

Provider name: The Courtauld Institute of Art
University of London

Provider UKPRN: 10007761

2019-20 Access and Participation Plan

Assessment of Current Performance

Office for Students Registration: Annex A

The Courtauld Access and Participation Plan sets out our strategic priorities related to access, student success and progression. These have been considered in line with our current performance and also reflect the national strategic initiatives set out in the strategic guidance from Office for Students (OfS) on the development of the 2019/20 Access and Participation Plan.

The Courtauld Access and Participation Plan embodies our commitment:

“to recruiting the best possible students with the highest academic and intellectual potential, regardless of their ethnic, economic or social background, who will gain the most from studying at the Institute.” (The Courtauld Widening Participation Strategy).

Course Type, fees, student numbers and fee income

Course Type

The Courtauld is a single discipline institution and offers one full-time undergraduate course, the BA (Hons) History of Art. Up to 70 Home/EU students, plus 5 overseas students (whose fees are not included in the APP calculations) to a maximum of 75

students. A part-time version of this course is not offered and currently there are no plans to offer this.

Fees

We will apply annual increases in undergraduate fees in line with the amount set by Government each year. The Courtauld Institute of Art will be charging new Home/EU BA entrants in 2018-19 an annual tuition fee of £9,250.

Estimated number of full-time students at each fee level, including fees at the basic fee and below.

Table A below shows the estimated number of full-time Home/EU students (excluding Overseas students) entering the BA degree in 2018-19. It is likely that this projected number will not change significantly in 2019-20.

BA History of Art 2018 New Entrants	Target Number of Home/EU Students	Fee to be charged by The Courtauld	Basic Fee
FT students – BA Year 1	70	£9,250	£6,165
PT students	Not applicable		

Table B below shows the number of continuing students in BA Year 2 and BA Year 3 and also gives our fee income above the basic level. Our current progression rate over a 5-year period is 92%. However, this figure conceals the fact that the vast majority of students dropping out in one year (often due to health issues), return in the following or subsequent years to complete their studies. Our policy is to allow students sufficient time to seek treatment and recover from health issues to ensure that their initial study is not wasted and they can complete their degree course. It is very rare for a student to drop out completely from our undergraduate programme.

BA History of Art	Estimated Number of Home/EU Students	Fee to be charged by The Courtauld	Basic Fee
BA Year 2	66	£9,250	£6,165
BA Year 3	55	£9,000	£6,000

	Total fee income at maximum rate used by The Courtauld	£1,753,000	
	Total fee income at basic fee rate	£1,168,440	
	Fee income above basic rate	£584,560	

Our estimated fee income above the basic level for full-time and part-time courses.

In our 2017-18 Access Agreement we estimated that our fee income above the basic level would be £582,915 for our only BA degree programme. In 2018-19 we estimate that this figure will £584,560.

Ambition and strategy

The Courtauld Institute of Art is a single discipline institution and offers one full-time undergraduate course, the BA (Hons) History of Art to a maximum of 75 students per year including approximately 5 overseas students. Overseas students currently represent about 7% of our intake in Year 1 of the programme. We do not offer, and currently have no plans to offer, a part-time version of this course.

This Access and Participation Plan sets out our strategic priorities related to access, student success and progression. These have been considered in line with our current performance and also reflect the national strategic initiatives set out in the strategic guidance from Office for Students (OfS) on the development of the 2019/20 Access and Participation Plan.

The Courtauld Access and Participation Plan embodies our commitment:

“to recruiting the best possible students with the highest academic and intellectual potential, regardless of their ethnic, economic or social background, who will gain the most from studying at the Institute.” (The Courtauld Widening Participation Strategy).

As a public body The Courtauld is subject to specific duties as outlined in the Equality Act 2010, which requires public bodies to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people from different groups. The Act also extends the characteristics protected by law resulting in nine protected groups and so discrimination is now unlawful on the grounds of sex, sexual orientation, disability, pregnancy and maternity, gender reassignment, race, religion and belief, marriage and civil partnership, and age. Our Access and Participation Plan

links with the Equality Act to ensure that our Widening Participation activities are focused on the relevant target groups.

The Courtauld's objectives are to co-ordinate its access and student success strategy across the Institute. While we will continue to develop our activities as national policy emerges, our current approach is as follows:

- through outreach, to raise awareness of and access to the discipline of art history in the non-selective state school sector, especially amongst children from year 6 onwards who are from disadvantaged backgrounds
- to increase the number of students coming into higher education from groups currently underrepresented in the sector
- to review and evaluate our activities on a regular basis to ensure that our access and student success activities are relevant and effective.

In 2016-17 The Courtauld total expenditure in relation to student access, hardship, success and progression will be £222,605, of which OfS accountable funding is £158,378. This is well above the requirements set by the Office for Fair Access (OFFA) for the spend on student access, success and progression. Our total spend for Access and Participation Plan activities for 2019/20 will be £280,000. This is split as follows:

Access initiatives	£130,000
Student Success initiatives	£ 15,000
Progression Investment	£ 15,000
Financial Support	£120,000

A student lifecycle approach

The Courtauld is committed to supporting student success at each stage of the student life cycle from entry to graduation and beyond by offering students:

- An inclusive recruitment and selection policy and process
- A comprehensive induction programme that facilitates recruitment and retention
- An expanded study support programme for all years of the BA History of Art degree
- An academic support programme to support students in all aspects of their programme of study, and particularly those from WP backgrounds to ensure that they can fully benefit from their study at The Courtauld. Feedback from WP students demonstrates the importance of such support being inclusive and is therefore compulsory for all students thus helping them integrate socially within a small student community
- A robust personal tutoring system that offers students one to one academic advice
- A dedicated counselling service providing pastoral support and guidance to students with non-academic issues
- Careers provision that offers students the opportunity to develop networks and to participate in and gain The Courtauld Careers Certificate.

Closure of The Courtauld Gallery

Following a successful application to the Heritage Lottery Fund, The Courtauld Gallery will close temporarily for major refurbishment for approximately two years from September 2018. This will have an impact on our widening participation (WP) programme for schools which use the Gallery facilities. However, we intend to mitigate the Gallery closure by expanding our programme of outreach activities to schools both in London and other regions across the country including:

- Multi-session outreach workshops in target schools such as: *Art History in the Classroom; Drawing on Art History; Image and Identity; Art & Maths and Russian Art*
- *Art History for All* study days to schools and colleges in regional towns and cities
- *Insights into Art History* study days for young people out of school hours
- *Art History Summer University* and *Study Skills Sessions*

The Gallery refurbishment will not only improve facilities throughout, but will include a fully accessible, dedicated learning space. Following completion this will increase our capacity to offer workshops and study sessions to school groups on site and engage them directly with both the Gallery and the university.

Access, student success and progression measures

As a public body The Courtauld is subject to specific duties as outlined in the Equality Act 2010. This requires public bodies to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people from different groups. The Act also extends the characteristics protected by law resulting in nine protected groups and so discrimination is now unlawful on the grounds of sex, sexual orientation, disability, pregnancy and maternity, gender reassignment, race, religion and belief, marriage and civil partnership, and age. Higher Education Institutions are required to publish objectives and information explaining how they will meet this duty.

Previously we have adopted four of the widening participation Key Performance Indicators (KPIs) for undergraduate entrants produced by the Higher Education Statistics Agency. These are as follows:

- Percentage from state schools
- Percentage from NS-SEC Classes 4 – 7
- Percentage from low HE participation neighbourhoods
- Percentage in receipt of the Disabled Students Allowance.

We have highlighted in previous access agreements that, as a small, specialist single subject higher education provider, with a maximum intake of 75 undergraduate

students each year, our performance against the key performance indicators that we have selected is variable. External factors, such as, lack of provision to teach Art History in state schools and the overall reduction in the number of students studying arts subjects directly impact on us achieving our widening participation objectives. The small number of students (839, of which 92% are in independent schools in 2017) taking Art History at 'A' level demonstrate the scale of the challenge facing The Courtauld, firstly in raising the profile of the subject in state schools through its access activities, and secondly in recruiting students from state schools.

In view of this it is important that the institutional context is taken into account, particularly in any monitoring and evaluation exercises, where distortion of year on year percentage increases/decreases can occur due to our small student numbers. Small changes in absolute student numbers can lead to large percentage movements in figures from one year to the next. This can give a distorted picture and needs to be taken into account when reviewing our data.

Evidence based Policy

The Courtauld's Admissions and Widening Participation Committee reviews annually the new KPI figures when they are released, as well as the Institute's performance against the location-adjusted benchmark over the long term, taking a three-year rolling average while also receiving the complete set of figures back to 2004-05. We consider that the HESA indicators are a good match to the areas of concern for The Courtauld at the present time.

In addition to measuring our performance against the HESA KPIs in the last few years, The Courtauld has worked to develop internal mechanisms for producing accurate management information systems to help inform policy decisions.

Access, Student Success and Completion

Data given below gives the number of new undergraduate students entering The Courtauld over the past three years broken down by the following categories:

- POLAR score
- Socio-economic Status
- Ethnicity
- Age on entry
- Disability
- Care Leaver

The tables show the number of students commencing study in these categories over the past 3 years, commencing in 2015 and their completion rates for the first year.

1. POLAR score

Low HE Participation Area (POLAR Score)	Nos of new students commencing 2015 - 2017	Completed First Year	% Completion
1	7	7	100
2	17	16	94
3	24	21	88
4	41	37	90
5	75	72	96
No Data	28	27	96
TOTAL	192	180	94

2. Socio-economic Status

Socio-economic Status	Nos of new students commencing 2015 - 2017	Completed First Year	% Completion
Higher managerial & professional occupations	54	47	87
Lower managerial & professional occupations	41	38	93
Intermediate occupations	17	17	100
Small employers & own account workers	13	13	100
Lower supervisory & technical occupations	4	4	100
Semi-routine occupations	12	11	92
Routine occupations	5	5	100
Not classified	46	45	98
TOTAL	192	180	94

3. Ethnicity

Ethnicity	Nos of new students commencing 2015 - 2017	Completed First Year	% Completion
White	173	162	94
Black and minority ethnic	17	16	94
Prefer not to say	2	2	100
TOTAL	192	180	94

4. Age on entry

Age on Entry	Nos of new students commencing 2015 - 2017	Completed First Year	% Completion
21 and under	187	176	94
22 and over	5	4	80
TOTAL	192	180	94

5. Disability declaration

Disability declaration	Nos of new students commencing 2015 - 2017	Completed First Year	% Completion
No Disability	151	143	95
Disability	41	37	90
TOTAL	192	180	94

6. Care Leavers

There have been no Care Leavers entering The Courtauld to study for an undergraduate degree in the past three years.

Summary

With a very small student intake and therefore low widening participation student numbers, it is difficult to derive significant or meaningful trends. However, the data does show that although our absolute widening participation numbers are small (as defined by the six categories above) these students are successful completing their first year of the programme and do go on to successfully finish their degree. For example, Black and ethnic minorities have the same first year completion rate of 94% as White students. Looking at students from middle to lower Socio-economic Status have, by enlarge, very high completion rates for their first year of study compared with those from higher socio-economic groups.

Long-term outreach and raising attainment in schools

Effective collaboration

We continue to build on and extend our collaborative arrangements with a particular focus on partnerships which strengthen access to the humanity subjects. Our partners are many and diverse, including higher education institutions and third sector organisations as well as schools and colleges. As a small institution with a world-renowned university museum, The Courtauld has developed a strategic approach to access which integrates museum learning and outreach for state schools with the widening participation efforts of the Institute. As art history is not taught as a

humanities subject in most state-maintained primary and secondary schools we have worked hard to position the subject as having wider, cross-curricular benefits to teachers, children and young people. These include using art as a springboard for understanding visual culture, the development of robust research skills, critical analysis and the ability to articulate ideas.

Last year **6,170** state school students took part in a range of activities including gallery visits, workshops, tours, courses and study days; **1043** WP students participated in **132** multi-session programmes in schools and colleges across London and around the country. **600** school teachers receive our termly e-newsletter and **98** attended the over-subscribed teachers' evenings. We published **2** new learning resources: 'The Body in Motion' alongside the exhibition devoted to Rodin's sculptures in the Gallery, and 'Art and Maths' which uses the Islamic metalwork and Italian Majolica collections as source material.

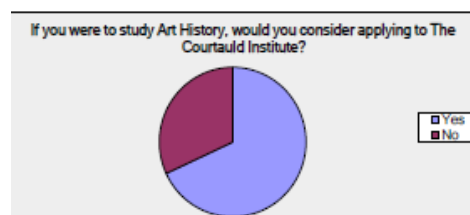
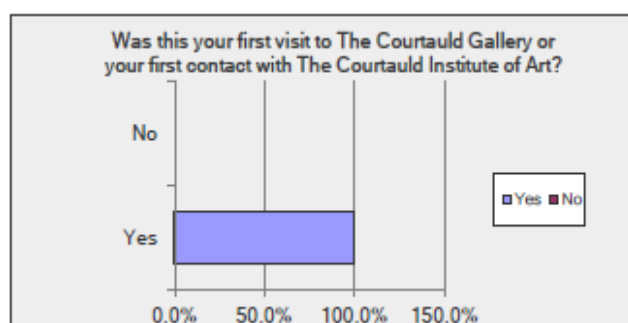
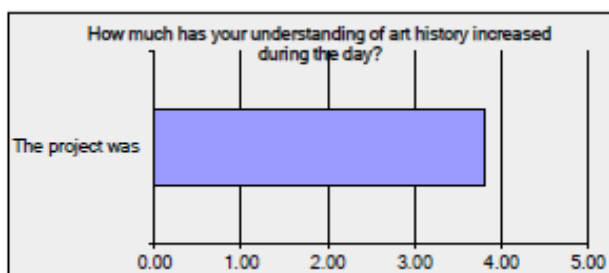
Partnerships with Schools and Colleges

Partnerships allow us to build and maintain relationships with teachers and young people over time, they are crucial if we are to understand how best to develop programmes which support students' learning and progression. We target non-selective schools which have higher than average numbers of pupils qualifying for free school meals (FSM) or lower rates of progression to HE, and the FE colleges which serve these schools. We have ongoing partnerships with **23** target schools and colleges in London boroughs including Tower Hamlets, Newham, Waltham Forest, Lewisham, Lambeth, Haringey, Barking, Camden, Middlesex and Hackney. Students from a further **51** state schools across the city attend WP workshops and courses out of school hours. We also work with colleges in **10** regional areas including: Nottingham, Swindon, Ashton, Sheffield, Burnley, Norwich, Coventry, Hastings, Flintshire and Leeds. Our ongoing collaborations with other universities and charitable organisations such as The Brilliant Club, Articulation, First Story, The Sorrell Foundation Saturday Club and IntoUniversity further extend the scope and reach of our widening participation programmes.

All outreach programmes are internally funded and delivered entirely free of charge to target schools and colleges. In the last three years, we have extended the programme to include several local primary schools (which meet the criteria as outlined above) and have offered targeted programmes for KS 2 pupils.

We measure the success and impact of the outreach and widening participation programmes using our four-point evaluation method. This assesses a range of impacts including whether the students gained a greater understanding of art history, whether their knowledge and understanding increased, and their confidence in presenting their ideas clearly was developed as a result of the project. As mentioned previously, History of Art is not taught in approximately 93% of state schools and FE colleges and not at all below GCSE level. Therefore, the fact that students have engaged with the subject over whole days or multiple sessions and increased their knowledge of the

subject, their understanding of visual culture and become aware that it is an option of study at university are key measures of success.



Sample extracted from evaluation data: Year 12 Insights Art History Study Day

Many of the WP students who have joined The Courtauld BA History of Art having come directly through our access programme, have reported that they knew nothing of the subject before participating and applied to study it as a direct result.

Student Involvement in Access

Specialist Student Ambassador Scheme

Students play a vital role in the work we do and can get involved through the gallery talks and tours programme and the specialist Student Ambassadors scheme. Student Ambassadors are at the heart of our activities, acting as an important role model to young people at a crucial time in their lives depending on the activities they wish to become involved in. We offer a range of training opportunities that enable students to support our work in child protection and safeguarding, public speaking, developing resources and evaluation tools as well as assisting on outreach sessions to schools.

Membership of outreach and widening participation networks

We continue to be members of AccessHE which supports our efforts in collaborating with other HEIs, FE Colleges and schools, and contributes to staff training. The Head of Public Programmes is also a founder member of the University of London Outreach Access and Success Group, formed in 2015. The partnership with ASDAN piloted in

2015 has become a permanent addition to our WP Summer University offering students the additional benefit of ASDAN certification, which contributes towards their UCAS scores.

In 2015-16 we developed a new partnership with The Brilliant Club (BC) to produce joint art history learning resources for primary schools as part of the Extended Scholars Programme. The Key Stage 2 resource is academically challenging and increases access to art history, using The Courtauld Gallery Collection as primary source material. After review and evaluation of the pilot projects in 2016-17 the resource has been made available to BC partner schools across the country. We plan to develop a second programme, which will be piloted in 2018-19. We continue to work with other charitable organisations such as Articulation, First Story, The Sorrell Foundation Saturday Club and IntoUniversity, all of which extend the scope and reach of our widening participation programmes and engagement with art history as a humanities discipline.

As the History of Art as a humanities subject is not taught in most state schools and has no direct relationship to the curriculum, we have developed a multi-disciplinary approach in the delivery of our outreach activities which underpins our offer to schools. We are building relationships with teachers of other subjects such as Modern Languages, Music, History Mathematics and English, as well as continuing to support Art and Design. In collaboration with teachers we have honed the content of outreach activities to include a range of transferable skills, such as how to undertake visual analysis, research and find reliable evidence, articulate ideas verbally and in writing, collaborate and negotiate with others, present findings in a public forum. Through regular review, evaluation and feedback teachers inform us that these skills impact upon attainment by giving students unique opportunities to extend their knowledge and abilities outside the scope of regular lessons and the constraints of the curriculum. In addition, this develops their confidence in engaging with cultural institutions in debate and in exchange of academic ideas, areas where students from less privileged backgrounds can experience barriers to inclusion.

Student Success

There are three main areas of student success which are partially supported by OfS accountable funds. These are:

- Academic skills programme
- Academic support
- Counselling provision.

We guarantee that all the above services are available to all students to ensure inclusivity and thereby build a strong cohesion among the student cohorts.

Academic Skills Programme

The academic skills programme was established by The Courtauld in 2012 as an inclusive adjunct to the WP Summer University and outreach study days: at this point

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it was known as the Study Skills programme. It was and continues to be delivered and run by a part-time Academic Skills Co-ordinator who has been specifically appointed for this purpose. Initially the programme was offered only to first year undergraduates: its objective was to equip first year students with foundation skills in academic writing, note-taking, referencing and researching art history.

The success of the programme was so great that in the last three years it has been expanded to offer provision to year two and year three students in order to help them to develop and improve their skills in the areas noted above. In the spring term of 2015-16 a review of the programme was undertaken and, based on the feedback of both students and staff, the programme was rebranded as the Academic Skills programme.

The role has been reviewed and a new job description written for this post to enhance the job requirements, ensuring that students from WP backgrounds are fully supported. The post will be recruited to for the start of the 2018-19 academic year.

Academic Support

The academic support provision at The Courtauld is very closely related to the work of the academic skills programme, but academic support targets individual students who may require more specific one to one attention, in particular students with Specific Learning Disabilities (SpLDs).

This provision was delivered by an Academic Support tutor who is employed on a part-time basis. The Courtauld is reviewing the function and remit of this role, particularly in the light of increased demand from students requesting this type of support. As a result of a growing number of students with disabilities, particularly mental health issues, it has been decided to recruit a full time Welfare Officer to undertake more proactive support for these students and ensure that there is a dedicated and qualified support to help these students.

Counselling Provision

In the summer term of 2015-16 a major review and restructuring of The Courtauld's Counselling Provision was undertaken. This was largely in response to student feedback, but also in recognition of the increased demand for mental health support.

As a result of this restructuring, two counsellors were appointed and the service provision was extended to two full days a week with a potential ten appointment sessions per week. Dedicated administrative support was allocated for the management of the new appointment system and this new service was launched in September 2016.

The Counselling service has now been in operation for eighteen months and feedback from students has been very positive. In addition, a third counsellor has been added for term 3 of 2017-18 academic session to reduce the waiting times for students to

undertake an initial session with a counsellor. For a large part of the 2017-18 academic session there has been a small waiting list of students requiring a counselling session.

Careers Provision

We offer students comprehensive support with their professional development through our Careers Service.

We contract a careers consultant for 2 days a week through The Careers Group, University of London. Our careers consultant supports us in enhancing student employability throughout each year of study. The focus is on career management skills, career confidence and professional development relating to careers both within and outside of the arts.

The careers consultant offers twice-weekly blocks of six 20-minute one-to-one guidance appointments. In addition, students can book practice interviews and longer guidance appointments. Student uptake of individual guidance appointments has increased year on year. In the autumn and spring terms of 2015-16 212 appointments took place - a 308% increase since 2012-13 when 52 appointments were conducted during the same period. 100% of the attendees said that they were satisfied with the appointment.

Students also have access to a wide range of paper and electronic careers and employability resources. These include an online careers library consisting of more than 9000 resources, a jobs board with more than 2000 vacancies and internships, interview and assessment day simulation software, and a large selection of careers and further study information help sheets.

In addition, students can take part in a comprehensive careers and employability programme. The Courtauld Association Careers Certificate, which has been running successfully since 2012. The careers programme is designed to help students to explore their career options, receive practical tips from and network with alumni and employers, and to develop essential career management skills. The programme brings dozens of professionals (both alumni and employers) on campus every year. Participants are asked after each careers event to provide feedback. In 2016-17, 83% of the respondents said that they were satisfied with the event, and 100% said that they would be attending other events. Those who complete the certificate are invited to attend an exclusive networking event at the end of the programme. Each year participants are able to secure internships and/or jobs and gain valuable professional contacts through the networking event.

The Employment Performance Indicator (EPI) reflects the percentage of UK-domiciled, first degree undergraduates from full-time courses in any type of employment or further study, as a proportion of all those available for work/study. This figure feeds into the Key Information Set (KIS) data and is reported publicly by HESA. The EPI for the Institute is: 100% (exceeding the benchmark of 95.3%).

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Investment

Funding our strategic approach to access and student success

Our strategic approach to increasing student access is as follows:

- to increase the number of students coming into higher education from groups currently underrepresented in the sector, including white, working class males
- to provide financial support to those students who might otherwise not attend a higher education institution
- to increase the provision for students with mental health issues
- through outreach, to raise the profile of the discipline of art history in the state sector, especially amongst younger children from disadvantaged backgrounds.

To achieve this strategy, we have decided to allocate a greater proportion of tuition fee income over £6,165 than that required by OfS. These additional funds are used to ensure that our outreach activities are properly resourced to achieve our strategic objectives, while still maintaining a sufficient bursary fund to enable all those who qualify for financial support to receive the maximum amount according to their circumstances.

In 2017-18 we channelled a greater proportion of funding derived from fee income for our outreach and student success activities and we will continue this level of funding for 2019-20.

Financial Support

We intend to maintain our current expenditure levels on direct student support for new-regime students. However, it should be noted that circa £36,000 (17%) of this amount will be funded from financial resources other than fee income. We believe that this type of support is vital in the retention of students.

We aim to give an annual award (The Courtauld Bursary) of £3,000 to each entrant who qualifies for the full loan for living costs, has been educated in the state sector since the age of 14, and has at least one of the following indicators as being from a group defined by the Higher Education Funding Council as being underrepresented in higher education:

- National Statistics Socio-Economic Classification classes 4-7
- Low HE participation neighbourhoods [based on POLAR data]
- Care leavers
- Young Carers
- Disabled Students.

Students who are eligible for a Courtauld Bursary from 2018/19 will be given a choice in the way in which the award may be used, either:

- The full amount of the Bursary award may be used as a cash for maintenance costs.
- If a student elects to take part of the award towards maintenance, the remainder may be used as a fee waiver

Where insufficient numbers of students meeting all the qualifying criteria are identified, we may elect to provide additional support to students who meet some of the criteria for an award. The remainder of our bursary funds will go to students from these same groups who meet our criteria for bursary funding and qualify for a partial grant. Full details regarding the Bursary and the sliding scale of payments can be found on the Institute's website.

Evaluation of Financial Support (Bursaries) and evidence of impact

Assumptions

It should be noted that our evaluation contained the following assumptions:

- There was missing data on household income, although we did have this information for students in receipt of bursaries. In view of this we assumed that the missing data indicated that these students fell into the comparison group (household income between £25,001-£42,600, and £50,020 for the 2009 cohort); accordingly, this group was coded as 1 rather than 5.
- For the 2009 cohort we did not have the POLAR data, and our DLHE data was not recorded in our student record system, thus these two variables were not used.
- We do not operate a tariff point system and since our demographic consists largely of young students with 'A' level qualifications, we have coded this as 5.

In view of this the control variables that were used in our analysis were: age on entry, disability and entry qualifications. The principal variable was bursary/household income.

Analysis of Results

A summary of the data for Bursaries holders in 2013/14 and 2016/17 is given below. It should be noted that due to the very small student numbers, percentage results can be distorted.

Students with Bursaries	Academic Year 2013/14	Academic Year 2016/17
Year BA1	16	7
Year BA2	12	12
Year BA3	7	15

Total	35	34
Awarded 1st (%)	28.57%	33.33%
Awarded 2.1 (%)	42.86%	66.67%
Non-Completion	2	2
Non-Completion (%)	5.71%	5.88%

In our view this summary demonstrates that students at The Courtauld who are in receipt of a financial support package continue to make progress and achieve at a high level and their results are in line with students who are not in receipt of a financial support. In view of this we will continue to offer a financial support package to those students who meet our criteria.

With the change in our Bursary process we will be undertaking a survey of Bursary holders at the end of the 2018/19 academic year to seek their views on whether this financial support ensured that they could continue their programme of study and how valuable the payment was to them. The results of the survey will aid our planning of future support activities for students. The survey will use the Survey Tool set out by the Office for Students in their guidance on 'Financial support evaluation toolkit'.

We are also considering the development of initiatives to help all students in planning and management of their finances. For the vast majority of students this is the first time they have lived on their own and had to manage their finances. We do perceive a need to support first year students enabling them to have a better understanding of budgeting and how to manage their limited resources.

During 2017/18 we introduced a Hardship Fund for short-term emergency financial payments to students. These payments are made where students can demonstrate that they are in severe financial crisis, such as unable to pay their rent and they have no other financial means of support. To date circa 10 students have used this Fund. These payments have helped to ensure that students could continue their study without worrying about pressing financial matters.

Comparison of investment in outreach activities and student success

Student Success

Our 2018-19 student intake for our undergraduate degree is targeted to be at the same level to that for 2017-18. In broad terms our funding levels will remain the same. However, we will continue to monitor and review our activities in relation to student success and progression and develop our plans accordingly.

As all of the expenditure detailed in this document relates to previous Access Agreement expenditure that we are continuing to make, and/or expenditure on new

access and student retention and success measures, we consider all of the expenditure to be countable for the purpose of this Access and Participation Plan.

Access - Evaluation

Outreach initiatives are evaluated and monitored using a system established in 2009, based upon bespoke advice and support of the Museum, Libraries and Archives Council. The system is consistent across the full range of programmes, but flexible enough to accommodate a wide range of activities and age groups. The methodology includes both scored and narrative feedback as well as a 'Four Point' evaluation system for longer projects. The results are used to review and develop the efficacy of programmes and to inform planning, review and future improvements. In 2015-16 we introduced the use of Survey Monkey as a data analysis tool for all evaluation and will continue to do so in forthcoming years.

For one-off or short projects such as gallery workshops, pupils and teachers are asked to complete simple paper questionnaires which are then analysed using Survey Monkey.

- Where an activity takes place over a longer period this is extended to include the following points:
 - ❖ A session observation carried out by a member of Public Programmes staff with written feedback given to the tutor and teacher.
 - ❖ Detailed questions for teachers which outline the students' improvement in confidence, the ability to articulate their ideas and carry out research, plus observations from other teaching staff on the impact of participation in the project.
- Students give presentations to staff and their peers during and/or at the end of a project. This is always a key element in all longer-term projects (minimum of 4 sessions) which challenges the young people to respond to a brief, collaborate, make choices and decisions with others, articulate their ideas clearly and communicate them to an audience. These presentations are integral to the learning process; however, they are not assessed and evaluation is gained through informal questions and verbal feedback. It is not possible to translate this type of evaluation into 'data', but the teacher's written responses frequently include commentary on the impact it has on their students.

All the information gathered is brought together with quantitative data and used by the department to review and develop the programmes. This ensures that activities are dynamic, effective and responsive to the needs of young people and their teachers as well as meeting the strategic objectives of The Courtauld.

Access - Tracking

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In order to make tracking effective in the long term, data-capture would need to be consistent and comparative across all local education authorities, academies, free schools and FE colleges. As the institution is too small to justify the cost of the HEAT database, we currently only have access to the HEI progression data for students that included The Courtauld as one of their UCAS choices. Over the last 3 years the limited data samples we do have from students who applied to The Courtauld BA, clearly demonstrate the wider impact of our programmes.

Young people who have participated are applying to study art history as an academic discipline where they have not encountered it before. Most other HEIs which offer BA History of Art do not focus their widening participation efforts on the subject, as they often have other strategic priorities. The fact that a significant number of young people who took part in The Courtauld's WP programmes apply to, and are offered, places on other highly competitive History of Art degrees implies that the impact of our efforts extends widely across the discipline.

It is difficult to measure the absolute success of these activities and the precise numbers of students going on to university, as some students will apply to university several years after taking part in a secondary school project, such as 'Art History in the classroom' or Art & Maths for primary school pupils. However, students mostly apply to university the year after taking part in the Year 12 activities such as 'Insights' workshops', which are regional outreach study days and the WP Summer University. Taking the latter as the most reliable guide, in 2015-16 WP Summer University involved:

- Insights into Art History Workshops: 174
- Regional Outreach Study Days: 190
- WP Summer University & Progression Day: 28
- Total: 392 cohort of widening participation students

2015-16 Applicants to The Courtauld BA History of Art who took part in The Courtauld WP programmes (N.B The table below gives UCAS data showing students who participated in Courtauld Widening Participation programmes who applied to The Courtauld. We do not have data on those students attending a Courtauld WP activity who applied to university not including The Courtauld.)

2016 -17 Applicants to The Courtauld Institute of Art from WP Programmes			
Applicant Acceptance	Institution	Course Code and Programme	
N/A	No Data	N/A	N/A
N/A	Westminster	QV31	English Literature and History
Insurance Applicant withdrawn	Cambridge	V350	History of Art
N/A	No Data	N/A	N/A
N/A	Brighton	V352	History of Art and Design
N/A	East London	1A55	Illustration
N/A	Sussex	V350	History of Art
N/A	Leicester	V308	History of Art
Accepted	Enrolled Courtauld	V350	History of Art
Insurance	Cambridge	V350	History of Art
Accepted	Enrolled Courtauld	V350	History of Art
N/A	Kent	V352	History of Art and Design
Declined	St Andrews	V350	History of Art
N/A	Leicester	V308	History of Art
Accepted	Enrolled Courtauld	V350	History of Art
Declined	Edinburgh	V350	History of Art
Accepted	Enrolled Courtauld	V350	History of Art
N/A	Brighton	V352	History of Art
Accepted	Enrolled Courtauld	V350	History of Art
Applicant withdrawn	No Data	N/A	N/A
N/A	Leicester	V308	History of Art
N/A	Brighton	V352	History of Art and Design
Declined	UCL	V350	History of Art

Provision of information to students

Our Access and Participation Plan is available to all through The Courtauld website. Before submission to the OfS, the draft Plan is reviewed by our Access and Widening Participation (AWP) Committee, which includes student representation, and the Senior Management Team for final approval.

All Information regarding financial support for widening participation students is provided to prospective students through the website and direct communication at Open and Offers Days and when the student enrolls. In 2017-18 The Courtauld amended its Bursary provision to provide two options to students – either £3,000 Bursary to be paid direct to the student to cover maintenance costs or to be split between reducing their Student Loan and maintenance costs.

Through The Courtauld Student Union, students are represented on all major committees, both academic and operational, including Governing Board. Student representation is important in ensuring that our policies and procedures are developed to support the student experience and inclusive for all students.

Full information about our courses and widening participation activities are available through our website through both Admissions and Learning:

<https://courtauld.ac.uk/study/undergraduate/widening-participation>

<https://courtauld.ac.uk/learn/schools-colleges-universities/young-people>

ACCESS AND PARTICIPATION PLAN			
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