The Courtauld, University of London
Access and Participation Plan 2025-26 to 2028-29

1. Introduction and strategic aim

The Courtauld's mission is to advance the understanding of the visual arts from late antiquity to the present and across the world, through pioneering research, innovative teaching and inspiring exhibitions, and through the sensitive stewardship of our internationally renowned collection. As a research-intensive higher education institution, we are home to the largest community of art historians and conservators in the UK. More than 40 faculty teach and carry out research on subjects ranging from late antiquity to contemporary digital art, with a range that is increasingly global. The Courtauld is an independent college of the University of London, with degrees awarded by the University of London. We offer a range of degree programmes from BA to PhD in History of Art, Conservation and Curating, drawing on the resources of our world-famous Courtauld Gallery and art collection. We currently have more than 600 students, and our alumni are leaders and innovators in the arts, culture and business worlds, helping to shape the global agenda for the arts and creative industries. The BA History of Art constitutes approximately half of our student body, with between 280-300 students.

The Courtauld's undergraduate programme contributes to the organisation's vision to be a dynamic and innovative centre for the study of the visual arts, as set out in our Strategy for 2024-29. We introduced a new curriculum in the academic year 2022-23, which was designed with an emphasis on teaching across geographies and chronologies, as well as introducing modules that develop vocational skills in exhibition practices and conservation, building students' understanding of the wider application and significance of art history. The BA History of Art programme was designed in alignment with the strategic aim of diversifying our community, championing the discipline of art history as an area of study that is open to a wide range of students. This Access and Participation Plan extends that work, identifying the risks to equality of opportunity within our small undergraduate cohort. It will be implemented alongside the Student Experience Objectives, which are regularly updated, and the Education Strategy which is in development.

The strengths of The Courtauld include our commitment to small group teaching, tailored student support, and a wealth of resources across our teaching institute and Gallery, including an extensive Schools and Young People's Programme. We entered into a strategic partnership with King's College London in January 2022, which gives Courtauld undergraduate students the opportunity to study Modern Languages and to take modules from KCL's Arts and Humanities departments. Courtauld students benefit from the small, specialist environment of The Courtauld, while also being able to access the facilities and teaching of a large multi-faculty university. The strategic aim of this APP is to enable a more diverse range of students to access and succeed in the study of History of Art at The Courtauld.

2. Risks to equality of opportunity

Following an assessment of performance (Annex A) and reviewing the Equality of Opportunity Risk Register (EORR), we have identified the main risks to equality of opportunity that we will prioritise through our APP. These risks were identified using internal data, UCAS data and the Office for Students dashboard. Due to small number samples and data suppression, internal and UCAS data was used more than the OfS dashboard, and we drew on the Association Between Characteristics of Students data (ABCS) to understand potential intersectional considerations. It is important to

note that our small and specialist nature makes analysis of data somewhat limited in relation to intersectional analysis.

With a strategic priority being to improve the diversity of our student body, we have identified that our risks to access are the most substantial. Continuation, completion, attainment and progression do not have consistent and identifiable risks, which reflects the significant student support structures and teaching ethos at The Courtauld. However, the data sets are very small from which these summaries are drawn, and so we have also analysed the importance of targeted support for Disabled students, including those with mental and physical health conditions, and learning differences.

This APP focuses on how to increase participation in art history among students from backgrounds that are underrepresented in our subject and its affiliated professions. Our APP also identifies the support structures we have in place across the student lifecycle, with significant investment having been made in student wellbeing support, careers and employability guidance, and academic skills support, which we will continue and develop across the period of this plan. With a small cohort of approximately 300 students, our data sets are very small: this presents challenges for us in identifying and addressing areas of risk to equality of opportunity, especially given that sometimes one or two students can represent a significant statistical variation in performance.

2.1 Risk 1: Students from lower socioeconomic contexts are less likely to enrol at The Courtauld.

Compared to the sector average on the Office for Students' dashboard, students from IMD quintiles 1 & 2 are underrepresented at The Courtauld. Students from lower socioeconomic backgrounds face a range of risks in accessing higher education, with challenges in regard to the lack of awareness of History of Art as a valuable subject area, that is relevant to people of all backgrounds, as detailed below. There have also been significant pressures due to the cost of living and the high cost of studying in London. The pandemic has had an ongoing impact, decreasing the ability to engage with potential learners in person: a crucial part of The Courtauld's Learning Programme through the Gallery, as well as being a cornerstone of teaching students about artworks in situ. Equality of Opportunity Risks: Knowledge and skills; Information and guidance; Perception of higher education; Application success rates; Ongoing impacts of coronavirus; Cost pressures.

2.2 Risk 2: Students from the Global Majority are less likely to enrol at The Courtauld.

Compared to the sector average on the Office for Students' dashboard, students from the Global Majority are underrepresented at The Courtauld. Students from the Global Majority face a range of risks in accessing higher education, including a lack of awareness of History of Art as a valuable subject area, that is relevant to people of all backgrounds, as detailed below. There are also intersecting risks in relation to the cost of living and perception of graduate employability. Due to small numbers, it is not possible to disaggregate this cohort, although these numbers have been considered internally. Equality of Opportunity Risks: Knowledge and skills; Information and guidance; Perception of higher education; Application success rates; Ongoing impacts of coronavirus; Cost pressures.

2.3 Risk 3: State school students are less likely to enrol at The Courtauld.

Compared to the sector average on the Office for Students' dashboard, state school students are underrepresented at The Courtauld. The lack of representation of History of Art in the national curriculum is essential when considering the assessment of risk and is explored more fully in the section 2.5.2 on Systemic Challenges. Less than 1% of state schools, sixth forms and colleges in the UK offer History of Art at any level, with independent schools vastly outnumbering state schools in this offering. This has greatly impacted the number of students from state school backgrounds accessing The Courtauld, with intersections across risks 1 and 2. Although this is a broad group, it is a key group to assess in understanding the risk of equality of access for The Courtauld. Equality of Opportunity Risks: Knowledge and skills; Information and guidance; Perception of higher education; Application success rates; Ongoing impacts of coronavirus; Cost pressures.

2.4 Other Risks

In undertaking our assessment of performance, there are no statistically significant risks to equality of opportunity for continuation, completion, attainment and progression. However, the very small datasets that these risks are drawn from produces a high level of statistical uncertainty. After analysing the data and drawing on the qualitative evidence, we have identified that our structures support students well during their studies and in their progression afterwards, but there are still areas which we need to monitor closely internally and develop interventions for as identified in our whole provider approach. Annexe A shows that there are also small and variable gaps in the completion and attainment for students from IMD quintiles 1 and 2. As the number of students is small and the gap changeable, this will be monitored internally. Risk 4 below outlines a potential risk area that we will also monitor internally: the risks for Disabled students in the completion of their studies. Due to the difficulties in identifying students who are not registered disabled, but require the support of the wellbeing services, as well as our high proportion of Disabled students enrolled, this is a risk where the data is volatile. This means we have not included it in main interventions of APP, but as an internal intervention.

2.4.1 Risk 4: There is a risk that not all Disabled students are experiencing equal opportunities to complete their studies

Disabled students make up 37.3% of the students who enrolled on the BA History of Art programme in 2023/24, with this figure being consistent over the course of the last five years. Analysing the six-year average for Disabled students' completion between 2017/18 to 2022/23 highlights a gap, with 87.6% of Disabled students completing their course, compared to 99% within the overall cohort. However, this gap reduced to 0.5% in 2022/23. This indicates that this six-year average is not a trend, but potentially the outcome of difficulties faced during the coronavirus pandemic. Observations suggest students fall into one of two categories: those who declare a disability but lack awareness of the full extent of support available either internally or externally; and those who have support needs which they do not recognise as a disability (e.g. long-term mental health difficulties & SpLDs) but are eligible for support in line with Disabled Student Allowance criteria. Due to the small datasets, and differences between the tracking of students who are registered as disabled and those whose support needs were not declared as a disability, this risk is based on internal analysis of support services and variable data sets around continuation and completion, as well as taking into account the findings of a review of the Wellbeing Service in 2023. We have decided to monitor this risk internally, rather than as part of

the APP, but we have set out our objectives and interventions below, as this is a strategic priority for The Courtauld and for the OfS. There are intersections with students who are from underrepresented backgrounds, but these are too small to present in this APP. Risks to equality of opportunity: Insufficient academic support; Insufficient personal support; Mental health; Ongoing impact of coronavirus; Cost pressures; Progression from higher education.

2.5 Other Challenges

2.5.1. Small datasets

As a small, specialist provider, we have a cohort of between 280-300 students on our undergraduate programme. This means that we have had to consider carefully how to analyse risks when some of the datasets are especially small, with statistically volatile data relating to very few students. Disaggregating data has not been possible except through internal analysis, and in most cases this has not led to statistically significant intersections being identified. We continue to internally monitor our data, and one of the aims of this APP will be to strengthen both the collection and evaluation of data across The Courtauld.

2.5.2 Systemic Challenges impacting Equality of Opportunity

Attracting students to study History of Art

For many undergraduate students from underrepresented backgrounds, studying a single honours History of Art BA is seen as a risk, particularly if they have not had the opportunity to study the subject at school. As of 2024, History of Art A level is offered at only 1% of state-funded secondary schools and colleges. This means that most 17-year-olds from state secondary schools have not had the opportunity to study History of Art before applying to university. Currently, only one exam board (Pearson) offers the qualification at Level 3, following the axing of the AQA A level Art History in 2018. As a result, the number of students taking a formal qualification prior to undergraduate study has dropped dramatically and continues to decline, disproportionately affecting those who are state educated. This reduces the subject-specific pool from which The Courtauld can recruit.

Furthermore, from our own research, the 1% of state funded schools/colleges that do offer A level Art History are predominantly high-achieving institutions (average A level) located in wards of high progression to Higher Education (TUNDRA). Feedback we collect from students engaging in our outreach programmes indicates a reluctance to take an entirely new subject at degree level which they have not been exposed to previously at school. Our Learning Programmes have been successful in increasing students' knowledge and skills in relation to History of Art, but they may choose not to study the subject at undergraduate level, or they opt to apply to undergraduate programmes that offer Joint Honours with other subjects. We have set up a strategic partnership with Kings College London, which has given our undergraduates the opportunity to study other subjects in the Arts and Humanities, but there is still a risk for many students when deciding whether they will commit to a single subject undergraduate course in the History of Art.

Cost of living for students and for graduates in the cultural sector

The cost of living in London is an increasing pressure on our students, and a barrier to access. In particular, the cost of rent in London is notoriously high – the National Union of Students estimates that there is an average increased cost of £1,200 per year for renting in London compared to the rest of the UK. The Courtauld currently relies on external partners to provide accommodation to incoming undergraduate students, and as a result, we do not have direct control over the cost of rent for our first-year students. Our Students' Union recently undertook research which concluded that students receiving the highest amount of maintenance loan from Student Finance England would live on less than £15 a week after paying for accommodation and travel.

In industry, students experience risks to equality of opportunity arising from the average salaries in the cultural sector, as well as the under-representation of Global Majority groups within the museums sector in the UK (6% of the museums' workforce identified as Black, Asian or ethnically diverse, according to 2021 Arts Council England report). Average salaries for entry-level positions in related industries are far lower than the national average: according to government data, an average entry-level salary for an assistant curator is £18,000 per annum. This means graduates in their first jobs in a related industry face the prospect of earning substantially below national average wage (£35,464) and even below the UK living wage (£23,400). These risks present significant challenges for our target groups. These systemic challenges require collaborative approaches and understanding, as part of our sector networks.

3. Objectives

Through our assessment of performance, we have identified risks that are focused on access. There is one risk identified in relation to student success, which is included here, but will be monitored internally.

3.1 Objective 1: The Courtauld will increase the proportion of students from lower socioeconomic contexts enrolling on our undergraduate programme.

Targets: To increase the proportion of students from IMD Quintiles 1 and 2 to 33% by the end of the APP. This builds on our previous APP, in which targets for students from lower socioeconomic backgrounds were impacted by the Coronavirus pandemic and cost of living pressures. Following good results in the early years of the previous APP, the targets in this area have not been met, so this is a key area of focus. The enrolments for 2023-24 are improving, which suggests that the impact of the Coronavirus pandemic may be lifting, but attention still needs to be paid to the impact of the cost of living, particularly studying in London. There are related risks in relation to the attractiveness of studying History of Art, and The Courtauld's strategic priority to provide access to knowledge and skills in relation to the study of the visual arts.

3.2 Objective 2: The Courtauld will increase the proportion of students from the Global Majority enrolling on our undergraduate programme.

Targets: To increase the proportion of students from the Global Majority to 30% by the end of the APP. This builds on our previous APP, in which targets for students from the Global Majority have mostly been met, with a steady increase in the proportion enrolled on our undergraduate programme. As part of The Courtauld's Strategy, the range of geographies and cultural perspectives that are taught has been broadened, with new faculty appointments specialising in

Asian, Black and diasporic art. This objective will continue beyond the timeframe of the APP with the aim of meeting or exceeding the sector average of 34.2% (OfS dashboard for 2021/22).

3.3 Objective 3: The Courtauld will increase the proportion of state school students enrolling on our undergraduate programme.

Targets: To increase the proportion of state school students to 60% by the end of the APP. This builds on our previous APP, during which the proportion of state school students enrolling has been impacted by the Coronavirus pandemic, cost of living pressures, and the reduced support for arts subjects in primary and secondary education, including the reduction in the provision of A level Art History. This increase will allow us to work beyond the timeframe of the APP to meet the sector benchmark of 65%.[1]

3.4 Objective 4: The Courtauld will increase the monitoring and support for students with additional needs to reduce the withdrawal and interruption rates attributed to mental and physical health issues.

Targets: To monitor gaps in completion rates for Disabled students during the course of the APP, alongside stronger monitoring of all students with additional needs to ensure there is minimal risk to equality of opportunity regarding completion for students with mental or physical health conditions or learning differences. As this is statistically difficult to track, this objective is an internal one, rather than being part of the APP. Part of this objective is to track a correlation between increased access to support services and a reduction in student withdrawals and interruptions.

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[1] Table T1 – Participation of under-represented groups in higher education, location adjusted benchmark given for The Courtauld Institute of Art, https://www.hesa.ac.uk/data-and-analysis/performance-indicators/widening-participation accessed 18th April 2024.

4. Intervention strategies and expected outcomes

4.1 Intervention strategy 1: Access programmes to engage students from underrepresented backgrounds, including economically disadvantaged students, students from the Global Majority and state school students with limited access to art history as a subject area

4.1.1 Objectives and targets

The Courtauld will increase the proportion of students from IMD quintiles 1 and 2 attending the university to 33% of our intake by 2028/9.

The Courtauld will increase the proportion of students from the Global Majority attending the university to 30% of our intake by 2028/9.

The Courtauld will increase the proportion of students from state schools attending the university to 60% of our intake by 2028/9.

Introduction to Access intervention strategy

The Courtauld is committed to developing its outreach interventions both internally and through collaborative activity, most of which is set out in our Whole Provider Approach. Our wider gallery outreach (5.1) and wider partnership work (5.1.2), will aim to increase pre-16 attainment, increase engagement with higher education and promote History of Art, in general. Our access interventions are predominantly post-16, subject-focused, equipping students with the opportunity to access History of Art and Higher Education more broadly, at a critical time in students' decision-making process. With all interventions we recognise the link between outreach and recruitment, tackling the associated risks to Higher Education, both to The Courtauld and the discipline as a whole. The interventions set out here focus on increasing knowledge and skills in History of Art, fostering a sense of belonging within Higher Education, and providing practical support when entering undergraduate study at The Courtauld. Risks from EORR: Knowledge and skills, Information and guidance, Perception of higher education, Cost Pressures.

Intervention outlines

ACCESS INTERVENTIONS		
Description	**Inputs**	**Outcomes**
SEMINAR SESSIONS		
Description: Three, weekly online seminars introducing Art History through live discussions with Courtauld PhD researchers. Students will engage with learning materials between seminars, imitating a university teaching week. **Target student group:** Year 12 (or equivalent); UK state school students; and/or from the Global Majority; and/or IMD Q1/Q2	• Staff time (Widening Access Schools Officer, 0.1 FTE) • Cost of programme design and regularly updating teaching materials and resources. • Training for PhD researchers.	• Experience of Higher Education (HE) learning environment • Experience of independent research at HE • Increased confidence in discussing History of Art topics with academics/peers

Number of participants: 15 students per programme **Existing activity**, potential to expand to run termly	• Staff time and resources to recruit students including liaison with schools and organisations to promote the programme • Data collection, admissions and SITs programmes. • Evaluation materials and completion incentives.	• Increase sense of belonging within HE • Opportunity to interact with other attendees
SUMMER UNIVERSITY ONLINE		
Description: An intensive, week-long programme engaging with three key areas of student experience: *The Courtauld:* introducing student life, including Students' Union, academic skills and careers. *History of Art and The Courtauld Collection:* Lectures on topics relating to the gallery collection. *University Learning:* Students attend live seminars led by Courtauld PhD researchers; independent research task. **Target student group:** Year 12 (or equivalent); UK state students (outside London); and/or from the Global Majority; and/or IMD Q1/Q2. Designed for students new to, or currently studying, History of Art at A level. **Number of participants:** 45 students **Existing activity**	• Staff time. (Widening Access Schools Officer, 0.2 FTE) • Recruitment – staff time building and sustaining school relationships. • Marketing team / design and advertising. • Training PhD researchers, creation of teaching resources, running of event. • Academic knowledge to create teaching resources. • Virtual Learning Environment - staff time building online resources hub and embedding safeguarding practices. • Evaluation materials and completion incentives.	• HE viewed as a more desirable option • Increased understanding of History of Art and opportunities it provides at HE • Increased knowledge of The Courtauld, its collections, resources and departments • Increased knowledge of professions associated with studying History of Art • Increased awareness of studying Higher Education within London • Increased confidence in studying History of Art and within a Higher Education setting • Increased development of skills linked to studying History of Art at HE
SUMMER UNIVERSITY IN-PERSON		
Description: A non-residential, in-person programme introducing History of Art at The Courtauld. Workshops look to increase basic understanding of the subject, develop research skills and provide object-based learning within a gallery setting. Travel bursaries are provided – more detail on this can be found in section 8. **Target student group;** Year 12 (or equivalent); State school students within Greater London; Priority given to Global Majority students. This programme is designed for students who are new to History of Art. **Number of participants:** 20 students per programme.	• Staff time. (Widening Access Schools Officer, 0.2 FTE) • Programme resources, materials, subsistence. • Student travel bursaries • Time building and sustaining school relationships for recruitment. • Marketing team / design and advertising. • Academic knowledge to create teaching resources (gallery and institute).	• Increased awareness of History of Art • Increased sense of belief that History of Art at HE fits with their social identity. • Increased knowledge of History of Art at HE and The Courtauld • Equipped with the tools to further engage in the study of History of Art • Increased confidence in studying History of Art within a Higher Education setting

Existing activity: all elements run in-house.	• Evaluation materials and completion incentives.	

SUMMER UNIVERSITY REUNION (TRANSITION TO UNIVERSITY)

Description: Opportunity for online Summer University participants to visit The Courtauld in-person to learn about transitions to university. Workshops run by PhD researchers (as above). Attendees engage with the gallery collection before travelling to our teaching campus to learn more about BA History of Art and university life. **Target student group:** Year 13 (or equivalent); UK state school students (outside London); and/or from the Global Majority; and/or IMD Q1/Q2 **Number of participants:** 20 students **Existing activity:** all elements run in-house.	• Staff time for admin, organising the event, travelling to and from campuses. • Staff time contacting, building and sustaining school relationships. • Academic knowledge and research time to create teaching resources • Courtauld promotional materials and follow up resources. • Evaluation materials and completion incentives.	Please see above for Summer University Online, plus: • Increased knowledge how to further engage in the study of History of Art • Fewer perceived barriers to studying Higher Education within London, in particular relating to financial support. • Increased knowledge of the application process and transition to Higher Education

STATE SCHOOL HISTORY OF ART TALKS

Description: Workshops in-school or at The Courtauld introduce History of Art, linking in current academic study across a range of themes and highlighting opportunities to study at The Courtauld. Workshops will be led by Courtauld academic and/or Gallery Learning educators. Groups visiting The Courtauld that meet our criteria will receive a travel bursary. **Target student group:** Years 10-13 (or equivalent); State school; and/or Higher than average % of Global Majority students and/or FSM. **Number of participants:** 20 students per session. 10 sessions per year. Total: 200 engagements **New activity** developed to target our specific risk cohorts; all elements run in-house.	• Staff time for admin, organising the event, travelling to and from venues. (Widening Access Schools Officer, 0.2 FTE, National Schools Officer, 0.2.FTE) • Staff time, researching, targeting, building and sustaining school relationships. • Academic knowledge and research time to create teaching resources • Travel, accommodation, staff time, workshop resources • Courtauld promotional materials and follow up resources. • Safeguarding resources and DBS checks. • Evaluation materials and completion incentives.	• Increased awareness of History of Art as a subject • Increased understanding that History of Art can be studied at Higher Education, especially at The Courtauld • Increased sense of belief that History of Art at Higher Education fits with their social identity • Equipped with the tools to further engage in the study of History of Art

STATE SCHOOL HISTORY OF ART A LEVEL PARTNERSHIPS

Description: Approximately 15 state schools/colleges offer A level Art History. All will be offered a free visit to The Courtauld for a one-day workshop (or online alternative). Sessions will focus on a) Exploring The Courtauld collection b) Studying Art History at university c) Careers with Art History. **Target student group:** Years 12-13 (or equivalent); State school and teaching A level History of Art. **Number of participants:** 10 students per session.10 sessions delivered each academic year. Total: 100 engagements. **New activity** developed to target our specific risk cohorts; all elements run in-house.	• Staff time for admin, organising the event, travelling to and from venues. (Widening Access Schools Officer, 0.2 FTE) • Staff time, researching, targeting, building and sustaining school relationships. • Academic knowledge and research time to create teaching resources. • Courtauld promotional materials and follow up resources. • Safeguarding resources and DBS checks. • Evaluation materials and completion incentives.	• Increased sense of belief that History of Art at Higher Education fits with their social identity. • Fewer perceived barriers to studying HE within London, in particular relating to financial support. • Increased confidence in studying History of Art within a Higher Education setting, especially at The Courtauld. • Increased understanding of The Courtauld, its collections, resources and departments. • Increased understanding of how to further engage in the study of History of Art. • Increased understanding of different professions associated with studying History of Art.

INSIGHTS INTO ART HISTORY

Description: One-day in-person workshops at The Courtauld Gallery, or 2 hour live interactive online workshops, introducing History of Art and providing an opportunity to engage with current art history research and debates. Workshops cover a wide range of topics/geographies and chronologies drawing on art, architecture, and visual culture, utilising The Courtauld collection and temporary exhibitions. **Target group:** Years 12 (or equivalent); State school; and/or from the Global Majority; and/or IMD Q1/Q2 **Number of participants:** 10 x workshops delivered over the academic year. Capacity: 250 engagements (20 students in-person x 5, plus 30 students online x 5) **Existing activity**: all elements run in-house.	• Staff time in organising and running the event. (Widening Access Schools Officer, 0.2 FTE, Head of Learning & Young People's Programme Manager, 0.1 FTE) • Time spent building and sustaining school/teacher relationships for recruitment purposes. • Marketing team / design / advertising. • Academic knowledge to create teaching resources (gallery/institute). • Resources, materials, subsistence. • Evaluation materials and completion incentives.	• Increased awareness of History of Art as a subject • Increased understanding that History of Art can be studied at Higher Education, especially at The Courtauld • Increased understanding of how to further engage in the study of History of Art • Increased understanding of The Courtauld, its collections, resources and departments

NATIONAL OUTREACH TOURS

Description: Workshops and Higher Education IAG sessions within schools, colleges and/or community organisations. Sessions will introduce History of Art, provide IAG pertaining to admission to The Courtauld. Working in areas where The Courtauld's textile business was formerly a major economic force. **Target student group:** Years 9-12 (or equivalent); State school; and/or Higher than average % of Global Majority students; and/or FSM **Number of participants:** 240 students per year **New activity;** all elements run in-house.	• Staff time in organising, travelling and running workshops. • Time spent on research, building and sustaining school relationships. • Academic knowledge to create teaching presentation. • Finances for travelling and subsidies. • Resources, materials, subsistence. • Evaluation materials and completion incentives.	• Increased knowledge and awareness of The Courtauld, pathways to HE, and the application process. • Increased sense of belonging and understanding of Higher Education. • Increased knowledge of the financial and other support available to students within HE and The Courtauld. • The Courtauld will benefit from much improved diversity in student backgrounds and will become an increasingly even more welcoming place for the most diverse student body possible.
APPLICATION AND TRANSITION INTERVENTIONS		
CONTEXTUAL ADMISSIONS OFFERS		
Description: Contextual admissions for students considering school type, disability, care experience, parental HE, free school meal eligibility, POLAR and participation in eligible activity by our Learning Team for students taking A levels. The Courtauld's typical A level offer is AAB. Contextual admissions consideration can result in a tailored offer based on predicted or completed grades. We will be aiming to increase promotion of the policy and publish specific criteria for the 2025/6 admissions cycle. **New/Existing:** This is an existing activity.	Staff time in reviewing applications and tailoring offers Staff time in reviewing website, prospectus and open day content to further highlight contextual admissions policy	Increased application, offer and enrolment rates of students from underrepresented groups.
NEW STUDENT PROGRAMME		
Description: A day-long event prior to enrolment will aim to support students with navigating the Institute and to build a sense of community among the new student	Staff time in organising and running the event. Resources, materials, subsistence.	Improved sense of belonging at The Courtauld and within Higher Education.

community. Students will be introduced to the course, meet Faculty and be given opportunity to navigate the campus in addition to networking and socialising with each other for the first time. **Target student group:** Year 1 students enrolling on the BA History of Art programme. **New/existing:** This is an existing activity.		Evaluation materials and completion incentives.	Increased confidence and self-perception about academic abilities. Greater sense of preparedness for life at The Courtauld and the types of learning required at Higher Education, leading to improved mental health and wellbeing among students. Networks and connections established among students, particularly those drawn from diverse groups. Increased enrolment and continuation rates for target students.
FINANCIAL SUPPORT			
Travel bursaries	Travel bursaries for Open Day and Offer-holder days, offered to all state school students. Attendees will be able to claim up to £50 for their travel. More details can be found in section 8.	Staff time in processing applications from attendees Marketing team time advertising bursary	Increased engagement with Open Days at The Courtauld for target students Increased application and enrolment rates for target students
The James Hughes-Hallett Undergraduate Scholarship	This scholarship is worth £10,000, paid in three equal tranches over the duration of the undergraduate degree as a contribution to students' costs of living. Scholarships are aimed at target students who have attended a non-selective school, who are studying at Undergraduate level for the first time, and who have come from a household with an income of under £45,000 per annum. Priority is given to care leavers, estranged students, First in Family, carers, those in receipt of free school meals, students living with a	Staff time assessing applications across eligibility criteria / cross-referencing SLC data provision Staff time processing payments to students	Increased participation in various academic and social facets of university life. Reduced reliance on the need to subsidise study through extensive external work. Improved student emotional and mental wellbeing, linked to greater financial security. Increased continuation, completion and attainment for recipients.

	disability, students from an ethnic minority group, and students with refugee status. More information about the eligibility and allocation is given in section 8.		
The Courtauld Bursary	Bursaries of up to £3,000 per annum (determined on a sliding scale by household income) to provide financial support for living costs. The Bursary is aimed at supporting students to study at The Courtauld who come from underrepresented groups in higher education and whose household income is less than £45,000 per annum. Preference is given to students who were educated in a State School; whose parents did not attend university; who are resident in a low HE participation neighbourhood and/or who are in receipt of Disability Support Allowance. More information about the eligibility and allocation is given in section 8.	Staff time in assessing student household income information from SLC

Staff time in processing payments to students | This will support students' financial needs and enable them to live in London whilst participating in various academic and social facets of university life, positively impacting their sense of belonging at The Courtauld.

The pressure to subsidise study through external work and overall income pressure will be reduced.

Improved student emotional and mental wellbeing, linked to greater financial security.

In the long term, these outcomes will assist in increasing continuation, completion and attainment targets among target students. |

4.1.2 Evidence for intervention 1

For existing interventions over the past five years, we have collected participants' data in order to track applications and subsequent enrolments into The Courtauld. This internal data is our best indication to know whether our existing intervention meet some, if not all desired outcomes. Theory of Change outlines (using TASO template and guidance) were created for every intervention, providing a clear link between outcomes and associated risks. A literature review was also conducted which supports amendments to the design of our interventions. Further details of this literature review are in Annexe B.

4.1.3 Evaluation for Intervention 1

Across the majority of our access interventions we are able to provide OfS Type 1 and Type 2 evaluation which will enable us to evidence the extent to which our interventions and targets have been met. Evaluation summaries will be shared with The Courtauld Access and Widening Participation Committee and Student Staff Forum, and where appropriate, shared with larger higher education networks, with a focus on small specialist

institutions, including the University of London's Widening Participation Leads Group. All evaluation and analysis will be used to update theory of change outlines and delivery, as part of a yearly review. A detailed breakdown of evaluations for each activity is provided in Annexe B.

4.2 Intervention strategy 2: Support and Monitoring for students with additional needs, including Disabled Students

4.2.1 Objectives and targets

This intervention strategy will monitor gaps in completion rates for Disabled students and will monitor any variation across the student lifecycle for students with additional needs, including physical or mental health conditions, or learning differences. This will be an intervention that is internally monitored. Risks to equality of opportunity that are addressed: Insufficient academic support; Insufficient personal support; Mental health; Ongoing impact of coronavirus; Cost pressures; Progression from higher education. The sections on evidence and evaluation are included in Annexe B.

Activity	Description	Inputs	Outcomes
Introduce Wellbeing Customer Records Management system (CRM)	Implementation of a Wellbeing Service CRM to increase the effectiveness of tracking and comparing of data on all students accessing the Wellbeing Service, including those with a registered disability and those who have additional needs such as SpLDs and long-term mental health conditions. **Target student group:** All students accessing the wellbeing service **New/existing:** New	New CRM system. Staff time: Intensive time in the first year for system development and onboarding, then ongoing day-to-day use by all wellbeing staff.	This project will allow a better analysis of the number of students who access the Wellbeing Service, including the ability to breakdown figures on: • Those registered with a disability • Those not registered with a disability • Those who have additional needs but may fit the social model of disability • Level of service accesses This data will help ensure the service resources are directed to the areas needed
Streamline and expand Wellbeing Support for students with disabilities, SpLDs and/or mental health conditions	Support for Disabled students will be expanded by: • Increasing awareness among student bodies of what constitutes a disability and of the support available • Evaluating adjustments and implementing a tailored approach • Ensuring all students with disabilities are encouraged to apply for DSA support	Staff time throughout the year to process Summary of Reasonable Adjustment (SoRA) applications, refer for assessments for SpLDs, and assistance applying for DSA funded support	Expanded and streamlined approach to supporting Disabled students should: • Increase numbers of students recognised as having a disability and applying for adjustments and accessing DSA support • Maintain (or reduce) the 0.5% differential between Disabled vs whole-cohort course-completion • Reduce number of Disabled students interrupting studies

	• Benchmark current disability practice with external organisations by joining professional bodies (e.g. NADP, UMHAN etc) • Streamlining SpLD and neurodiversity assessment process • Streamlining referral for mental health mentoring and specialist study skills tutoring **Target group:** All students, especially those already know to meet eligibility for adjustments and/or DSA funded support **New/existing:** Expansion of existing		• Reduce the use of deadline extensions and use of August re-sit period
Enhanced Wellbeing support for Personal Tutoring	1. Two annual meetings (at the start of the Autumn and conclusion of the Summer Semester) will be held between a member of the Wellbeing team and each Personal Tutor to ensure an effective exchange of information about target students and students with additional needs. 2. A timetable of scheduled 'check-up' meetings is set each year. Personal tutors maintain a close working relationship with Wellbeing. This builds on the existing personal tutoring system, where each student is allocated a named personal tutor who supplies personally tailored support across a range of issues, both academic and pastoral. The expanded relationship with Wellbeing will allow for more targeted support. **Target student group:** All students, with a focus on students accessing Wellbeing services. **New/existing:** Expansion of existing.	Staff time across academic faculty and Wellbeing.	• More efficient exchange of sensitive information. • Students are better supported, improving rates of continuation, completion and attainment, particularly among target students. • Students have improved motivation and engagement in learning, gaining confidence and being given a sense of security and belonging in the academic community. • Students' mental health and wellbeing are improved.

4.2.2 Evidence and evaluation for intervention 2

Evidence has been gathered through analysis of data across the student lifecycle, a review of the Wellbeing Services conducted by an external consultant in 2023, and work by the Wellbeing Services Team, in dialogue with faculty, student support services and student representatives. More information on the evidence base and evaluation strategies for Intervention 2 can be found in Annexe B.

5. Whole provider approach

The Courtauld places student experience at the heart of all our programmes and activities. As a small, specialist provider, we collaborate closely across all our departments to ensure that access and participation is embedded in everything we do. We have numerous external collaborations in place to augment our own activities, including a strategic partnership with KCL, partnerships with IntoUniversity and The Brilliant Club to contribute to pre-16 attainment and knowledge about the History of Art, and Art History Link Up, which offers A level Art History to state-school students.

As part of The Courtauld's strategy, we aim to be an institution that offers an exemplary model of inclusion, openness and accessibility, and that lives up to our founder Samuel Courtauld's vision of 'art for all'. This consideration is at the centre of what we do, from our admissions process to our progression and alumni support, and reflected through our APP. Within The Courtauld Strategy 2024-29, we have objectives to diversify our community, including staff, students and visitors; enrich our teaching and research, including a new undergraduate curriculum that was introduced in September 2022, and extend the range of expertise in our faculty to encompass the arts of different geographical regions across the world beyond our historic areas of strength in British, European and North American art; activating our Gallery, which includes building on our Learning Programme which already sees us welcoming more than 6000 school and college visitors a year.

Internally, the Admissions and Widening Participation Committee oversees activities related to the APP, reporting to the Teaching and Learning Committee and the Academic Board. We recognise risks to equality of opportunity are ever-changing and offer staff ways of engaging and updating their knowledge through on-going training as well as networks and memberships addressing access and participation issues. This approach supports our ambition to create a culture where access and participation is a consideration for all.

As set out in the Student Consultation section below, The Courtauld encourages a collaborative environment between staff and students. In the development of this APP we have consulted with the Students' Union President and the Students' Union Parliament and have considered how to improve on student collaboration and co-creation across the course of the interventions. Another key area of student co-creation are the Decolonising Action Groups who organise events, discuss key issues, and engage the student and staff community.

The APP has been developed in conjunction with staff providing specialist advice, guidance, and support for students from underrepresented groups including the Wellbeing Manager, the Admissions and Enrolment Manager, and The Courtauld's Careers and Employability team. Staff who have responsibility for the developing EDI strategy were also consulted. Ensuring collaboration with the academic and professional services teams has been vital, so that we can embed Access and Participation within existing practices. We have commitment from across the organisation to support this plan. Its principles and targets have been discussed and agreed by the Senior Management Team, the Governing Board, and the Teaching and Learning Committee. It has the active engagement of academic faculty, public programmes department, the Gallery team and professional services. We have established a dedicated role within the academic faculty to support and champion this plan, significantly raising its profile across the institution, as well as two full-time roles created in 2022: a Widening Access Schools Officer, who works on our outreach programmes, and a Widening Participation Officer, who works with our admissions team to embed diversity and inclusion within our recruitment and enrolment processes. This has ensured the APP is an institutionally owned plan.

In the following sections we detail particular areas of activity that support widening participation across The Courtauld.

5.1 Gallery Outreach

The Courtauld's Learning Programmes seek to provide greater access to art and art history through an extensive offer which includes free workshops, projects, courses and events that are strategically aligned with the goals of the APP. All programmes offer carefully tailored opportunities for children, young people and adults, whatever their age or background, to engage with The Courtauld's collections and resources. This includes the Schools' Gallery & Outreach programme, reaching over 6000 children a year; Young People's Programme (focused widening participation activity for 16-18 year olds); Family and Community programmes. The department also run two professional development programmes for current Courtauld students; the Learning Ambassador Programme, and Student Lunchtime Talks Programme.

We have prioritised developing outreach activities and building our relationships with state schools and colleges to attract more applicants from the most deprived socio-economic contexts, and to ensure that they are equipped with the skills, confidence and attainment for successful admission. We will continue to focus our efforts on providing students that meet our criteria with a range of knowledge, experience, information and guidance. The Learning Programme also responds to OfS's expectations that higher education providers support attainment raising through effective partnerships, as detailed below.

5.1.2 Learning Team partnerships

The Courtauld's Learning team, which consists of The Courtauld Gallery schools and outreach team and widening participation programmes (delivered by a 1.0FT Widening Access Schools Officer), have several partnerships with external academic and cultural organisations. Financial contributions to these partnerships are funded by external donors, not The Courtauld, and are therefore not included within the APP access interventions. Below are key partnerships which contribute to addressing the highlighted risks.

Art History Link-Up: Art History Link-Up (AHLU) is designed to introduce state school students to art history. AHLU's flagship programme 'Art History for Everyone' is currently based at The Courtauld's Leon Kossoff Learning Centre at Somerset House, with an option for hybrid learning. The programme provides the opportunity for state school students to study and complete an A level and Extended Project Qualification (EPQ) in History of Art.

Articulation: Articulation is the National Gallery's key learning programme for young people and is designed to promote the appreciation and discussion of visual culture. Articulation engages young people aged between 13 and 25, regardless of background or experience, with art and develops their confidence and ability to express their opinions, thoughts and conclusions. A programme of activities takes place nationally, including at The Courtauld through the delivery of Discovery Days and the annual Articulation Prize.

The Brilliant Club: The Scholars Programme offers state school students aged 8-18 a series of small group tutorials delivered by a trained (occasionally Courtauld) PhD tutor. Participants work toward a short research-based essay, replicating the university learning environment. Following this, selected groups attend an on-campus graduation event at The Courtauld developing pupils key HE-preparedness competencies such as university self-efficacy, academic skills, university knowledge and sense of belonging. HEAT data indicates a relationship between participation in The Scholars Programme and improved GCSE attainment. The Courtauld devised content for two Scholars Programmes courses, which are taught across the UK.

In addition, we continue to work with other charitable organisations such as First Story, The National 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.

5.2 King's College London strategic partnership

The Courtauld entered into a 10-year strategic partnership with Kings College London (KCL) on 21st December 2021. The aim of the strategic relationship is to build on the strengths of the two institutions and their existing areas of synergy in cultural history, visual arts and literature and digital humanities, whilst also exploring new collaborative opportunities across KCL's faculties. To date the partnership has consisted of: the KCL Language School providing access to language modules for first year Courtauld students as part of the BA History of Art programme of study; the exchange of a number of UG and PGT modules; and the development of a new collaborative programme, the MA in Contemporary Art and the Moving Image, due to commence in September 2025. KCL also provides access to accommodation for both UG and PGT students studying at The Courtauld, and our students have access to facilities at KCL including libraries, digital resources, and student societies. Opening some of our modules to KCL students has diversified the community in seminars and lectures, which we hope will enhance a sense of belonging for a more diverse student cohort at The Courtauld as we continue to work towards our access targets.

5.3 Students' Union

The Students' Union is the representative body for the students of The Courtauld. They advocate on behalf of students in all matters including academia, welfare support and the student experience. The Student's Union organises many activities across the programmes at The Courtauld, as well as being involved in the development of key support services, activities and projects across the organisation. These include:

Peer to Peer Mentor scheme – all incoming BA1 students are matched with a current BA student, over email in August, then in person during Welcome Week and the first semester. The scheme ensures students are welcomed and feel settled in the community, enables them to meet students from other cohorts, and ask questions they may not feel comfortable asking staff and faculty.

Wellbeing events – the Students' Union arranges events to coincide with key dates including the World Mental Health Awareness Day, University Mental Health Awareness Day, Neurodiversity Celebration, and Stress Awareness Month. These events offer access to information from wellbeing staff and via pamphlets, community building workshops such as group arts and crafts activities, positivity trees, and more, to promote wellbeing amongst the community.

Fundraising and campaigns – the Students' Union raised over £25k for students in A/Y 23/24. They successfully campaigned for a £15k increase in The Courtauld Hardship Fund budget to match student demand. The Students' Union also raised £6.4k through The Courtauld Book Sale for The Courtauld Fund – a pot of unrestricted budget-relieving money. The Students' Union also continuously highlighted the cost-of-living crisis, including successfully campaigning for free period products across our campuses and student accommodation.

Surveys and feedback – the Students' Union undertake several surveys across the year, including ones on Welcome Week, the campus and facilities, the effectiveness of the Students' Union, and also organises focus groups in collaboration with the Dean for Education. In addition,

the Students' Union co-chairs the Student Staff Forum along with the Senior Tutor for History of Art. Student representatives and staff and faculty representatives are provided with a forum to discuss current strengths and suggested areas for change from both sides at the Institute, with a focus on continuously monitoring and enhancing the student experience.

5.4 Wellbeing Services

The Courtauld has an embedded counselling service offering students an initial assessment followed by up to six weekly counselling sessions from a professionally accredited counsellor. The service has expanded in recent years to include a therapeutically trained Wellbeing Adviser, a Service Administrator and Service Manager. Strategic changes are currently underway to increase the diversity of specialist study skills and mentoring available. A process review is underway to ensure clear channels of communication exist between the wellbeing service and students and staff across The Courtauld, helping to define the remit of pastoral care provided by personal tutors and other teaching staff, while providing guidance on when involvement from the wellbeing service should occur. The personal tutoring system provides consistent academic pastoral support across the student lifecycle and will be strengthened by this review as set out here and in Intervention 2. The Courtauld has fully aligned its service with the principles of the University Mental Health Charter to ensure an approach to supporting the wellbeing of students that is consistent with the sector. Members of the wellbeing service have registered with University Mental Health Adviser Network (UHMAN), Heads of University Counselling Services (HUCS), and National Association of Disability Practitioners (NADP) to develop peer support networks across the HE sector and allow benchmarking of our practices and processes.

5.5 Support for cost-of-living pressures

The Courtauld is in dialogue with students and the Student's Union about cost of living pressures, which are particularly felt in London. Our Students' Union recently undertook research which concluded that students receiving the highest amount of maintenance loan from Student Finance England would live on less than £15 a week after paying for accommodation and travel in London. To support students, The Courtauld has an active programme of student staff opportunities, offers bursaries based on financial need, and has a Hardship Fund to support students with short-term financial difficulties. Details on the criteria for bursaries and scholarships is outlined in section 8.

5.5.1 Student Employment Opportunities

The Courtauld offers a range of paid employment opportunities for its students that also support their skills development, across the Institute and the Gallery. At the Institute, students are able to join a pool of student staff working for the Research Forum. This programme offers students the opportunity to have a flexible, part-time job as part of The Courtauld. Roles vary from event assistant, digital assistant, administrative work, accommodation receptionist and research assistants, and pay is at London Living Wage or above. Students may work on tasks and events for the Research Forum or take on shifts from other Courtauld departments. This programme aims to help students with financial pressures, but also to encourage a larger sense of belonging at The Courtauld. The student staff are offered a range of training and networking opportunities. Employability skills that can be gained from this work include time management, events organising, public relations, public speaking and basic organisational and AV skills delivered in person and online.

At the Gallery, students can become Learning Ambassadors, undertaking training and paid work to support The Courtauld's Learning programmes, or, from BA2, take part in the Student Lunchtime Talks Programme. Both provide training and give students the opportunity to gain experience working across The Courtauld's Learning programmes and develop confidence in public speaking.

5.5.2 Bursaries and Hardship Fund

As detailed in Intervention 1, there are a number of Courtauld Bursaries and the James-Hughes Hallett Scholarship for students from lower income backgrounds, as well as other intersecting underrepresented groups. In addition, the Hardship Fund is designed to provide financial aid to students with short-term, unpredicted financial difficulty. Students can access up to £1,000 per academic year in one full payment or in multiple smaller payments. Details of eligibility and amount is in section 8.

5.6 Careers Provision

5.6.1 The Courtauld Careers Service

The Courtauld Careers Service currently comprises a 0.4FTE Careers Consultant, with strategic support from the University of London Careers Service leadership team. The Careers Service provides comprehensive support for students and for graduates who are two years post-graduation. Additional investment has been committed from 2024/25 with a 1.0 FTE Careers Consultant to meet increased demand and evolving institutional priorities.

The increase in resource will enable the Careers Service to do the following:
- Provide more 1:1 student appointments. Overall, the number of appointments has risen by 34% between 2021/2022 and 2022/2023, whilst graduate 1:1 appointments have increased by 40% in the same period.
- Increase the number of timetabled workshop sessions. The number of timetabled workshops has increased by 50% between 2021/2022 and 2022/2023 and is set to increase further.
- Offer more events which introduce students to employers and sector bodies.
- Extend in-curriculum workshops on employability and careers for undergraduate students. for BA3 so that all UG cohorts are able to engage with careers within the curriculum.
- Enhanced reporting on careers and employability data.
- Additional dedicated employability support for final-year students on the BA History of Art programme.
- Working with Personal Tutors to make best use of Careers Registration data to enhance conversations about careers with their tutees.

5.6.2 Alumni-Mentoring Scheme

Aligned with the APP's focus on supporting students from underrepresented groups to access and succeed in their studies, we have an Alumni-Mentoring Scheme co-run by The Students' Union and the Advancement team. This scheme is aimed specifically at students who are currently underrepresented at The Courtauld. Eligible students include those from the Global Majority; state school students; recipients of The Courtauld Bursary; graduates of The Courtauld Summer School or Summer University; care leavers; and Disabled students. The role of the mentor is to provide students with holistic careers support and to act as a "sounding board" for any career-related ideas or concerns that they might have. Mentoring takes the form of careers advice (either specific to the

mentor's sector or more general careers support), CV tailoring, assistance with job/internship applications, interview guidance and insights into the working world.

5.7 Committees and Groups

5.7.1 Admissions and Widening Participation Committee

The Admissions and Widening Participation Committee is responsible for reviewing and evaluating the admissions and selection processes for all the degree programmes at The Courtauld. This also involves implementing and evaluating The Courtauld's APP, with the following key areas of focus:

- Overseeing the development and implementation of The Courtauld's Access and Participation strategy, to widen participation, promote inclusion and a positive experience among under-represented groups in the degree programmes offered.
- Monitoring and evaluating all outreach activities undertaken and their outcomes to ensure that they meet The Courtauld's Access and Participation strategy.
- Monitoring and evaluating completion and attainment among students from under-represented groups and propose systems to eliminate any gaps in progression and success that become evident.
- Reviewing and developing activities that directly support the APP and enable The Courtauld to meet and exceed its targets.
- Monitoring recruitment processes for students from under-represented groups to ensure that they are fair and equitable and make appropriate use of contextual data and other information.

Our membership is designed to ensure that we adopt a 'whole provider approach' to widening participation: initiatives across various departments are joined up and everyone is regularly updated on how we are measuring up against our APP targets.

5.7.2 Decolonising Action Groups

Many Courtauld students and staff are interested in learning more about the process and potential of decolonisation and how they can apply this learning to their work and lives. The Decolonising Action Groups (DAG) comprise small groups of students and staff who want to expand their understanding of decolonisation and put this to practical use. Groups are led by students and staff, with support from the Research Forum. The work that the DAG develop, discuss, and implement is directly linked to The Courtauld's foundational tenet that everyone should have the opportunity to engage with art, and that The Courtauld works to increase understanding of the role played by art throughout history, in all societies and across all geographies – as well as being a champion for the importance of art in the present day. Although all work is voluntary, the DAG is part of The Courtauld's strategic priority to create an equitable, diverse, and inclusive place to study, teach, and work. The DAG is an example of the grassroots application of The Courtauld's shared mission, looking both at what can change immediately and, by involving a wide range of voices, can achieved with long term, structural change. Decolonisation work has been taking place at The Courtauld for some time, particularly with the expansion of faculty through new hires looking beyond the western canon of art, who are able to offer new programme opportunities for students. The DAG began as the Decolonising Reading Group out of The Courtauld's specific response to the murder of George Floyd, and of the Black Lives Matter movement, in 2020. This has been seen as a turning point for many institutions, including The Courtauld.

5.7.3 University of London Widening Participation Leads Group

The University of London is a federation of 17 independent member institutions with a diverse range of universities from larger, to smaller specialised institutions. The breadth of expertise, partnerships and academic standing extends beyond the classroom, deep into its communities such as schools, local authorities, colleges, businesses and charities. Within this is a collaborative and active group of widening access leaders from across the federation. The group is committed to supporting each other, finding ways to collaborate, share and build on our understanding of the distinct challenges and opportunities of widening access work in London and to make a continuing and increasing impact on access to higher education for underrepresented groups. As a formal network we have committed to:

- Work together to identify collaborative opportunities which complement institutional expertise and practise alongside access and participation plans
- Explore ways to develop a peer-based evaluation process
- Provide a cohesive voice championing the rights and long-term outcomes of non-traditional learners
- Share best practice on an ongoing basis to influence 'live' and future projects/areas of work.

6. Student consultation

As The Courtauld is a small institution, we have not asked our students to produce a separate student submission. However, we work closely with the student body, primarily through the Students' Union, with the SU President, SU Parliament and Student Staff Forum giving feedback at various stages of the development of the APP. We will also continue to strengthen collaboration and co-creation with our student body over the course of the APP. The student voice is present at all stages of our access and participation work. The Students' Union President sits on the Admissions and Widening Participation Committee, which has been involved in the review of this document. In addition to this, the Students' Union President sits on Academic Board, The Courtauld Association Committee, Governing Board, Student Staff Forum, Teaching and Learning Committee, and Scholarships and Bursary Committee, giving them multiple opportunities to provide feedback on the Access and Participation Plan.

The Student Parliament led by the Students' Union President was consulted in the early stages of risk analysis. The aim of this consultation was to understand current student's views on barriers around access and participation. This initial discussion by the SU Parliament highlighted the need to promote The Courtauld to students who come from a school or background that lacks exposure to the History of Art; and the need to improve understanding of higher education opportunities, particularly knowing that it is possible to apply to The Courtauld without an A level Art History. These will both be addressed by Intervention 1. They also explored the cost-of-living pressures, particularly in London, and the need to increase scholarships and bursaries, which is something that will feed into funding bids for new bursaries focused on underrepresented groups. There was a discussion about the need to tailor support for neurodivergent students and to create better access to Wellbeing Services; the need to deal with accessibility issues on campus; and a wide-ranging discussion about how to create a stronger sense of community, particularly for students from underrepresented groups. These will be partly addressed in Intervention 2 and will form the basis for considerations of how we develop our whole provider approach. In assessing the risks that had been identified, the feedback included the need to focus on creating more awareness of the History

of Art as an attractive subject area, and the need to focus on more state school students enrolling at The Courtauld, as well as the need for further on-course support. Mental health and financial pressures were identified as key areas of concern for students on the programme. These discussions have fed into the interventions outlined in the APP, as well as ongoing work on our whole provider approach to work on creating a stronger sense of community and to facilitate student success.

7. Evaluation of the plan

The Courtauld acknowledges the importance of evaluating activity to ensure that we are focusing our resources most effectively. As a small institution specialising in History of Art, The Courtauld does not have an internal research and evaluation team, with this being undertaken by those leading on access and participation activity. Having undertaken the OfS's Self-Evaluation assessment, we are 'Emerging' in terms of our approach to evaluation. Part of this APP will be focused on collecting more data to ensure that it is wide-ranging and encompasses the student lifecycle. We also continue to work on how our data is evaluated, with annual assessment of our targets and detailed analysis of our internal data. As much of our data on underrepresented groups is very small, we will also employ a mixed methods approach in our evaluation strategy, combining qualitative assessment such as interviews and focus groups with quantitative data collection such as surveys and analysis of student records.

In order to strengthen how data is collected and monitored, there will be a review of data collected from our Outreach activities, with a focus on further tracking of students through their student journey and into higher education. This will be continued in our data collection and evaluation for students on our undergraduate programme, with a focus on contact with Wellbeing services, academic skills support, and the Careers Service. The Courtauld will implement an institution-wide approach to evaluation, using tools and guidance provided by the Office for Students and TASO to ensure best practice.

8. Provision of information to students

We provide information on our course fees on our website: https://courtauld.ac.uk/study/tuition-fees/. This information is regularly updated. Fee information can also be found in marketing materials and through our Admissions team.

The Courtauld currently charges fees in line with the Office for Student's higher fee limit. Presently, The Courtauld does not participate in TEF, which affects the fees we are able to charge. In future years, this may change. Any information relating to this will be made available on the above webpage.

This Access and Participation Plan, along with an accessible plan summary, will be made available at: https://courtauld.ac.uk/study/undergraduate/widening-participation/ This is also where information pertaining to widening participation programmes can be found for students, guardians and educational professionals.

The Courtauld offers multiple means-tested bursaries and three means-tested scholarships with additional criteria aimed at supporting underrepresented groups for BA Home students, relating to different widening participation criteria. Information on both of these can be found by students,

guardians and educational professionals here:
https://courtauld.ac.uk/study/undergraduate/undergraduate-fees-funding-and-scholarships/

8.1 The Courtauld Bursary
Students can receive up to £3,000 per academic year to support their maintenance costs. This is a means tested bursary – we receive information from Student Finance England and eligible students are automatically awarded the bursary. In the 2023/4 academic year, 39 students were in receipt of the bursary across our undergraduate cohort, of which 23 received the full £3,000 bursary.

The scale of amount awarded per annum to students is as follows:

Household income per annum	Courtauld Bursary amount awarded per annum
£25,000 or less	£3,000
£25,001 - £30,000	£2,000
£30,001 - £35,000	£1,500
£35,001 - £40,000	£500
£40,001 - £45,000	£250
Above £45,000	£0

Full eligibility criteria, and more information on the scholarship, can be found here:
https://courtauld.ac.uk/study/undergraduate/undergraduate-fees-funding-and-scholarships/courtauld-bursary/

8.2 James Hughes-Hallett Scholarship
Awarded to three students per year, the James Hughes-Hallett Scholarship is worth £10,000 over the course of a student's study. This scholarship is paid in three instalments of £3,333 at the beginning of each academic year for three years. To be eligible, students must have studied at a state school, have a household income of less than £45,000 per year and be studying at undergraduate level for the first time. There are non-essential criteria to help prioritise those students who require the funding most: care experienced students, estranged students, first in family to attend higher education, young carers, free school meal eligible, Disabled students, students from a minority ethnic group or students with refugee status.

Full eligibility, and information on the scholarship, can be found here:
https://courtauld.ac.uk/study/undergraduate/undergraduate-fees-funding-and-scholarships/the-james-hughes-hallett-ug-scholarship/.

8.3 Travel Funds for Summer University and Open Days
The Marketing department offers a travel bursary to eligible students worth up to £50 for travel to Open Days. To be eligible, students must be attending a state school. Applicants should first purchase their travel, and after the event complete an application form and attach receipts. The Courtauld will then reimburse the applicant up to £50 for travel costs. This bursary is

communicated to those who have signed up to the Open Day via email and through social media posts.

The Learning Team offers a travel bursary to eligible students for travel to Summer University events. To be eligible, students must be attending a state school and attending Summer University in person. When accepted onto the Summer University scheme, students are sent a form confirming if they would like to receive a travel bursary. Students are then sent a pre-paid Oyster card which is returned after the event. There is not a limit on the amount on this bursary. This bursary is advertised in the application form for Summer University and applicants receive communications directly asking them if they would like a travel bursary.

8.4 Hardship Fund

The Courtauld Hardship Fund provides short-term emergency funds to meet the immediate financial needs of students registered at The Courtauld Institute of Art. It is intended to provide support for short-term urgent needs, such as living costs and rent, and cannot be used in payment of tuition fees. Awards of up to £1,000 can be made from the Hardship Fund. Normally financial support is in the range of £400 – £600. Full eligibility criteria, and information on application and assessment, for the Hardship fund can be found here: https://courtauld.ac.uk/current-students/financial-support-for-enrolled-students/

Annex A: Further information and analysis relating to the identification and prioritisation of key risks to equality of opportunity

To identify risks, an assessment of performance was undertaken with regard to the Equality of Opportunity Risk Register (EORR). An analysis of data throughout the student lifecycle was completed using internal data, UCAS data and the Office for Student's Access and Participation data dashboard.

As a small and specialist provider, there are gaps in datasets because the numbers involved are low and have been suppressed. Where data was not available on the Office for Students data dashboard due to small numbers, we have utilised UCAS and internal data. We have also referred to some national datasets and the Association Between Characteristics (ABCs) dataset to support our assessment.

Access into The Courtauld was identified as the largest area of risk across multiple risk groups, and so we have decided to focus our Access and Participation Plan in this area. We have also identified a volatile risk in completion for Disabled students that we will monitor internally. The section below outlines the data that helped us to come to this conclusion.

As this assessment of performance was undertaken, consideration was paid to the priorities outlined by the Office for Students. We have focused on two of these: firstly, supporting students' mental health, as detailed in Intervention 2 and our Whole Provider Approach. Secondly, with regards to raising pre-16 attainment, our partnership with The Brilliant Club is part of our wider Learning Programme that seeks to improve knowledge and skills around art, history of art and Higher Education. The wider Learning Programme includes extensive activity with schools across the UK through one-off workshops and multi-session projects which are offered free of charge. More detail on this is set out in our Whole Provider Approach. Finally, as we offer only one undergraduate programme, we have not been able to offer more flexible pathways into Higher Education at present, but the new undergraduate curriculum that commenced in 2022 will allow us to consider possibilities of more flexible and diverse provision in the future.

Access data

Students from IMD Q1&2

Compared to the sector, The Courtauld has lower proportions of students from IMD quintiles 1 & 2 postcodes.

Whilst there is data that has been suppressed on the Office for Students dashboard due to the size of the dataset, the below graphs give some indication on The Courtauld's number of students enrolled from an IMD Q1&2 background against the sector:
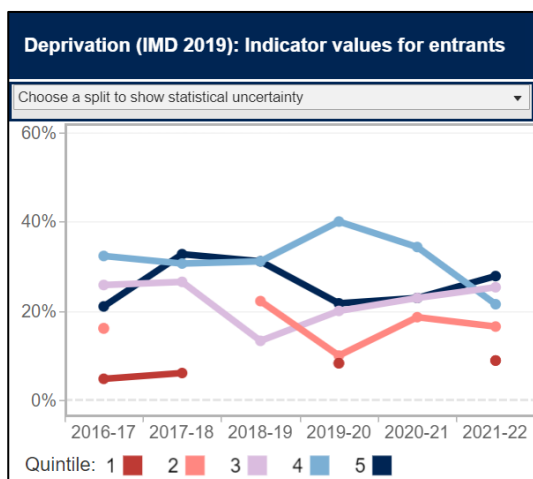
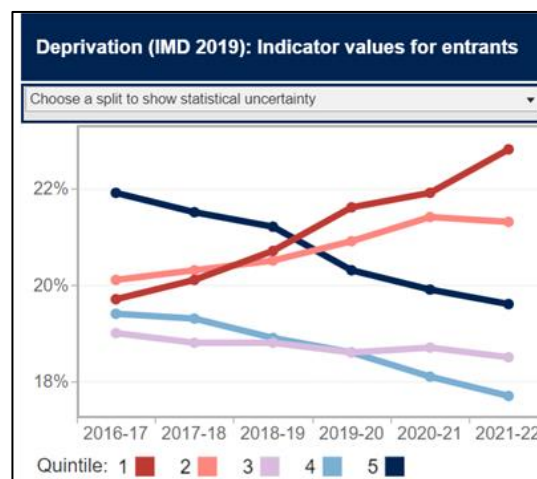Figure 1: admission to The Courtauld by IMD
quintile

Figure 2: sector comparison by IMD quintile

Looking at internal data, from 2019/2020 to 2023/24, there has been an average of 27.8pp difference in student numbers between the least deprived (quintile 5) and the most deprived (quintile 1). This, along with the above graph, highlight the risk to quality of access that students from IMD quintiles 1 and 2 face at The Courtauld.

When considering setting targets for this area, we looked at the combination of IMD quintiles 1 & 2 versus the sector average for combination of quintiles 1 & 2. According to internal data, in 2021/22 the figure was 21.3% for students from IMD quintiles 1 & 2. Across the sector, this figure was 44.1%. A rise of this significance for The Courtauld does not seem feasible over the lifetime of the Access and Participation Plan when looking at previous access data and considering the small numbers of students that The Courtauld accepts each year – please see the explanation around small datasets in our main Plan for further explanation. Instead, the target was set at 33% based on an achievable increase each year of the APP and reflecting the difficulty of recruiting students from underrepresented backgrounds to a single honours History of Art undergraduate programme, and the cost-of-living pressures when studying in London. Part of our intervention will look at financial support for these students.
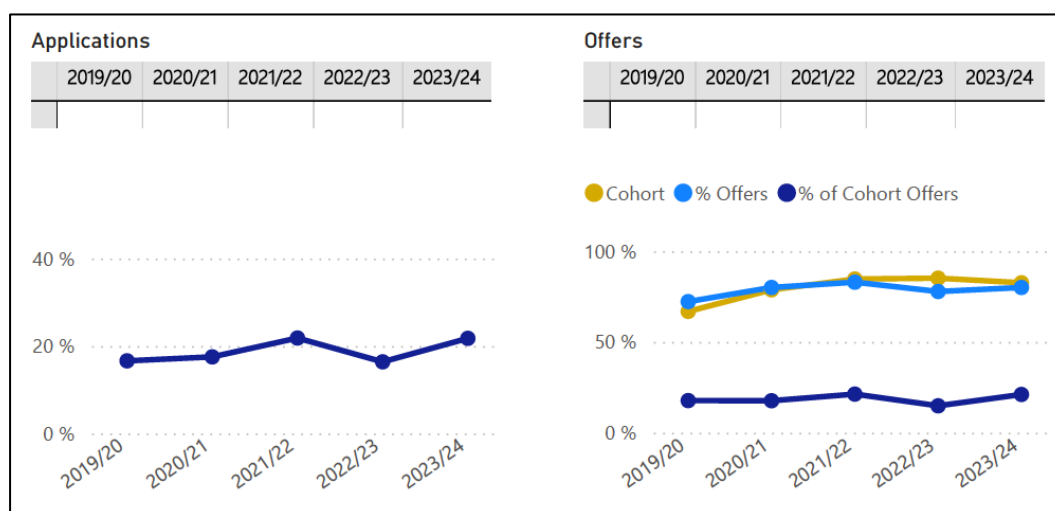
Application and offer rates

Figure 3: percentage of applicants from IMD quintiles 1 & 2

Figure 4: percentage of applicants from IMD quintiles 1 & 2 backgrounds who received an offer to study at The Courtauld

Over a five-year average, 78.6% of students from IMD quintiles 1 & 2 backgrounds who applied were made an offer at The Courtauld.

 When looking at offer to acceptance rates, this is where we find the number of students decreasing more drastically, with only a 43.4% acceptance rate of offers. Therefore, we can see the area of concern is from offer stage to acceptance stage for students in this demographic.

The Courtauld sends a decliner survey every year to those who do not accept their place with us. Whilst the response rate for this is low, and we do not currently collect data on whether these students have widening participation markers, a clear theme for declining a place at The Courtauld is cost of living and accommodation. A risk to access across the sector for students from an IMD quintile 1 or 2 background is cost of living pressures which can include accommodation costs.
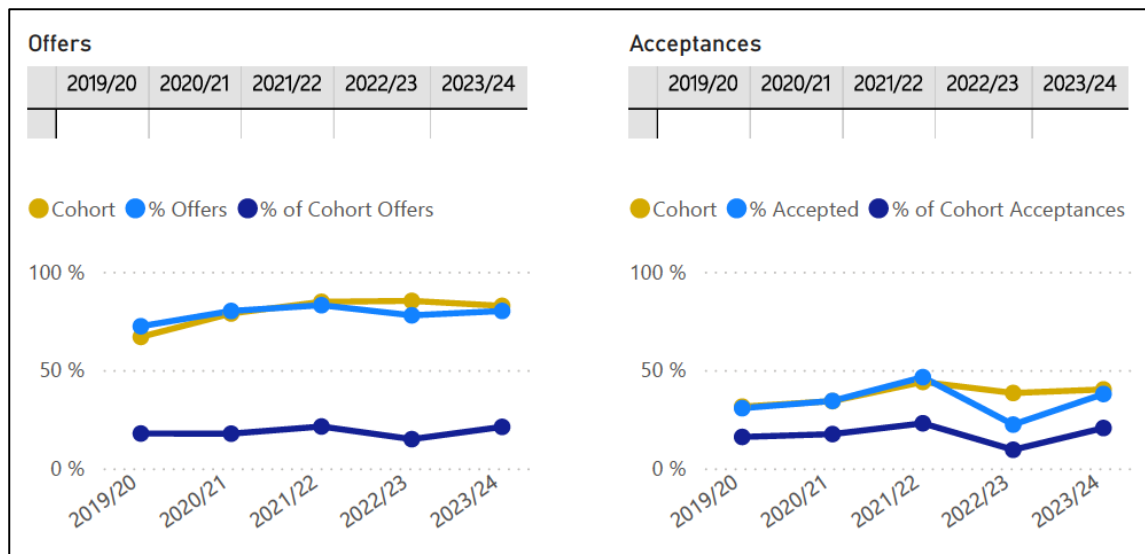
Figure 5: percentage of students from IMD quintiles 1 and 2 who were made an offer to study at The Courtauld

Figure 6: percentage of students from IMD quintiles 1 and 2 backgrounds who accepted their offer to study at The Courtauld

TUNDRA Q1&2

Compared to the sector, The Courtauld has a good proportion of students from TUNDRA quintiles 1&2.
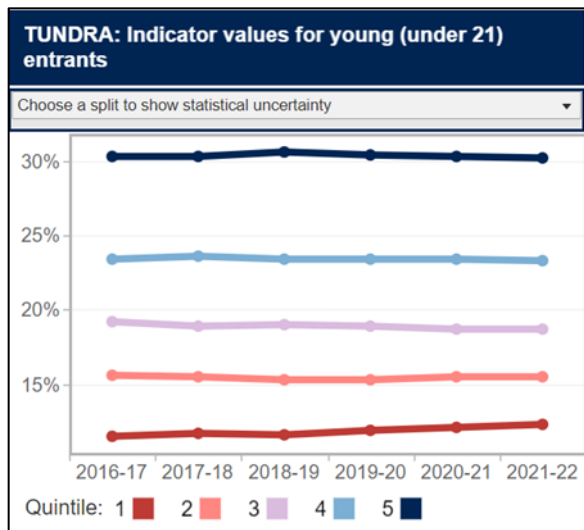

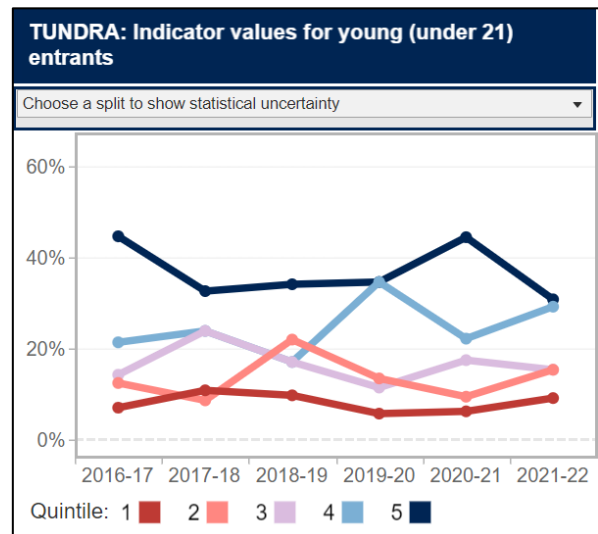*Figure 7: admission to The Courtauld by TUNDRA quintile*

Figure 8: sector comparison by TUNDRA quintile

Internal data based on TUNDRA quintiles is currently limited at The Courtauld, but this is an area of improvement for us as we move forward with data collection.

Students from state schools

Fewer than 1% of state schools, sixth forms and colleges in the UK offer History of Art at any level, with independent schools vastly outnumbering state schools in this offering. This has greatly impacted the number of students from state school backgrounds accessing The Courtauld.

Using internal data from 2019/20 to 2023/24, we can see that the number of students from state schools enrolling at The Courtauld tends to remain around 50% - in 2023/24, this figure was 48%. The change in our cohort size can account for some of those – whilst the numbers for 2020/21, 2022/23 and 2023/24 remain stable, due to the cohort number change, the percentages fluctuate.
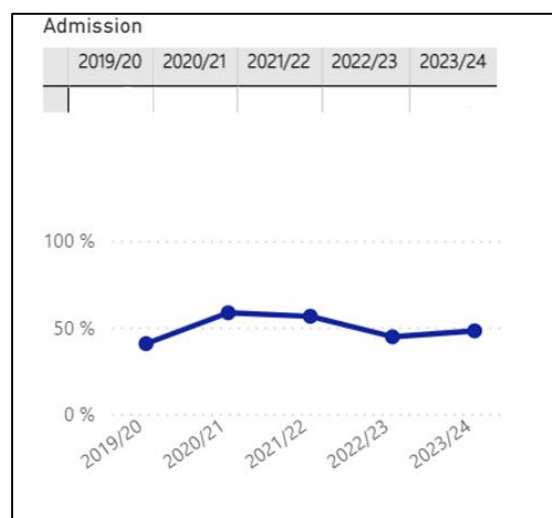

Figure 9: percentage of students admitted to The Courtauld from a state school background

We have compared our state school student numbers with comparable institutions using HESA data that is publicly available. These institutions were chosen due to their size and/or specialist nature. Please note, these figures are taken from academic year 2020/21 as this is the most up to date information available.

Institution name	% from state schools 2020/21	Actual number of state school students 2020/21
City and Guilds of London Art School	34.2	25
Royal Academy of Music	40.5	15
Royal College of Music	45.6	30
Courtauld Institute of Art	**55.6***	**35**
Royal Agricultural University	67.2	175
Guildhall School of Music and Drama	70.8	80
Royal Academy of Dramatic Art	82.8	25
The Royal Central School of Speech and Drama	84.1	115
Royal Veterinary College	87.0	210
Institute of Contemporary Music Performance	90.6	135
Leeds Conservatoire	91.2	405

Figure 10: table comparing the number of students from a state school background at The Courtauld to other, comparable higher education institutions.

*Please note that there is slight discrepancy between the HESA number (55.6%) and internal data (58.5%). It does not affect our ranking in this table. Throughout the Access & Participation Plan, we will refer to the internal data number. This discrepancy is likely down to missing values for schools/colleges when sent to HESA that have since been rectified.

The Courtauld is on the lower end of this table, highlighting that there is a need to increase admissions of students from state schools. We also compared the percentage of state school students attending the Courtauld with HESA data for all UK-domiciled undergraduates studying History of Art, which increased from 57.31% in 2016/17 to 63.60% in 2021/22. This data comparison shows that the Courtauld is between 5-10pp lower than the sector average, which is a gap that the APP will address. There is a general challenge for our subject due to the lack of History of Art representation within the curriculum at state schools and will require The Courtauld to commit more resources to raising the profile of History of Art and The Courtauld with state school students. Whilst we have outlined our interventions to raise awareness of History of Art to state school students, it must also be noted that we face systemic challenges in doing this as outlined in the main Access & Participation Plan.

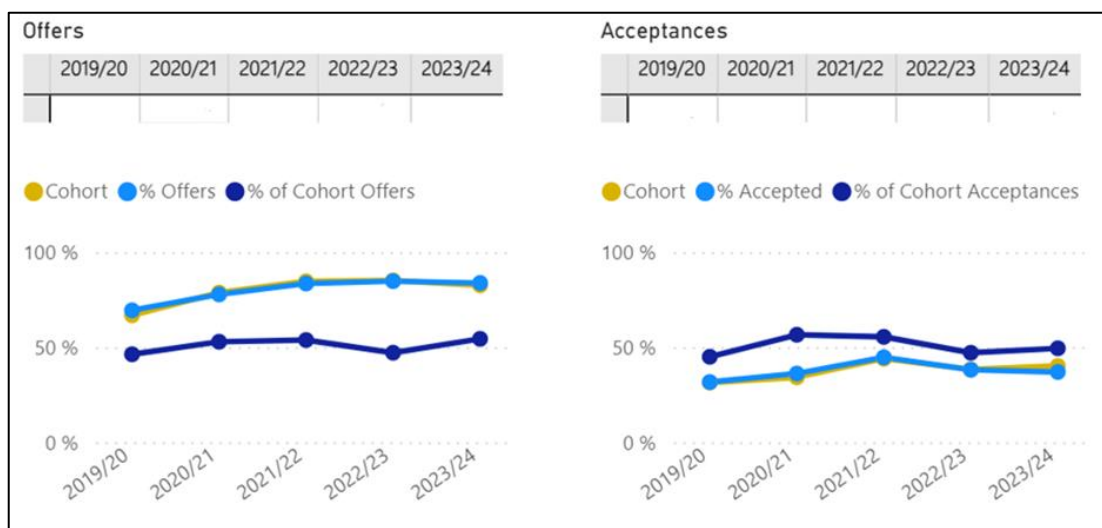**Acceptance and offer rates**

Figure 11: offer rate for applicants from a state school background at The Courtauld

Figure 12: acceptance rate for offer holders from state school backgrounds at The Courtauld

There is an average figure of 46.9% students from state schools accepting their offer from The Courtauld.

When considering targets for raising access in this area, we note that the benchmark on the above HESA dashboard is at 65%. Looking beyond the period of this APP to 2030/31, this could be achievable and so we have set the target at 60% for 2028/29, with the aim to achieve 65% by 2030/31.

Students from the Global Majority

Data relating to students attending The Courtauld from the Global Majority is largely suppressed due to the small numbers in the dataset. The below graphs highlight this issue whilst providing some information on our comparison to the sector:
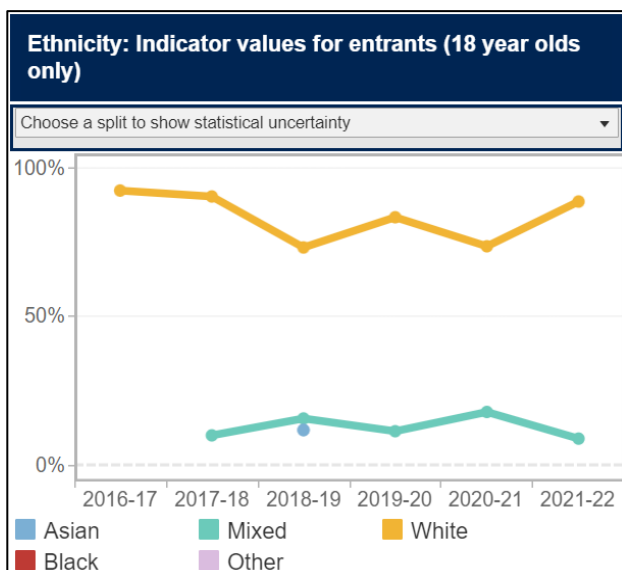

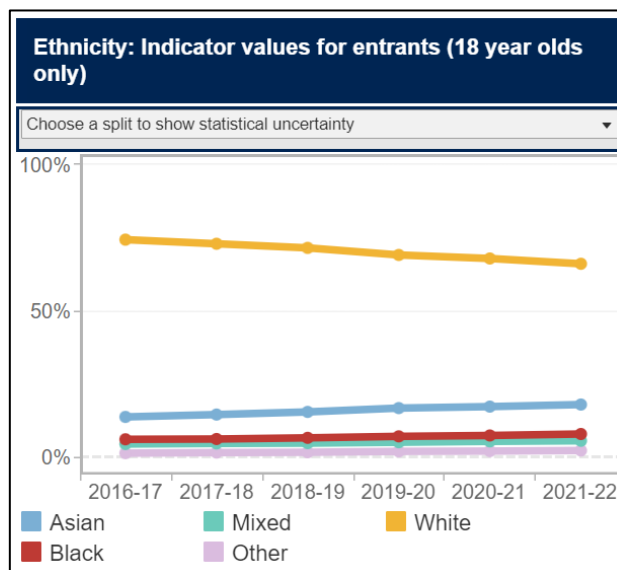*Figure 13: students admitted to The Courtauld by ethnicity*

Figure 14: sector comparison of students admitted by ethnicity

Internal data suggests that admission of students from the Global Majority is trending positively.
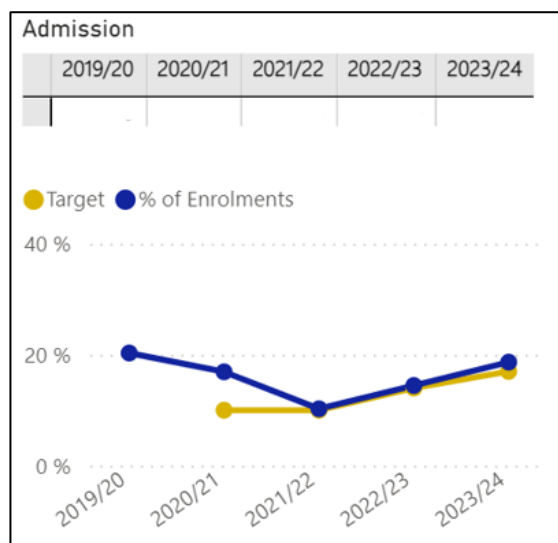

Figure 15: percentage of students admitted to The Courtauld from the Global Majority

A closer assessment of individual groups within the Global Majority highlights a particular risk to Black students accessing The Courtauld. As the number of students referred to here is so small, this graph and data will not be included in this assessment of performance. However, it is worth noting that whilst Black students appear to be at the most risk within the Global Majority group, the numbers within each ethnicity are small and so it is reasonable to work on interventions that will benefit students from the Global Majority, rather than focusing specifically on Black students.

Application and offer rates

Application numbers from students from the Global Majority have been particularly volatile over a five-year period of 2019/20 – 2023/24. This makes assessment of application rates particularly difficult, especially as the number of offers made remained stable in this period.

Disabled students

Compared to the sector, there are a high proportion of Disabled students accessing The Courtauld.
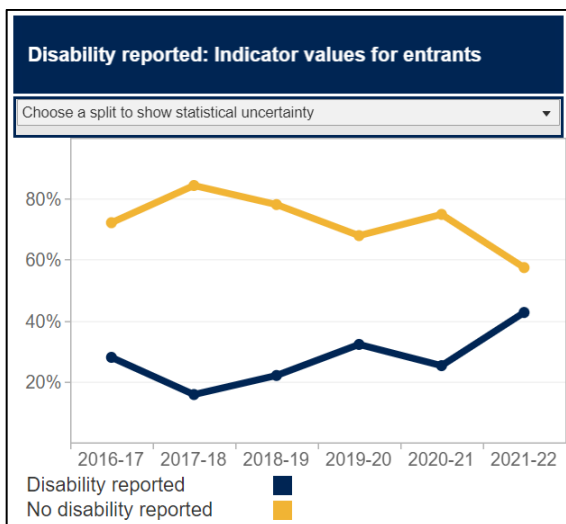

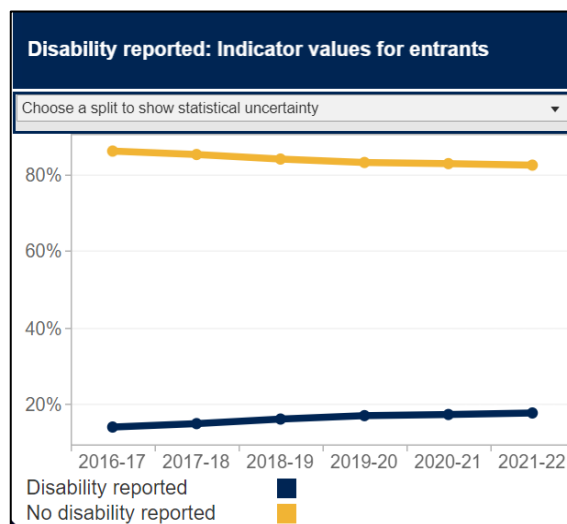*Figure 16: students admitted to The Courtauld by declared disability*

Figure 17: sector comparison of students admitted by declared disability

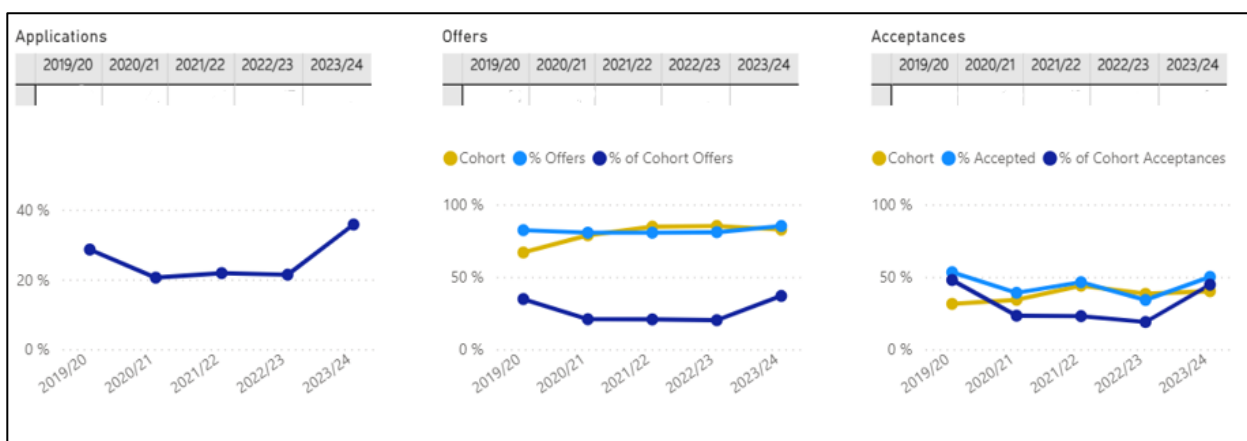## Application, offer and acceptance rates

Figure 18: percentage of applications for the Courtauld received by students with a declared disability

Figure 19: percentage of applicants with a declared disability to receive an offer to study at The Courtauld

Figure 20: percentage of offer holders with a declared disability who accepted their offer to study at The Courtauld

Over a five-year period, there is an 81.6% rate of offers being made to Disabled students who apply to The Courtauld. Over the same five-year period, there is a 54.4% acceptance rate by Disabled students of their offers. Referring again to our decliners survey, it is hard to understand

why this might be. There are many comments referring to the cost of living in London, however there are very few comments on whether disability support or wellbeing were a deciding factor in the decision to decline their place.

Female: Male Profile

From 2014/15 to 2023/24, gender ratio of The Courtauld's BA population has remained at roughly 80% female, 20% male. This gender ratio is striking in relation to student enrolments for BA degrees in Historical, philosophical and religious studies (2019/20 to 2021/22), which HESA 'Who's studying in HE?' data records as 55% female, 44% male.[2] BA degree enrolments in Design, and creative and performing arts subjects for the same period are 64% female, 35% female. While the long-term ambition is to bring our gender demographic into alignment at least with Design and creative and performing arts subjects, and ideally closer to Historical, philosophical and religious studies, we have a relatively weak understanding of why history of art appeals so much more to female than male students. Further, we need to establish the extent to which The Courtauld's gender ratio is in line with other History of Art single honours BA degree enrolments.

During the next three to five years, we will work with other History of Art departments and our subject association, the Association for Art History, to analyse quantitative and qualitative data with a view to identifying interventions that could make History of Art more appealing to male applicants. Moreover, we will seek to understand how gender intersects with social class, ethnicity, and other factors with a view to ensuring that the History of Art has a broad appeal and relevance to students from all backgrounds. The work of the Royal Historical Society on gender and ethnicity will be a touchstone as we shape this project.[3]

Intersectionality of data

Internal data has been assessed to look at the intersectionality of different groups in terms of access. Whilst we have assessed there is intersectionality within some of the groups – most notably Black students from an IMD Q1&2 background, and students from TUNDRA Q1&2 and IMD 1&2 backgrounds – the student numbers for almost all these intersections are too small to be considered meaningful for assessment in this report. The Courtauld will continue to monitor these groups.

The intersection of Disabled students and state school students is a dataset that can be commented on as the size is large enough to be meaningful within this report. Over a five-year average, 51% of Disabled students came to The Courtauld from a state school background. Disabled students have not been included in the areas of risk to access as The Courtauld is well above the sector average for this group. Students attending The Courtauld from a state school background have been identified as a risk and, as a result, progress on our targets will be monitored with this intersectionality in mind.

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[2] HESA, 'Who's studying in HE?', HE student enrolments by subject of study
Academic years 2019/20 to 2021/22, 31 January 2023 [https://www.hesa.ac.uk/data-and-analysis/students/whos-in-he]
[3] E.g., Royal Historical Society, 'Promoting Gender Equality in UK History: A Second Report and Recommendations for Good Practice,' November 2018 [https://files.royalhistsoc.org/wp-content/uploads/2018/11/17205324/RHS_Gender_Report_2018.pdf] and Royal Historical Society, 'Race, Ethnicity & Equality in UK History: A Report and Resource for Change, November 2018 [https://files.royalhistsoc.org/wp-content/uploads/2018/10/17205337/RHS_race_report_EMBARGO_0001_18Oct.pdf]

Looking at state school students, 25% of those students are also from an IMD quintile 1 or 2 background. This is another dataset that is large enough to share within this report. Both groups have been highlighted as areas of risk and are targeted within our Access and Participation Plan. Many interventions within the plan that target state school students also target students from IMD quintiles 1 or 2 backgrounds.

Success data

Disabled students

Continuation data for Disabled students shows that continuation rates (light blue line) generally match or are close to the overall cohort continuation numbers. A six-year average highlights that 93% of Disabled students continuing from year 1 to 2 of their BA course.
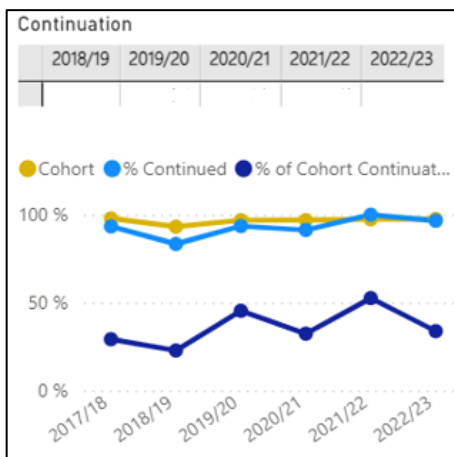

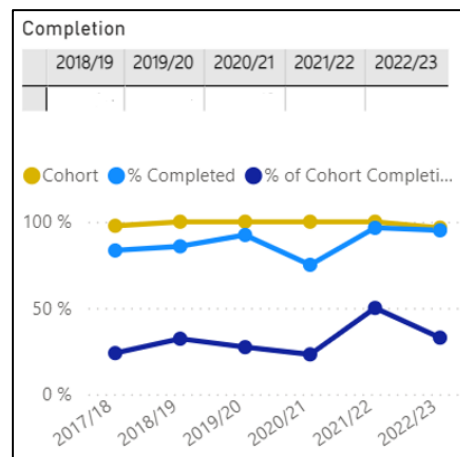*Figure 21: continuation rates for students who have a declared disability at The Courtauld*

Figure 22: completion rates for students who have a declared disability at The Courtauld

Analysing the same six-year average, 87.8% of Disabled students complete their course, compared to 99% within the overall cohort. This is a gap of 12.2%. Therefore, not all Disabled students are experiencing equality in the ability to complete their studies. This could be due to a variety of reasons, such as insufficient student support or the increased cohort size. As these graphs show, both risks have been closed or almost closed in the last two years. To ensure this continues, measures are in place to mitigate this risk, detail of which can be found in Intervention 2.

Students from state schools

In the below attainment graph, % attained refers to students who attained a 2:1 degree or higher.

Looking at continuation, completion and attainment rates for students from state schools (light blue line) compared to the rest of the cohort (yellow line), it can be seen that these are closely matched. Therefore, we believe that students from state schools are not at experiencing a risk to equality in this area at The Courtauld.
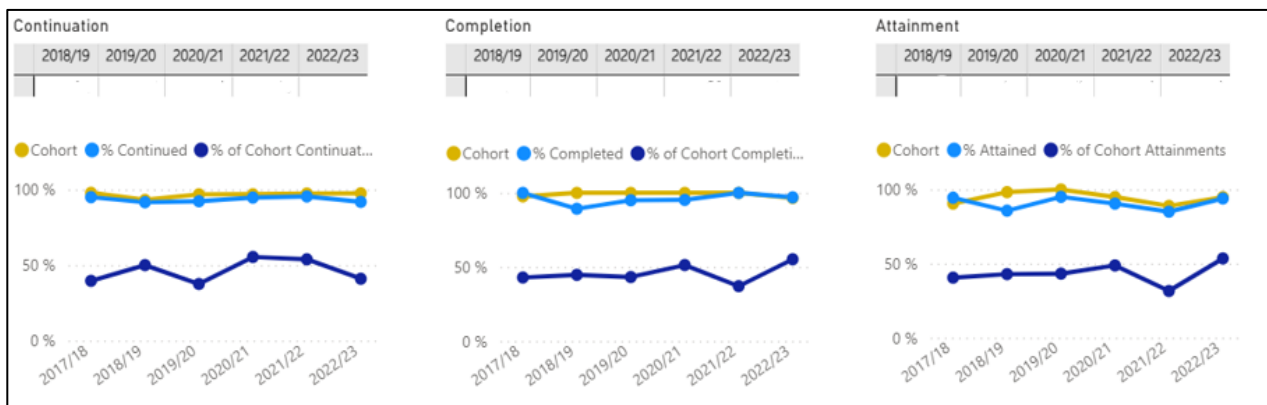
Figure 23: continuation rates for students from a state school background

Figure 24: completion rates for students from a state school background

Figure 25: percentage of students from a state school background achieving a 2:1 degree or higher

Student from the Global Majority

In the below attainment graph, % attained refers to students who attained a 2:1 degree or higher.

Using internal data, the continuation, completion and attainment rates for students from the Global Majority generally closely match and, in some instances, exceed the rate for the rest of the cohort. Over a six-year period (2017/18 - 2022/23), continuation rates for Global Majority students averaged 91.5%, compared to a 96.7% average for the overall cohort. Over the same six-year period, the completion rate averaged 97.6%, compared to a 99% average rate for the overall cohort; attainment of a 2:1 or higher degree averaged 86.6%, compared to 94.5% for the overall cohort. The figures for this period are volatile, and in 2022/23, student from the Global Majority outperformed the overall cohort, so this is being closely monitored by The Courtauld but not included in the main Plan.

When this data is broken down by ethnicity, the number of students is too small per group to meaningfully analyse.
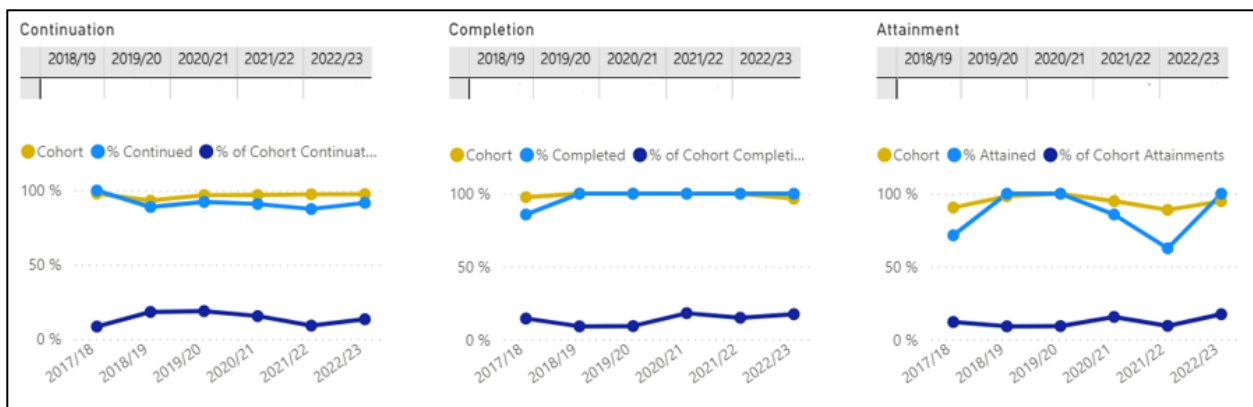

Figure 26: continuation rates for students from a Global Majority background

Figure 27: completion rates for students from a Global Majority background

Figure 28: percentage of students from a Global Majority background achieving a 2:1 degree or higher
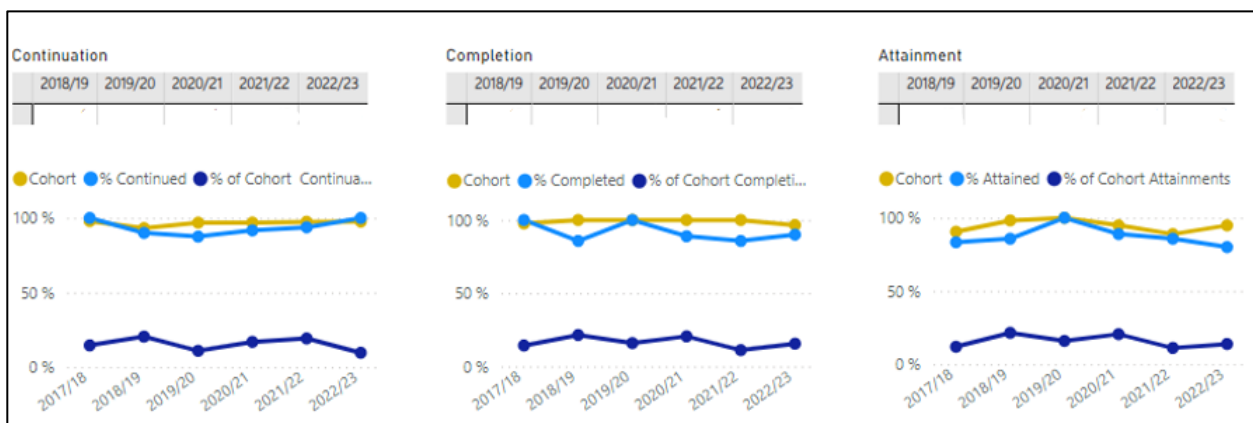
Students from IMD Q1&2

Figure 29: continuation rates for students from an IMD quintile 1 or 2 background

Figure 30: completion rates for students from an IMD quintile 1 or 2 background

Figure 31: percentage of students from an IMD quintile 1 or 2 background that achieved a 2:1 degree or higher

For students from an IMD quintile 1 or 2 background, continuation generally closely matches that of the overall cohort. Therefore, this was not considered a risk to equality.

The six-year average of completion for students from an IMD quintile 1 or 2 background is 91.7%. The average for the entire cohort over the same time period is 99%. This highlights a gap of 8pp.

The average attainment rate over the six-year period of the above graphs is 90.5%. This refers to the percentage of students receiving a 2:1 or above in their degree. The cohort average is 94.5% for the same time period, highlighting a gap of 4pp.

When considering risks to include in the Access and Participation Plan, completion and attainment for students from an IMD quintile 1 or 2 background was not included. This is because these risks are statistically variable, as the numbers involved are very small, and the gap is volatile year on year. We will continue to internally monitor these risks and work to mitigate them. When looking at other risks, the risk of Disabled students not experiencing equality in completing their degree was seen as a higher risk as the gap between cohorts is larger.

Progression data

When considering progression, our data is particularly limited. The response rate for the Graduate Outcome survey is historically low for graduates from The Courtauld, the highest being 70% in 2020/21. This, in combination with the small number of graduates overall at The Courtauld due to our small cohort size, makes analysis of this data unreliable.

The investment into a recruiting a 1.0 FTE member of staff in our Careers team will mean there is wider capacity to analyse why the response late is historically low, and to implement measures to improve this.

Annex B: Evidence base for intervention strategies

In this Annexe, the detail of evaluation strategies for Intervention 1 and 2 are set out. Also included is further information on the evidence used for each intervention. As set out in the main APP, in developing these interventions and related evaluation plans, TASO's Theory of Change toolkit was used, along with analysis of internal data as set out in Annexe A, consultation with staff, students and sector-wide best practice.

B.1 Intervention strategy 1: Access programmes to engage students from underrepresented backgrounds, including economically disadvantaged students, students from the Global Majority and state school students with limited access to art history as a subject area

B. 1.1 Evidence for intervention 1

For existing interventions over the past five years, we have collected participants' data to track applications and subsequent enrolments into The Courtauld. This internal data is our best indication to know whether our existing intervention meet some, if not all desired outcomes. Theory of Change outlines (using TASO template and guidance) were created for every intervention, providing a clear link between outcomes and associated risks. A literature review was also conducted which supports amendments to the design of our interventions.

- The disconnect between quality and inequality: An analysis of the gaps in educational outcomes achieved by free school meal eligible students in English higher education, HEPI Policy Note 43, Published June 2023. The-disconnect-between-quality-and-inequality.pdf (hepi.ac.uk)
- Baines, L., Gooch, D., & Ng-Knight, T. (2022). Do widening participation interventions change university attitudes in UK school children? A systematic review of the efficacy of UK programmes, and quality of evaluation evidence. *Educational Review*, *76*(3), 628–647. https://doi.org/10.1080/00131911.2022.2077703
- Bolton, P. & J. Lewis. 2023. Equality of access and outcomes in higher education in England. Research Briefing, House of Commons. https://researchbriefings.files.parliament.uk/documents/CBP-9195/CBP-9195.pdf
- TASO, Aspiration-raising interventions (pre-entry), evidence toolkit, https://taso.org.uk/intervention/aspiration-raising-interventions-pre-entry/#heading-key-references
- TASO, 'School's in for the Summer: Interim Findings on the Impact of Summer Schools', TASO, 28 November 2023, https://taso.org.uk/news-item/schools-in-for-the-summer-reflecting-on-the-findings-of-tasos-summer-schools-evaluation/.
- TASO, Information, advice and guidance (IAG) (pre-entry), evidence toolkit, 2023, https://taso.org.uk/intervention/information-advice-and-guidance/

B.1.2. Intervention 1: Evaluation

Activity	Outcomes	Methods of evaluation	Summary of publication
Seminar Sessions	• Experience of HE learning environment • Experience of independent research at HE • Increased confidence in discussing History of Art topics with academics/peers • Increase sense of belonging in HE • Opportunity to interact with other attendees	A mixture of Type 1 and Type 2 evaluation to be collected for this intervention. • Number of attendees. • Number of attendees and WP markers associated with the cohort. • Number of interactions with cohort and number of interventions. • Pre and post attendance questionnaire - measuring impact on attitudes towards higher education and learning environment. Longitudinal tracking of applications, acceptances, and enrolment to The Courtauld.	Timeframe: short term outcomes to be collated and processed within the academic year of the programme. Yearly report completed by Autumn of the following year. Format: Written and numerical report. Shared: Evaluation summary will be shared to The Courtauld AWP Committee and where appropriate shared among larger higher education networks, with a focus on smaller specialised institutions.
Summer University (in-person)	Increased awareness of History of Art Increased sense of belief that History of Art at HE fits with their social identity. Increased knowledge of History of Art at HE and The Courtauld Equipped with the tools to further engage in the study of History of Art Increased confidence in studying History of Art within a Higher Education setting	A mixture of Type 1 and Type 2 evaluation to be collected for this intervention. • Number of attendees. • Number of attendees and WP markers associated with the cohort. • Number of interactions with cohort and summer of interventions. • Number of students attending Summer University Reunion event. • Qualitative data to the collected through survey • Qualitative data to the collected through small focus group • Pre and post attendance questionnaire - measuring impact on attitudes towards higher education and learning environment. • Pre and post attendance questionnaire - measuring impact on knowledge towards higher education and Art History.	Timeframe: Short term outcomes to be collated and processed within the academic year of the programme. Yearly report to be completed by Autumn of the following year. Format: Written and numerical report. Shared: Evaluation summary will be shared to The Courtauld AWP team, and where appropriate shared among larger higher education networks, with a focus on smaller specialised institutions.

		Longitudinal tracking of applications, acceptances and enrolment to The Courtauld.	

Summer University (online)	• HE viewed as more desirable option
	• Increased understanding of History of Art and opportunities it provides at HE
	• Increased knowledge of The Courtauld, its collections, resources and departments
	• Increased knowledge of professions associated with studying History of Art
	• Increased awareness of studying Higher Education within London
	• Increased confidence in studying History of Art within an HE setting
	• Increased development of skills linked to studying Art History at HE
		A mixture of Type 1 and Type 2 evaluation to be collected for this intervention.
		  • Number of attendees.
		  • Number of attendees and WP markers associated with the cohort.
		  • Number of interactions with cohort and summer of interventions.
		  • Number of students attending Summer University Reunion event.
		  • Qualitative data to the collected through survey
		  • Qualitative data to the collected through small focus group
		  • Pre and post attendance questionnaire - measuring impact on attitudes towards higher education and learning environment.
		  • Pre and post attendance questionnaire - measuring impact on knowledge towards higher education and Art History.
		
		Longitudinal tracking of applications, acceptances and enrolment to The Courtauld.
			<u>Timeframe</u>
			Short term outcomes to be collated and processed within the academic year of the programme.
			Yearly report to be completed by Autumn of the following year.
			<u>Format:</u> Written and numerical report.
			Evaluation summary will be shared to The Courtauld AWP team, and where appropriate shared among larger higher education networks, with a focus on smaller specialised institutions.

Insights into Art History	• Increased awareness of History of Art as a subject
	• Increased understanding of the study of History of Art at HE, especially at The Courtauld
	• Increased skills to further engage in the study of the History of Art.
	• Increased engagement with The Courtauld; its collections, resources and departments.
		A mixture of Type 1 and Type 2 evaluation to be collected for this intervention.
		  • Number of attendees.
		  • Number of attendees and WP markers associated with the cohort..
		  • Qualitative data to the collected through survey
		  • Pre and post attendance questionnaire - measuring impact on knowledge towards higher education and Art History.
		
		Longitudinal tracking of applications, acceptances and enrolment to The Courtauld.
			<u>Timeframe:</u> Short term outcomes to be collated and processed within the academic year of the programme.
			Yearly report to be completed by Autumn of the following year.
			<u>Format:</u> Written and numerical report.
			Evaluation summary will be shared to The Courtauld AWP team, and where appropriate shared among larger higher

	• Increased understanding of The Courtauld; its collections, resources and departments.		education networks, with a focus on smaller specialised institutions.
State school History of Art talks and partnerships	• Students develop an awareness of History of Art as a subject • Students have an understanding that History of Art can be studied at HE, especially at The Courtauld • Students develop a sense of belief that History of Art at HE fits with their social identity • Students are equipped with the information to know how to further engage in the study of History of Art	A mixture of Type 1 and Type 2 evaluation to be collected for this intervention. • Number of attendees. • WP markers associated school information. Longitudinal tracking of applications, acceptances and enrolment from organisation to The Courtauld.	<u>Timeframe</u> Short term outcomes to be collated and processed within the academic year of the programme. Yearly report to be completed by Autumn of the following year. <u>Format:</u> Written and numerical report. Evaluation summary will be shared to The Courtauld AWP team, and where appropriate shared among larger higher education networks, with a focus on smaller specialised institutions.
Contextual admissions scheme	• Increased engagement with Open Days at The Courtauld for target students • Increased application and enrolment rates for target students	A mixture of Type 1 and Type 2 evaluation to be collected for this intervention. • Number of contextual offers made Tracking of acceptances and enrolments of applicants given a contextual offer Tracking of continuation and completion rates of students enrolling with a contextual offer	<u>Timeframe</u> Number of contextual offers to be collated after all offers have been made in an academic cycle. Report on contextual offers to be made the following year outlining acceptances and enrolments. <u>Format:</u> Written report. Shared with AWP committee and, where appropriate, higher education networks.
New student programme	• Improved sense of belonging at The Courtauld and within Higher Education.	A mixture of type 1 and type 2 evidence to be collated • Number of attendees	<u>Timeframe</u> Qualitative data collected within first term of academic year.

	• Increased confidence and self-perception about academic abilities. • Greater sense of preparedness for life at The Courtauld and the types of learning required at Higher Education, leading to improved mental health and wellbeing among students. • Networks and connections established among students, particularly those drawn from diverse groups. • Increased enrolment and continuation rates for target students.	• Pre and post event survey measuring impact (self-perception, preparedness) • Check in survey at the end of first term for attendees Tracking withdrawal rate of students who have attended the new student programme compared to those students who did not attend.	Yearly report to be created outlining withdrawal rate of students who have participated in the programme. Format: Written report. Report to be shared with AWP committee to discuss effectiveness of programme.
Travel bursary	• Increased engagement with Open Days at The Courtauld for target students • Increased application and enrolment rates for target students	A mixture of type 1 and type 2 evidence collected: • Number of attendees at Open Days • Number of recipients of bursary	Timeframe: Summary of bursaries offered to be completed at the end of Open Day cycle (June/July) Format: Written report. Data to be shared with AWP committee yearly to assess if budget allocated is sufficient. Written report of all financial support interventions to be shared with AWP at the end of the academic year.
James Hughes-Hallett Scholarship	• Increased participation in various academic and social facets of university life. • Reduced reliance on the need to subsidise study through extensive external work.	A mixture of type 1 and type 2 evidence collected: • Number of recipients • WP markers of recipients • Check in surveys with recipients	Timeframe Check in surveys to be completed at the end of each academic year. Review of continuation, completion and

	• Improved student emotional and mental wellbeing, linked to greater financial security. • Increased continuation, completion and attainment for recipients.	Tracking of students in receipt of the scholarship in terms of continuation, completion and attainment	attainment rates of recipients at end of academic year. Format: Written report of all financial support interventions to be shared with AWP at the end of the academic year. Written report on all financial support interventions to be provided to AWP.
The Courtauld Bursary	• This will support students' financial needs and enable them to live in London whilst participating in various academic and social facets of university life, positively impacting their sense of belonging at The Courtauld. • The pressure to subsidise study through external work and overall income pressure will be reduced. • Improved student emotional and mental wellbeing, linked to greater financial security. • In the long term, these outcomes will assist in increasing continuation, completion and attainment targets among target students.	A mixture of type 1 and type 2 evidence collected: • Number of recipients • WP markers of recipients • Check in surveys with recipients Tracking of students in receipt of the scholarship in terms of continuation, completion and attainment	Timeframe Check in surveys to be completed at the end of each academic year. Review of continuation, completion and attainment rates of recipients at end of academic year. Format: Written report of all financial support interventions to be shared with AWP at the end of the academic year Written report on all financial support interventions to be provided to AWP.

B.2 Intervention strategy 2: Support and Monitoring for students with additional needs, including Disabled Students

B.2.1 Evidence for intervention 2

This strategy has been built on an internal review of the Wellbeing Service, consultation with students, and an external consultant who reviewed the Wellbeing Service in 2023.

- Borkin, H., A. Rowan, N. Stoll, N. Codiroli, A. Aldercotte, E. Pugh and H. Lawson, Supporting disabled students: Mapping reasonable adjustments and transition support, TASO report, April 2024
- National Association of Disability Practitioners, Code of practice for the assurance of academic quality and standards in higher education Section 3: Disabled students - February 2010: https://nadp-uk.org/wp-content/uploads/2015/02/2010-Code-of-practice-for-academic-qual-standards.pdf
- Hughes, G. & Spanner, L. (2019). The University Mental Health Charter. Leeds: Student Minds website: https://hub.studentminds.org.uk/resources/charter-framework/.
- TASO Student Mental Health Evidence Toolkit, https://taso.org.uk/student-mental-health-hub/
- Thomas, L., Hill, M., O'Mahoney, J. & Yorke, M. (2017). Supporting student success: strategies for institutional change. (Rep) HEA. https://www.heacademy.ac.uk/system/files/downloads/full_report_final_draft.pdf
- University Mental Health Advisers Network, The Role and Impact of Specialist Mental Health Mentors on Students in UK Higher Education Institutes, https://www.umhan.com/resources/100-the-role-impact-of-specialist-mental-health-mentoring-on-students-in-uk-heis

B.2.2 Intervention 2, Evaluation

We will share information about our intervention strategies through an annual report on the activities and their evaluation, which will primarily be shared internally through the committees and student-staff forum set out in our whole provider approach section. We will also look to share findings with peer networks as relevant, and to draw on best practice through these.

Activity	Outcomes	Methods of evaluation	Summary of publication
Introduce Wellbeing Customer Records	This project will allow a better analysis of the number of students who access the wellbeing service, including the ability to breakdown figures on: 1. Those registered with a disability 2. Those not registered with a disability	Track ability to report on student engagement data	Produce reports for internal use (both in-service and for use relevant Committees, including Admissions and Widening Participation Committee and

Management system (CRM)	3. Those who have additional needs but may fit the social model of disability 4. Level of service accesses This data will help ensure the service resources are directed to the areas needed		Teaching and Learning Committee)
Streamline and expand Wellbeing Support for students with disabilities, SpLDs and/or mental health conditions	Expanded and streamlined approach to supporting Disabled students should: • Increase numbers of students recognised as having a disability and applying for adjustments and accessing DSA support • Maintain (or reduce) the 0.5% differential between Disabled vs whole-cohort course-completion • Reduce number of Disabled students interrupting studies • Reduce the use of deadline extensions and use of August re-sit period	Type 2 Use of CRM for tracking and reporting on: • The number of students registered as Disabled • Completion rates of Disabled vs whole cohort • Interruptions by Disabled students vs whole cohort • Reduce the use of extensions and use of rack trends for student re overall reduction in interruptions and withdrawal. • Service feedback forms to gain student insight	Produce reports for internal use (both in-service and for use by relevant Committees, including Admissions and Widening Participation Committee and Teaching and Learning Committee)
Enhanced Wellbeing support for Personal Tutoring	More efficient exchange of sensitive information, allowing Personal Tutors to act with greater decision, confidence and knowledge of students' wellbeing needs. Personal tutors will feel supported in their role whilst student emotional and mental wellbeing will be secured, improving rates of continuation, completion and attainment, particularly among target students. Improved motivation and engagement in learning, gaining confidence and being given a sense of security and belonging in the academic community.	Use of Programme evaluation forms to track student experience of personal tutoring. Cross-reference with CRM data for rates of interruption and withdrawal. Cross reference with Wellbeing Service Feedback survey.	Reports from programme evaluation forms for discussion at internal committees including Student-Staff Forum.

	Students' mental health and wellbeing are improved, whilst tutors gain a much greater first-hand understanding of the student experience and the current challenges affecting academic outcomes. This close student-tutor relationship of trust and confidence has led to improved strategies for providing effective and individually tailored support for students with additional needs. In future, this activity will provide a critical part of The Courtauld's aims in relation to improving continuation, completion and attainment rates for target students.		

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2025-26 fee information

Provider name: Courtauld Institute of Art

Provider UKPRN: 10007761

Summary of 2025-26 course fees for new entrants

*Course type not listed by the provider as available to new entrants in 2025-26. This means that any such course delivered to new entrants in 2025-26 would be subject to fees capped at the basic fee amount.

Inflation statement

Subject to the maximum fee limits set out in Regulations we will increase fees each year using CPIH. The Courtauld Institute of Art does not currentlty participate in TEF and UG Home fees are capped at £9,275.

Table 1a - Full-time course fee levels for 2025-26 new entrants

Full-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree		N/A	£9,275
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	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 1b - Sub-contractual full-time course fee levels for 2025-26 new entrants

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
HNC/HND	*	*	*
CertHE/DipHE	*	*	*
Postgraduate ITT	*	*	*
Accelerated degree	*	*	*
Sandwich year	*	*	*
Turing scheme and overseas study years	*	*	*
Other	*	*	*

Table 1c - Part-time course fee levels for 2025-26 new entrants

Part-time course type:	Additional information:	Sub-contractual UKPRN:	Course fee:
First degree	*	N/A	*
Foundation degree	*	N/A	*
Foundation year/Year 0 (classroom based)	*	N/A	*
Foundation year/Year 0 (non-classroom based)	*	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 1d - Sub-contractual part-time course fee levels for 2025-26 new entrants

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 (classroom based)	*	*	*
Foundation year/Year 0 (non-classroom based)	*	*	*
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: Courtauld Institute of Art

Provider UKPRN: 10007761

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	£39,000	£41,000	£42,000	£45,000
Financial support (£)	NA	£151,000	£159,000	£165,000	£171,000
Research and evaluation (£)	NA	£1,000	£1,000	£1,000	£1,000

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 (£)	£0	£0	£0	£0
Access activity investment	Post-16 access activities (£)	£38,000	£40,000	£41,000	£43,000
Access activity investment	Other access activities (£)	£1,000	£1,000	£1,000	£2,000
Access activity investment	**Total access investment (£)**	**£39,000**	**£41,000**	**£42,000**	**£45,000**
Access activity investment	*Total access investment (as % of HFI)*	*6.0%*	*6.3%*	*6.5%*	*7.0%*
Access activity investment	**Total access investment funded from HFI (£)**	**£31,000**	**£32,000**	**£33,000**	**£36,000**
Access activity investment	**Total access investment from other funding (as specified) (£)**	**£8,000**	**£9,000**	**£9,000**	**£9,000**
Financial support investment	Bursaries and scholarships (£)	£115,000	£122,000	£126,000	£130,000
Financial support investment	Fee waivers (£)	£0	£0	£0	£0
Financial support investment	Hardship funds (£)	£36,000	£37,000	£39,000	£41,000
Financial support investment	**Total financial support investment (£)**	**£151,000**	**£159,000**	**£165,000**	**£171,000**
Financial support investment	*Total financial support investment (as % of HFI)*	*23.4%*	*24.6%*	*25.5%*	*26.5%*
Research and evaluation investment	Research and evaluation investment (£)	£1,000	£1,000	£1,000	£1,000
Research and evaluation investment	*Research and evaluation investment (as % of HFI)*	*0.2%*	*0.2%*	*0.2%*	*0.2%*

Fees, investments and targets

2025-26 to 2028-29

Provider name: Courtauld Institute of Art

Provider UKPRN: 10007761

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
The Courtauld will increase the proportion of students from IMD quintiles 1 and 2 attending the university to 33% of our intake by 2028/9	PTA_1	Access	Deprivation (Index of Multiple Deprivations [IMD])	IMD quintile 1 and 2	IMD quintile 3, 4 and 5	This target will measure percentage of students from IMD Q1&2 background against students from IMD Q3,4&5 quintiles. This target is set at 33% IMD Q1&2 students by 2028/29. This was calculated using a projection of an achievable increase in student percentages year on year, taking into account small student numbers and resources. Internal data was used to measure a percentage increase and real student number increase. 2022/23 was an anomaly year for IMD Q1&2 so	No	HESA publications (please include details in commentary)	2021-22	Percentage	21%	24%	27%	30%	33%
The Courtauld will increase the proportion of students from the Global Majority attending the university to 30% of our intake by 2028/9.	PTA_2	Access	Ethnicity	Not specified (please give detail in description)		This target will measure percentage of students from Global Majority background (ethnicity) enrolling at the Courtauld. The target is set at 30% by 2028/29. This target was calculated using a projection of an achievable increase in student percentages year on year, taking into account volatile application number and limited size and resource. Internal detail was used to determine the percentage increase and real student number increase. We will use UCAS data to measure this.	No	UCAS data (please include details in commentary)	2022-23	Percentage	14.5%	21%	24%	27%	30%
The Courtauld will increase the proportion of students from state schools attending the university to 60% of our intake by 2028/9.	PTA_3	Access	Other	Other (please specify in description)		This target will measure percentage of students from a state school background against students from an independent school background. The target was set at 60% by 2028/29, with the aim to meet the HESA benchmark of 65% by 2030/31. This target was calculated using internal data, taking into account the systemic issues, cohort size and the need to allow relatively new work and interventions to have impact.	No	HESA publications (please include details in commentary)	2022-23	Percentage	45%	51%	54%	57%	60%
	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

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
The Courtauld will increase the monitoring and support of students with additional needs to reduce the withdrawal and interruption rates attributed to mental and physical health issues	PTS_1	Completion	Reported disability	Disability reported	No disability reported	This is an internal objective rather than a measurable target for the access and participation plan. We will track the completion rates of students with a reported disability to ensure they more closely match those students who have not reported a disability. We will use internal data on withdrawals and interruptions to measure this.	No	Other data source (please include details in commentary)	2022-23	Other (please include details in commentary)	0	0	0	0	0
	PTS_2														
	PTS_3														
	PTS_4														
	PTS_5														
	PTS_6														
	PTS_7														
	PTS_8														
	PTS_9														
	PTS_10														
	PTS_11														
	PTS_12														

Table 5e: Progression 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
	PTP_1														
	PTP_2														
	PTP_3														
	PTP_4														
	PTP_5														
	PTP_6														
	PTP_7														
	PTP_8														
	PTP_9														
	PTP_10														
	PTP_11														
	PTP_12														