, and will then use 'B.A.M.E.' to acknowledge the constituent groups (rather than 'BAME'). UAL acknowledges that this language is contested and different terminology is used in different contexts and places.

Belonging

There is no agreed definition in literature, but we consider it as students' feelings of being valued, respected, supported, included, and that they matter by teachers and peers, so that they feel part of the University learning community. When it is present, motivation to learn and resilience to tackle challenges are higher. When it is lacking, students report greater anxiety and boredom, alongside feelings of being alienated and disenfranchised. Hindering their personal growth and creative thinking.

CCW

Camberwell College of Arts, Chelsea College of Arts and Wimbledon College of Arts (UAL colleges).

Contextual admissions

Contextual admissions refer to providers using information and data to assess an applicant's prior attainment and potential and making them an offer in the context of their individual circumstances.

Continuation

Continuation refers to students who continue their studies approximately one year after they have started their studies.

⁷⁸ Birmingham City University (2021) BAME: A report on the use of the term and responses to it. Available at: <https://bcuassets.blob.core.windows.net/docs/csu2021325-lhc-report-bbchighres231121-1-132828299798280213.pdf>

Compassionate pedagogy

Compassionate pedagogy encourages educators to foster belonging by creating conditions that acknowledge structural oppression and reduce their impact on our students. The philosophical definitions of compassionate pedagogy combine diverse historical and cultural perspectives that offer a lens to reflect on how we learn, teach and build social relations. We take Paul Gilbert's (2005) definition of compassion as the 'noticing of distress and/or disadvantage to self or others, and a commitment to take action to reduce it'.

Completion

Completion refers to the proportion of students tracked through later stages of their studies to see whether they have qualified or remain studying.,

CSM

Central Saint Martins (UAL college)

Declared Disability

Either a student has declared a disability via UCAS or to the University via the disability support service either pre-entry or while on course.

Decolonising the curriculum

Decolonising the curriculum interrogates the ongoing impact of legacies of colonisation and imperialism on knowledge production. A decolonial approach concerns itself with deconstructing existing hierarchies, in favour of drawing on multiple knowledge systems/ways of knowing in order to integrate a range of perspectives, with a particular focus on amplifying the voices currently underrepresented in the curriculum.

Employability

Employability in the context of progression of graduates refers to the skills and competencies that a student gains as they progress throughout their higher education programme to ultimately enhance their chances of finding meaningful and sustained employment.

Degree Outcomes

Degree outcomes refer to the academic outcome that a student achieves at higher education. This can also be referred to as attainment.

Equality of opportunity

In the context of higher education, 'equality of opportunity' means that individuals are not hampered in accessing and succeeding in higher education as a result of their background or circumstances they cannot fairly influence.

Equality of Opportunity Risk Register (EORR)

This is the OfS [risk register](#) that sets out the greatest sector-wide risks to equality of opportunity in English higher education.

Free school meals (FSM) eligibility

Whether or not a student has been eligible to receive free school meals in the six years prior to the March census date in their final year of key stage four (year 11). This eligibility criteria can be used as an indication of students' disadvantage.

Graduate Outcomes

Graduate outcomes refer to the destinations of students 15 months after graduating, as captured by the Graduate Outcomes Survey. The Office for Students has set minimum expectations for the proportion of students on higher education courses who go on to further study or find a professional job.

LCC

London College of Communication (UAL college)

LCF

London College of Fashion (UAL college)

Mature learners

Mature students are typically defined as those aged 21 or over when they enter higher education.

Mental health conditions

This refers to mental health conditions reported by the student to their university or college that has a substantial and long-term impact on that student's ability to carry out day-to-day activities.

Index of Multiple Deprivation (IMD)

The Index of Multiple Deprivation (IMD) is a tool which can be used to identify the levels of socio-economic deprivation across different neighbourhoods. IMD Q1-2 are the most deprived quintiles.

Outreach

Activity by higher education providers that supports people from underrepresented groups to access higher education.

Progression

Activity to support students to progress from higher education into highly skilled employment or further study.

Retention

The proportion of first year students who enrol in year 2 the year immediately following their first year 1.

Success

Part of the whole student lifecycle which focuses on addressing the barriers that prevent underrepresented students from continuing and succeeding in higher education.

Target

An objective set by a higher education provider in its Access and Participation Plan, which it will track over a five-year period.

TASO (The Centre for Transforming Access and Student Outcomes in Higher Education)

The Centre for Transforming Access and Student Outcomes in Higher Education (TASO) is an independent organisation and affiliate What Works Centre that undertakes and uses research and evaluation to determine what works in eliminating risks to equality of opportunity in higher education.

Whole-provider approach

A holistic approach that sees the adoption of the whole student lifecycle approach, is embedded at all levels of a provider, engages all areas of the provider's work and senior management, and includes the breadth and diversity of the student population.

Table 7: Evaluation dissemination table

Evaluation dissemination table							
ID	Activity	APP target group beneficiaries	Short-term benefits	Medium-term outcomes	Longer-term impact	Methods	Dissemination
Structure and Governance							
1A	APP Governance	All	<p>Increased staff awareness of APP targets, delivery, evaluation and reporting mechanisms.</p> <p>Increased engagement of staff and students.</p> <p>More transparent processes for governance, monitoring, evaluation, learning and investment.</p>	<p>More staff and students know about and contribute to APP.</p> <p>Improved oversight of the delivery and evaluation of APP interventions.</p> <p>Evidence-informed decision-making about continuing, rolling out or ceasing activities.</p>	<p>Whole provider approach to delivery governance, evaluation and impact of APP.</p> <p>More effective delivery of APP work, resulting in increased access and closing of gaps for APP target groups.</p>	<p>Qualitative feedback from key stakeholders.</p> <p>Review of actions and decisions from meetings.</p> <p>Type 1 data.</p>	<p>Internal dissemination to improve APP governance and impact.</p> <p>This will take place throughout the year through the APP Steering Group, and at the Annual APP Evaluation Review day in July.</p>
1B	Co-ordination, Research, Evaluation and Student-voice	All	Co-ordination of APP implementation and evaluation across UAL.	Evidence-informed decision-making across all APP work.	Implementation of evidence-informed and effective practice	Qualitative feedback from key stakeholders	Internal dissemination to improve APP governance, evaluation,

			<p>Shared evaluation indicators and methods across activities.</p> <p>Students involved in the evaluation process.</p>	<p>Student voice informs the design, delivery and evaluation of APP interventions.</p>	<p>across UAL and built into BAU.</p> <p>Improved delivery of APP, with increased access and closing of gaps for APP target groups.</p>	<p>Review of actions and decisions from meetings</p> <p>Type 1.</p>	<p>implementation and effectiveness. This will take place throughout the year through the APP Steering Group and APP sub-groups, and at the Annual APP Evaluation Review day in July.</p>
1C	Enhanced data analysis to inform APP work	All	<p>Robust and accurate data to inform APP decision making.</p> <p>Colleges and subject areas know about their performance in relation to APP targets.</p>	<p>Colleges and subject leads take responsibility for contributing to achieving APP targets.</p> <p>Implement evidence informed practices.</p>	<p>Implementation of evidence-informed and effective practice across UAL.</p> <p>Improved delivery of APP, with increased access and closing of gaps for APP target groups.</p>	<p>Bi-annual report from college and subject areas to APP Steering Board.</p> <p>Type 1.</p>	<p>Internal dissemination to improve APP governance, evaluation, implementation and effectiveness. This will take place throughout the year through the APP Steering Group and the APP sub-groups,</p>

							and at the Annual APP Evaluation Review day in July.
	Access (our interventions generally target students from IMD Q1-2 areas (or schools and colleges with larger proportions of these students). Our internal evidence shows that this targeting also reaches Black students, and so these interventions contribute to all of our access objectives (2,3,4).						
2A	Insights post-16 widening access programme	Students from IMD Q1-2 areas Black students	Increased student confidence, knowledge and understanding of making an application to UAL.	Increased rate of applications, offers and accepts from London-based students from target groups.	More students from IMD Q1-2 areas access UAL. More Black students access UAL	Pre- and post-intervention survey data. Qualitative feedback from schools. Institutional data Comparisons with previous years and with schools not targeted. Type 2 data	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website in September each year. External dissemination to Art and Design Institutions and

							London institutions via professional networks (presentations and briefings) from September 2026.
2B	Insights pre-16 widening access programme	Students from IMD Q1-2 areas	Increased awareness for key stage 2,3,4 students about creative higher education	More students from target groups from these schools progress to Insights post-16 widening access programme. Increased attainment at school by students participating in the Saturday Club.	More students from IMD Q1-2 areas and Black students apply to UAL or creative courses at other HEPs.	Pre- and post-intervention survey data. Qualitative feedback from schools. Institutional data Comparisons with previous years and with schools not targeted. Type 2 data.	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website. External dissemination via professional networks. from September 2027.

2C	Targeted information, advice and guidance for schools and colleges across the UK	Students from IMD Q1-2 areas	Increased number of schools, colleges, students and teachers have increased awareness about creative higher education	Increased rate of applications, offers and accepts from students from target groups from these schools.	More students from IMD Q1-2 access UAL. More Black students access UAL	Qualitative feedback from schools. Institutional data. Comparisons with previous years and with schools not targeted. Type 2 data.	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website from September 2026.
2D	Contextual admissions	Students from IMD Q1-2 areas	Increased awareness in colleges, subjects and courses about the number of applicants, offers and accepts from target groups.	Colleges, subjects and courses make more offers and acceptances to students from target groups.	More students from IMD Q1-2 access UAL. More Black students access UAL.	Qualitative feedback from UAL colleges. Institutional data. Comparisons with previous years and between colleges, subjects and courses.	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation

						Type 1 data.	Review day in July. External dissemination on UAL website and via professional networks from September 2027.
2E	Identifying regions and colleges with large number of students from IMD Q1-2 areas studying UAL Awarding body qualifications and providing additional information and support.	Students from IMD Q1-2 areas	Increased student awareness about UAL. Increased student confidence, knowledge and understanding of making an application to UAL.	Increased rate of applications from students from target groups with UAL Awarding body qualifications.	More students from IMD Q1-2 access UAL. More Black students access UAL	Qualitative feedback from colleges. Institutional data. Comparisons with previous years and with colleges not targeted. Type 1 data.	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website December 2024 and September 2026.

2F	Workshops and training for teachers	Students from IMD Q1-2 areas	<p>Increased engagement with teachers in targeted schools and colleges.</p> <p>More teachers aware of UAL. Teachers network with peers and UAL staff and students</p> <p>Teachers gain new skills.</p>	Teachers encourage and support students to make an application to creative higher education.	<p>More students from IMD Q1-2 access UAL.</p> <p>More Black students access UAL.</p>	<p>Qualitative feedback from colleges. Institutional data Comparisons with previous years and with colleges not targeted. Type 2 data</p>	<p>Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website from September 2027.</p>
2G	Access via Pre-degree programmes	IMDQ1-2	More students from IMDQ1-2 access pre-degree programme	More IMDQ1-2 students apply, receive offers and accept UAL	<p>More students from IMDQ1-2 access UAL.</p> <p>More Black students access UAL</p>	Institutional data. Type 1 data	<p>Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation</p>

							Review day in July. External dissemination on UAL website from September 2024.
2H	Tracking students from APP target groups into UAL	Students from IMD Q1-2 areas Black students	Increased understanding about the continuation, completion, attainment and progression of students entering UAL via Access interventions	Colleges, subjects and courses make changes to better support students entering via Access interventions	Improved outcomes for students entering via Access interventions	Institutional data Comparisons with previous years and between colleges. Qualitative feedback from colleges. Type 1 data	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Access and On-course sub-groups and at the Annual APP Evaluation Review day in July. External dissemination on UAL website from September 2027.
2I	Financial bursaries	Low-income students / Students from	Reduced financial barriers / increased confidence about ability to afford HE	Increased applications and acceptances	More students from IMD Q1-2 access UAL.	Survey data from students Institutional data	Internal dissemination to improve APP implementation

		IMD Q1-2 areas			More Black students access UAL	Comparisons with previous years. Type 2 data	and effectiveness throughout the year via the APP Access Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website from September 2026.
On-course activities							
3A	Student Transition and Retention (STAR) programme	Students from IMD Q1-2 areas Students from B.A.M.E. backgrounds Disabled students	Increased community and belonging New interventions to fill gaps	Increased engagement in wider student life	Improved continuation	Survey data from students Institutional data Comparisons with previous years. Type 1 data	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July.

							External dissemination on UAL website from September 2026.
3B	The Reassurance Campaign	Students from IMD Q1-2 areas Students from B.A.M.E. backgrounds Disabled students	Increased awareness of student services Increased confidence to access services	Increased use of student services by student from APP target groups Improved belonging Increased skills Feel supported	Improved continuation / closing of continuation gaps	Institutional data Comparisons with previous years. Type 2 data.	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website and via professional networks from September 2026.
3C	Disability disclosure and support	Disabled students	Increased disclosure More students have Individual Support	Improved on-course experience Improved continuation	Closing of continuation and awarding gaps	Qualitative feedback from disabled students	Internal dissemination to improve APP implementation

			Agreement in place earlier.	Improved attainment		Institutional data Comparisons with previous years. Type 2 data	and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website and via professional networks from September 2027.
3D	Course Review: Targeted course level change	Students from B.A.M.E. backgrounds	Course teams develop understanding about awarding gaps, and how changes to teaching, learning and assessment can make have an impact.	Course teams make changes to learning, teaching and assessment Increased academic engagement Improved in-year continuation and attainment	Close awarding gaps	Feedback from course teams Unit review feedback Annual course review Institutional data Comparisons with previous years and other courses not part of the	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation

						targeted initiative Type 2 data	Review day in July. External dissemination on UAL website and via professional networks from September 2026.
3E	Climate, Racial and Social Justice Framework	Students from IMD Q1-2 areas Students from B.A.M.E. backgrounds Disabled students	Identify strengths and gaps with respect to an inclusive curriculum, pedagogy and assessment Increased student engagement and belonging	Course teams make changes to curriculum, pedagogy and assessment to create more inclusive pedagogy. Increased student engagement Improved in-year continuation and attainment.	Closing continuation and awarding gaps	Feedback from student Changemakers and from course teams Unit feedback Annual course review feedback Institutional data Comparisons with previous years and other courses not undertaking the audit Type 2 data	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website and via professional networks by students, from

							September 2026.
3F	Creative Shift	<p>Students from IMD Q1-2 areas</p> <p>Students from B.A.M.E. backgrounds</p> <p>Disabled students</p>	<p>Increased networking</p> <p>Increased sense of belonging</p>	<p>Increased collaboration</p> <p>Increased take up of professional opportunities</p> <p>Increased sense of belonging</p>	<p>Improved continuation, completion, attainment and progression</p> <p>Closing of continuation, awarding and progression gaps</p>	<p>Qualitative feedback from students</p> <p>Student survey</p> <p>Institutional data</p> <p>Comparisons students not participating in the initiative</p> <p>Type 2 data</p>	<p>Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July.</p> <p>External dissemination on UAL website and via professional networks by students as well as staff annually.</p>
3G	Review and revise time out policy	<p>Students from IMD Q1-2 areas</p> <p>Students from B.A.M.E. backgrounds</p>	<p>Understand students' experience of the Time out policy</p> <p>Make recommendations for change</p>	<p>Improvements to the policy and practice</p> <p>Students feel cared for and listened to</p>	<p>Increased rate of return to study and completion of degrees</p> <p>Closing of completion gaps</p>	<p>Student feedback</p> <p>Institutional data</p> <p>Comparisons with previous years</p>	<p>Internal dissemination to improve APP implementation and effectiveness throughout the</p>

		Disabled students		<p>Increased number of students choose time out rather than withdrawal.</p> <p>Increased number of students return to their studies after Time Out.</p>		Type 1 data Pilot	<p>year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July.</p> <p>External dissemination on UAL website and via professional networks by students as well as staff from September 2027.</p>
3H	Monitoring reach and impact of Student Services	<p>Students from IMD Q1-2 areas</p> <p>Students from B.A.M.E. backgrounds</p> <p>Disabled students</p>	Understand whether student services are being used by APP students and whether they are benefitting from them	<p>Make changes to services or add new targeted or bespoke interventions</p> <p>Increased/ equivalent take up and benefit of student services by APP target groups</p> <p>More effective investment in student services to</p>	Improved continuation, completion, attainment and progression Closing of continuation, awarding and progression gaps	<p>Institutional and service data</p> <p>Qualitative research</p> <p>Comparison between groups.</p> <p>Type 2</p>	<p>Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July.</p>

				achieve APP targets.			
3I	Financial support: bursaries and hardship fund	Family income below £25k All	Increased academic engagement Increased engagement in wider service Increased belonging Improved wellbeing	Increased continuation and attainment	Reducing continuation, completion, awarding and progression gaps	Survey and qualitative research with financial support recipients Institutional data Comparison with students who have not received financial support Type 2	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website annually.
3J	Reducing on-course costs	Students from IMD Q1-2 areas	Identify unites with high awarding gaps and high costs. Implement changes to reduce costs of studying. Students spend more time studying	Increase in student grades Reduction in student stress Raise awareness of the benefits of cost-free units	Reducing continuation and awarding gaps	Qualitative feedback from students Unit review Handbook review (intervention 3F)	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-

			<p>and less time in employment</p> <p>Students are able to demonstrate academic ability independently from the need to buy materials or equipment</p> <p>Identify effective practices</p>	<p>Share practices of how to reduce on-course costs</p> <p>More courses reduce on course costs/offer cost-free units</p> <p>Improved course experience</p> <p>Improved continuation, completion and attainment</p>		<p>Institutional data Comparison between units and courses that don't offer zero costs</p> <p>Type 2</p>	<p>group and at the Annual APP Evaluation Review day in July.</p> <p>External dissemination on UAL website from September 2026.</p>
3K	Free membership for student union activities	Students from IMD Q1-2 areas	<p>Increased engagement in SU activities</p> <p>Increased understanding of take up and benefit of free membership</p>	<p>Increased belonging, continuation and attainment</p>	Reducing continuation and awarding gaps	<p>Qualitative feedback from students</p> <p>Arts SU data</p> <p>Type 1</p>	<p>Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP On-course Sub-group and at the Annual APP Evaluation Review day in July.</p> <p>External dissemination on UAL website</p>

							from September 2026.
Progression							
4A	Embedding Employability	Students from IMD Q1-2 areas Students from B.A.M.E. backgrounds Disabled students	Increased understanding about how embedded Employability initiatives reach and benefit APP target groups.	Make changes to offer or develop co-created targeted interventions. Students from APP groups benefit from interventions: more confidence; more professional contacts and more creative attributes	Maintain no progression gaps Higher proportion of students from target groups progressing into the creative industries	Qualitative feedback from students, academic staff and C&E staff Institutional data Type 1	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Progression Sub-group and at the Annual APP Evaluation Review day in July.
4B	Careers and Employability Targeted interventions	Students from IMD Q1-2 areas Students from B.A.M.E. backgrounds Disabled students	Increased understanding about how targeted Careers and Employability initiatives reach and benefit APP target groups.	Make changes to targeted interventions. Students from APP groups benefit from interventions: more confidence; more professional contacts and more creative attributes	Maintain no progression gaps Higher proportion of students from target groups progressing into the creative industries	Qualitative feedback from students, academic staff and C&E staff Institutional data Comparison with similar students not involved Type 2 Pilot	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Progression Sub-group and at the Annual APP Evaluation Review day in July.

4C	Creative Shift	<p>Students from IMD Q1-2 areas</p> <p>Students from B.A.M.E. backgrounds</p> <p>Disabled students</p>	<p>Increased networking</p> <p>Increased sense of belonging</p>	<p>Increased collaboration</p> <p>Increased take up of professional opportunities</p> <p>Increased sense of belonging</p> <p>Increased employability skills</p>	<p>Improved continuation, completion, attainment and progression</p> <p>Closing of continuation, awarding and progression gaps</p>	<p>Qualitative feedback from students</p> <p>Student survey</p> <p>Institutional data</p> <p>Comparisons students not participating in the initiative</p> <p>Type 2 data</p>	<p>Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Progression Sub-group and at the Annual APP Evaluation Review day in July..</p> <p>External dissemination on UAL website and via professional networks by students as well as staff, annually.</p>
4D	Graduate Showcase	<p>Students from IMD Q1-2 areas</p> <p>Students from B.A.M.E. backgrounds</p>	<p>Increased awareness of showcase.arts.ac.uk amongst students and employers.</p> <p>Increased number of curated</p>	<p>Increased awareness of students' creative work.</p> <p>More opportunities for engagement with employers.</p>	<p>Improved progression to creative sector.</p>	<p>Qualitative feedback from students</p> <p>Employer survey</p> <p>Institutional data</p>	<p>Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP</p>

		Disabled students	collections from students from APP target groups.			Comparisons students not participating in the initiative. Type 2 data	Progression Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website from September 2026.
4E	Working with creative industries to increase diversity	All	Increase knowledge about the barriers to diversity in the creative sector Develop understanding of effective outcomes and practices Engage employers in making changes to working practices.	More employers make changes to practice More students able to have opportunities within the creative sector to build up experience, network and portfolio.	Increased employment in the creative industries by graduates from APP target groups. Increasing diversity in the creative sector.	Qualitative and survey feedback from students and employers. Institutional and sector data. Type 1.	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Progression Sub-group and at the Annual APP Evaluation Review day in July. External dissemination on UAL website and dissemination via professional

							networks by students as well as staff from September 2027.
4F	Turing Scheme funding and Arts Abroad grant	Students from IMD Q1-2 areas Care-experience students Disabled students	Increased participation in global experiences. Increased confidence in academic ability Greater self-confidence Improved language skills, cultural knowledge, resilience and curiosity.	More engaged in university community Broadened understanding of their degree. Increased attainment.	Increased likelihood of securing a graduate job.	Qualitative feedback from students UCPU data on attainment. Type 1.	Internal dissemination to improve APP implementation and effectiveness throughout the year via the APP Progression Sub-group and at the Annual APP Evaluation Review day in July.

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of the Arts, London

Provider UKPRN: 10007162

Summary of 2025-26 entrant course fees

*course type not listed

Inflation statement:

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

Table 3b - Full-time course fee levels for 2025-26 entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	9250
Foundation degree	*	N/A	
Foundation year/Year 0	*	N/A	9250
HNC/HND	*	N/A	
CertHE/DipHE	*	N/A	9250
Postgraduate ITT	*	N/A	
Accelerated degree	*	N/A	
Sandwich year	*	N/A	
Turing Scheme and overseas study years	*	N/A	1385
Other	*	N/A	

Table 3b - Sub-contractual full-time course fee levels for 2025-26

Sub-contractual full-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	
Foundation degree	*	*	
Foundation year/Year 0	*	*	
HNC/HND	*	*	
CertHE/DipHE	*	*	
Postgraduate ITT	*	*	
Accelerated degree	*	*	
Sandwich year	*	*	
Turing Scheme and overseas study years	*	*	
Other	*	*	

Table 4b - Part-time course fee levels for 2025-26 entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	
Foundation degree	*	N/A	
Foundation year/Year 0	*	N/A	
HNC/HND	*	N/A	
CertHE/DipHE	*	N/A	
Postgraduate ITT	*	N/A	
Accelerated degree	*	N/A	
Sandwich year	*	N/A	
Turing Scheme and overseas study years	*	N/A	
Other	*	N/A	

Table 4b - Sub-contractual part-time course fee levels for 2025-26

Sub-contractual part-time course type:	Sub-contractual provider name and additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	*	
Foundation degree	*	*	
Foundation year/Year 0	*	*	
HNC/HND	*	*	
CertHE/DipHE	*	*	
Postgraduate ITT	*	*	
Accelerated degree	*	*	
Sandwich year	*	*	
Turing Scheme and overseas study years	*	*	
Other	*	*	

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of the Arts, London

Provider UKPRN: 10007162

Investment summary

A provider is expected to submit information about its forecasted investment to achieve the objectives of its access and participation plan in respect of the following areas: access, financial support and research and evaluation. Note that this does not necessarily represent the total amount spent by a provider in these areas. Table 6b provides a summary of the forecasted investment, across the four academic years covered by the plan, and Table 6d gives a more detailed breakdown.

Notes about the data:

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.

Yellow shading indicates data that was calculated rather than input directly by the provider.

In Table 6d (under 'Breakdown'):

"Total access investment funded from HFI" refers to income from charging fees above the basic fee limit.

"Total access investment from other funding (as specified)" refers to other funding, including OfS funding (but excluding Uni Connect), other public funding and funding from other sources such as philanthropic giving and private sector sources and/or partners.

Table 6b - Investment summary

Access and participation plan investment summary (£)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment (£)	NA				
Financial support (£)	NA				
Research and evaluation (£)	NA				

Table 6d - Investment estimates

Investment estimate (to the nearest £1,000)	Breakdown	2025-26	2026-27	2027-28	2028-29
Access activity investment	Pre-16 access activities (£)	£610,000	£690,000	£715,000	£715,000
Access activity investment	Post-16 access activities (£)	£2,010,000	£2,060,000	£2,090,000	£2,090,000
Access activity investment	Other access activities (£)	£113,000	£133,000	£143,000	£143,000
Access activity investment	Total access investment (£)	£2,733,000	£2,883,000	£2,948,000	£2,948,000
Access activity investment	Total access investment (as % of HFI)	9.5%	9.5%	9.5%	9.5%
Access activity investment	Total access investment funded from HFI (£)	£2,733,000	£2,883,000	£2,948,000	£2,948,000
Access activity investment	Total access investment from other funding (as specified) (£)	£0	£0	£0	£0
Financial support investment	Bursaries and scholarships (£)	£3,822,000	£3,822,000	£3,822,000	£3,822,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£1,000,000	£1,280,000	£1,360,000	£1,360,000
Financial support investment	Total financial support investment (£)	£4,822,000	£5,102,000	£5,182,000	£5,182,000
Financial support investment	Total financial support investment (as % of HFI)	16.7%	16.7%	16.7%	16.7%
Research and evaluation investment	Research and evaluation investment (£)	£280,000	£310,000	£310,000	£310,000
Research and evaluation investment	Research and evaluation investment (as % of HFI)	1.0%	1.0%	1.0%	1.0%

Fees, investments and targets

2025-26 to 2028-29

Provider name: University of the Arts, London

Provider UKPRN: 10007162

Targets

Table 5b: Access and/or raising attainment targets

Aim [500 characters maximum]	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Increase the proportion of intake of students from IMD Q1-2 areas from 33% in 21/22 to 40% by 30/31, and 38% by the end of this APP.	PTA_1	Access	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2		Full time, first degree entrants. Entrants with unknown IMD are excluded.	No	The access and participation dashboard	2021-22	Percentage	33	35	36	37	38
Increase the proportion of intake from Black students from 7.5% in 21/22 to 10% by 29/30, and 9.5% by the end of this APP.	PTA_2	Access	Ethnicity	Black		Full time, first degree entrants. Entrants with unknown Ethnicity are excluded.	No	The access and participation dashboard	2021-22	Percentage	7.5	8.0	8.5	9.0	9.5
Increase the proportion of intake of students from Black, Asian and minority ethnic backgrounds from 32.5% in 21/22 to 34.5% by the end of this APP.	PTA_3	Access	Ethnicity	Not specified (please give detail in description)		This covers Black, Asian and minority ethnic entrants. Full time, first degree entrants. Entrants with unknown Ethnicity are excluded. Baseline is rounded to nearest 0.5	No	The access and participation dashboard	2021-22	Percentage	32.5	33.0	33.5	34.0	34.5
	PTA_4														
	PTA_5														
	PTA_6														
	PTA_7														
	PTA_8														
	PTA_9														
	PTA_10														
	PTA_11														
	PTA_12														

Table 5d: Success targets

Aim (500 characters maximum)	Reference number	Lifecycle stage	Characteristic	Target group	Comparator group	Description and commentary [500 characters maximum]	Is this target collaborative?	Data source	Baseline year	Units	Baseline data	2025-26 milestone	2026-27 milestone	2027-28 milestone	2028-29 milestone
Monitor and ensure the continuation gap between disabled students and students with no declared disability is no greater than 2 percentage points within the timescale of this APP. We will have a focus on mental health interventions.	PTS_1	Continuation	Reported disability	Disability reported	No disability reported	Full time, first degree entrants. Entrants with unknown disability are excluded. Baseline data shows disability reported entrants have higher continuation than no disability reported entrants.	No	The access and participation dashboard	2020-21	Percentage points	1	2	2	2	2
Monitor and ensure the continuation rates for the individual groups of Black, Asian, Mixed and Other students remains at a minimum of 90% with a focus on improving retention for these groups of students within the timespan of this APP.	PTS_2	Continuation	Ethnicity	Not specified (please give detail in description)	N/A	Full time, first degree entrants. Entrants with unknown ethnicity are excluded. Baseline data is for B.A.M.E. entrants as a total, however figures vary for each individual group e.g. Black = 89.4%.	No	The access and participation dashboard	2020-21	Percentage	92	90	90	90	90
Reduce the continuation gap between students from IMD Q1-2 and Q3-5 areas from 3% in 2021 to 2% by the end of this APP.	PTS_3	Continuation	Deprivation (Index of Multiple Deprivations (IMD))	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	Full time, first degree entrants. Entrants with unknown IMD are excluded.	No	The access and participation dashboard	2020-21	Percentage points	3	2.5	2.5	2.0	2.0
Reduce the awarding gap between White students and students from B.A.M.E. backgrounds from 11% in 21/22 to 8% by the end of this APP.	PTS_4	Attainment	Ethnicity	Not specified (please give detail in description)	White	Full time, first degree qualifiers. Qualifiers with unknown ethnicity are excluded. Target group is B.A.M.E. entrants. We have gaps across all individual groups and will address the challenges across the groups but we recognise our gap is large for B.A.M.E. as a whole, so plan to tackle the overall group.	No	The access and participation dashboard	2021-22	Percentage points	11	11	10	9	8

