

Access & Participation Statement 2019

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City & Guilds of London Art School's Access & Participation Statement sets out our strategic priorities and intentions related to access, success and progression. This Statement has been produced following consultation with both staff and students, draws upon annual programme monitoring, strategic planning and an analysis of available data and information.

One: **Background & Context**

1 **City & Guilds of London Art School**

The City & Guilds of London Art School (CGLAS) is a small not-for-profit, specialist art college with independent charitable status. Established in 1854, CGLAS is one of the oldest educational institutions in the UK specialising in art, crafts and conservation.

CGLAS delivers intensive academic programmes grounded in practical engagement and has circa 230-240 students studying on courses at Foundation, Undergraduate and Taught Postgraduate levels. Besides our broad-based Foundation Diploma in Art & Design, our other courses specialise in fine art, historic carving and the conservation of three-dimensional cultural artefacts. We have worked to create an environment where the dialogues between traditional crafts, materials' science, experimentation, theory and creative practice are fruitfully integrated.

With a reduction in the opportunities for the study of art and craft at school level we consider it important to provide a comprehensive introduction to our subjects as well as full curricula and regular contact time with practising experts. This, together with generous facilities and a supportive structure, sets out to enable all of our students to develop the necessary knowledge and practical skills required for success during their studies and following graduation.

2 Key Aims

Our Key Aims, written in 2014 following a consultation process that engaged students, staff, industry experts and trustees, builds upon our charitable purposes and underpins our Access & Participation Statement:

- *We nurture individual talent through subject specialism, by providing an immersive learning environment and curricula that emphasise the dialogue between the eye, the hand, and the material, with a particular focus on the study and analysis of historical and contemporary examples*
- *We aim to educate artists, craftspeople and conservators who will go on to make a significant contribution in their fields, both in the UK and internationally, through the pursuit of excellence in traditional skills as well as through creative innovation and enterprise;*
- *We set out to motivate our students to be inquisitive and resourceful, equipped to go on learning through practice for the rest of their lives;*
- *We are convinced of the social value and necessity of our subjects, not only for the creative and heritage sectors, but for society at large;*
- *We are committed to supporting the development of individuals from all backgrounds who have the potential to succeed in our subjects*
- *We aim to champion the roles that Art and Craft play in enriching our lives through engagement with the public and collaboration with other practitioners via exhibitions, demonstrations and participation by staff and students in national and international projects, as well as through academic conferences and symposia*

3 Equality & Diversity Policy

Our Equality & Diversity Policy frames our approach to widening access and equality of opportunity. CGLAS is committed to:

- *celebrate the diversity of its community, recognising that it is integral to its success*
- *comply with the requirements of the Equality Act 2010 and demonstrate its compliance with the Public Sector Equality Duty*

- *challenge and address inequality, by prohibiting unlawful discrimination, harassment or victimisation as defined in the Equality Act 2010*
- *ensure that equality and diversity is embedded in all of its policies, strategies and processes, through active consultation with students and staff, and evaluation of their potential and actual impact*

These commitments are expanded upon and made operational by our regulatory framework, our policies and strategies which embed the principles of equality and diversity into all our activities throughout the staff employment lifecycle and the student journey from admission through to graduation and beyond. In addition to CGLAS' Equality & Diversity Statement & Policy, CGLAS policies that relate to equality of opportunity include:

- *Admissions*
- *Dignity & Respect*
- *Inclusive Learning & Participation*
- *Recognition /Accreditation of Prior Learning*
- *Student Participation, Attendance & Engagement*

4 **Strategic Plan**

Our Strategic Plan 2015 to 2020, written with input from our student representatives, staff and trustees, committed CGLAS to explore more ways to engage with the wider community, to champion our subjects and develop new recruitment strategies to widen access and participation. This led to a number of new initiatives and identified areas for enhancement .described in the next section.

Strategic Plan 2015 to 2020 Key Objective related to access and participation statement:

Objective 3: Review, measure and enhance our social impact in relation to our charitable status and mission:

Specific aims related to access and participation:

- I To encourage individuals with promise in our subjects to see us as a viable proposition for further study regardless of their background
- II To be a more active member of our local community and increase engagement from local people in our area of South London
- III To increase bursary and scholarship support for Fine Art while maintaining the current ratio of bursary supported students for Conservation and Historic Carving;
- IV To build upon our roots as a 'social enterprise project' in the Victorian period to enrich our learning culture, create opportunities for students and engage CGLAS in a wider professional sphere in line with our charitable status and our mission
- V To develop cross-departmental events in our subjects to enrich learning and student and staff research and to encourage participation from the wider public and cultural sector
- VI To achieve greater diversity in our student population (demographically and geographically)

Two: Assessment of Performance

5 Understanding Current Performance

CGLAS is small in scale with relatively low student numbers currently numbering a total of 237. This includes:

- **UAL Awarding Body Foundation Diploma in Art & Design:** CGLAS enrol 80-100 students each year
- **Diploma Historic Carving**, will become *BA (Hons) Historic Carving* with distinct pathways in *Architectural Stone* and *Woodcarving & Gilding* from 2019/20: first year intake is between 5 to 8 students per pathway
- **Masters courses:** both the full and part time MA Fine Art courses, take around 9 students each year, while MA Conservation has only 1 to 2 students each year. The new PgDip/MA Carving, running from 2019/20, is intended to recruit between 2 and 5 students each year

In addition to the above CGLAS currently has the following students studying on validated undergraduate courses:

- **BA (Hons) Fine Art:** from 2015/16 first year intake has been between 16 and 22 students per year, with the consequence that a single student can equal between 4.5% to 6.25% of a cohort
- **BA (Hons) Conservation Studies:** from 2015/16 first year intake has been between 7 and 9 students per year, with the consequence that a single student can equal 11-15% of a cohort

At the time of writing two partner institutions accredit or validate CGLAS' higher education provision:

- CGLAS's portfolio of undergraduate and postgraduate degrees are validated by **Ravensbourne University London (RUL)**, as of September 2018

- CGLAS's Diploma provision in Historic Carving is accredited by the **City & Guilds Institute**, though this provision will be replaced by RUL degree courses from 2019/20

CGLAS is committed to improving its statistical knowledge through systematic collection and analysis of data to ascertain the relative access, retention and achievement of underrepresented groups in Higher Education. Through our Strategic Plan we identified the need to establish a Data & Information Management Project running since 2017 which sees CGLAS managing all the data now required for statutory purposes (HESA and OfS), while also providing the potential for the analysis of intersectional data, the formation of new intelligence to better inform decision-making and planning and support our approach to access & participation. From the 2018/19 student intake, CGLAS has been collecting socio-economic data from applicants for the first time and utilising where possible POLAR data to better understand its existing students and to ascertain the nature of the activity appropriate to support student access, retention and success.

6 Comparison with National Benchmarks

	Nationally (2016-17 data)	HE Sector (2016-17 data)	Creative Arts & Design (2016-17 data)	CGLAS % (2016-17 data)	Numerical value (see 5.3 above)
<i>British nationals /residents</i>	-	-	-	80%	65
<i>EU /EEA citizens</i>	-	-	-	20%	15
<i>Female</i>	-	56%	65%	72%	70
<i>Male</i>	-	44%	35%	28%	30
<i>20 years and under</i>	-	64%	63%	44%	35
<i>21-24 years</i>	-	26%	29%	28%	20
<i>25 years and over</i>	-	10%	7%	28%	20
<i>Ethnicity - White</i>	87%	71%	85%	81%	65
<i>Ethnicity - BAME</i>	13%	21%	9%	15%	5
<i>With known disability</i>	22%	13%	20%	32%	25
<i>Highest qualification on 1st year entry</i>					
<i>Level 3</i>	-	53%	70%	35%	30
<i>Degree/higher</i>	-	41%	26%	12%	10
<i>POLAR quintile 5 – median</i>	-	60%	Not Available		
<i>POLAR quintile 1 – median</i>	-	19%			

When combining Home/EU designated BA students CGLAS has:

- I more students over 25 years of age than both HE Creative Art & Design and the HE Sector overall, by a factor of four and three respectively
- II 60% of the HE sector's figure for black, Asian, minority ethnic (BAME), but over one and a half times that of Creative Art & Design
- III more than double the HE sector's figure for disability, and over one and a half times that of Creative Art & Design

7 **Access: Student Financial Support**

Student feedback indicates that the provision of a sizable number of bursary grants has been a deciding factor on their choice of study. Fees for our degree courses are set at £9,250, reflecting the intensive nature of our courses, with high levels of contact time and specialist resources.

Bursaries and scholarships currently provide fee support for 60 students (approximately 38% of the eligible student body) facing financial hardship, providing vital support to those who might otherwise be denied access to study. Bursaries are allocated, based on the completion of an application form, to those with the most pressing financial need, for example with household incomes under £28K and within certain parameters such as subject specialism. Bursary grants usually provide one third of the fee.

A recent questionnaire of CGLAS students identified broad happiness with the bursary application process. However, CGLAS has reviewed the support available for making an application and the timeline for the communication of decisions, to ensure that the provision of financial support informs the positive decision-making of applicants and that the process does not discourage individuals from groups underrepresented in Higher Education. We have committed to providing more support for applicants for this process and now offer information and guidelines in a range of formats and contexts, from Open Day information to individual letters, information on our website, Moodle and a weekly drop-in bursary advice 'surgery time' for continuing students.

8 Retention: Tutorial Policy

From 2015/16 through to 2017/18, retention has been at the following rates:

- *BA (Hons) Fine Art*: 93-100%
- *BA (Hons) Conservation Studies*: 85*-100%

* the 15% drop-off relates to a single student

While the statistics for retention by defining characteristic are currently below the threshold for publication, where students have withdrawn, there appears to be no correlation with any identified characteristic. The reasons cited for withdrawal are predominantly, changes in circumstances, such as health, finances and family relocation.

To mitigate against student withdrawal because of a lack of support, CGLAS implemented a revised Tutorial Policy in 2016. To ensure that particular and specific, individual needs are addressed, each student is provided with both a Pastoral Tutor as well as a Personal Progress Tutor. The Pastoral Tutor role has proved effective in helping students identify their individual needs, how to access the support available both within and without CGLAS.

In preparing this statement students were surveyed on their experiences of the support mechanisms available. Students reported that they meet with their Personal Progress Tutor, on average, six to seven times a term. Students book Pastoral Tutorials when they need this form of support and a number of student respondents reported meeting with their Pastoral Tutors more than five times a term. We believe that this, alongside our small community and the availability of our office team, provides all students, irrespective of defining characteristics, with a number and range of opportunities to seek advice and support as and when required.

The nature and efficacy of the non-academic support provided by CGLAS is reviewed annually. As part of CGLAS's Annual Monitoring Process, the Head of Access to Learning (formerly titled Student Support) writes an evaluative Annual Area Report that informs both Annual Course Monitoring and CGLAS Annual Action Plan.

This annual process of critical reflection, evaluation and planning provides a suitable vehicle for monitoring delivery of our Access & Participation Statement.

Our intention is to continue to monitor retention and the tutorial policy as more data becomes available to ensure that we are supporting student retention effectively for students from groups underrepresented in Higher Education.

9 **Graduate achievement**

The statistics for graduate achievement, by defining characteristics, are similarly below the threshold for publication, though student profile does not appear to have an influence on outcome. Fine Art graduates tend to develop portfolio careers while Conservation Studies graduates go on to contracted employment in the heritage/conservation sector. For the four years from 2013/14 through to 2016/17, all graduates from BA (Hons) Conservation Studies, irrespective of defining characteristics, are currently employed in the heritage /conservation industries.

10 **Students from particular ethnic backgrounds**

When considering the Home/EU students on all three years of BA (Hons) Fine Art and BA (Hons) Conservation, for the academic session 2016/17, self-declared ethnicity was as follows:

- 81% white
- 15% BAME of which 9% were of mixed heritage
- 4% preferred not to say

15% of CGLAS students self-identified as Black, Asian, Minority Ethnic (BAME), while less than the 21% of the HE Sector overall, it is higher than both HE Creative Arts & Design and the percentage of the UK population as a whole. Improving the participation rate of BAME students, especially those from economically deprived households, is an area which CGLAS is committed to improving upon and will be built into our forthcoming Strategic Plan 2020-2025.

11 **Mature Students**

CGLAS has longstanding data on the age of its students and statistically has a relatively high proportion of mature students: 28% of CGLAS students are aged 21-24 years of age, with an additional 28% of students being aged 25+. Between 2015/16 and 2017/18, the incidents of students withdrawing from their course has been predominately students aged 20 years or younger.

While learning, teaching and assessment strategies and staff development are examined to foster inclusivity, CGLAS also recognises that mature students might benefit from the development of learning technologies and workshops dedicated to developing IT literacy and skills and we have invested in extra technical support from 2018/19 to facilitate this.

12 **Disabled Students**

In 2016/17, 32% of CGLAS students declared a disability, compared to 20% in Creative Arts & Design as a whole and only 13% in the entire HE Sector. 20% of CGLAS students have a specific learning difficulty and 9% have mental health issues. Anecdotally, students have stated that they choose to study at CGLAS because of its small scale, intensive tuition and the focus on supporting individual students. From 2015/16 to 2017/18, of those students who have withdrawn, none have declared a disability.

All applicants that declare a disability are contacted to ensure that arrangements for their interview are made in full recognition of their specific needs. As general assistance for all applicants, CGLAS provides information on, *what to expect at interview*, including the arrangements for interviews and key interview questions. While helpful and supportive for all applicants, it is a measure put in place to help those who experience anxiety and social/communication impairments.

On course, support is organised for students disclosing specific learning needs and physical or hidden disabilities. As identified by the Quality Assurance Agency, in the last 4 years CGLAS has enhanced Student Support (now named Access to Learning) by both increasing the hours of specialist support available and by fully embedding student support in our processes. Since 2015 there has been an annual programme of staff development to deliver academic staff with

the skills to effectively support students from underrepresented groups. Various sessions have been delivered on working with students with dyslexia, dyspraxia and autistic spectrum disorder. With positive feedback from participants, the focus in 2018/19 will be to broaden the reach to include technical as well as additional teaching staff. In 2018/19 CGLAS will address additional areas for staff development – such as gender awareness – as well as the development and delivery of *student awareness sessions* to enable students to understand how best to work within an intensive and inclusive community.

13 **General Assessment**

CGLAS has limited statistical information on which to base an assessment of success and areas requiring development in relation to access and participation. However, based on available data and observations, we have identified that *Access* is a key area for us to focus on over the next five years, with priority given to students from low household incomes and/or low socioeconomic status backgrounds as well as students from BAME backgrounds. This will involve a range of measures including outreach activities that we have not previously embarked upon. Meanwhile we consider that continuing with our activities related to bursary funding support will continue to be important, providing those applicants eligible for bursary support the certainty of some financial assistance during their course and therefore enabling them to commit to their studies.

Three: **Actions & Initiatives to date**

14 **QAA HE Review (Alternative Providers)**

In 2017, CGLAS was reviewed against the standards and expectations of the UK Quality Code for Higher Education. The Quality Assurance Agency (QAA) conducted the review using their HE Review (Alternative Providers) methodology. The Review team identified three areas of good practice, two areas of affirmation and one recommendation that are relevant to our Access & Participation Statement.

Good Practice i: *The distinctive shared staff and student professional practice environment, which delivers a high-quality learning experience*

Good Practice ii: *The embedded, multi-tiered and responsive approach to student support, encompassing a range of methodologies to meet the pre and on-course requirements of all students*

Good Practice iii: *The extensive arrangements for students to engage with industrial specialists to support their learning and preparation for future careers*

Recommendation i: *Collect and evaluate admissions, retention and achievement data to monitor student academic performance at School as well as programme level*

Good Practice ii recognises our work in relation to providing student welfare support to those from underrepresented groups, including those with protected characteristics. Since the review our QAA Action Plan has seen this area further enhanced and embedded into our Annual Art School Action Plan.

- *ensure the policy and regulatory framework...and its implementation embeds Student Support at all levels*
- *consult with students on the development of student support initiatives through the Head of Student Support joining the Student Representatives Forum for feedback and suggestions*

- *further strategise and formalise the interactions between different staff members to ensure that the embedded and multi-tiered approach to Student Support is fully mapped and methodologies are clear to students as well as to each staff member involved*
- *continue with the on-going training programme of academic staff in areas related to Student Support*

These action areas will be built upon further through our Strategic Plan for 2020-25. The QAA identified Good Practice i and iii recognise our work to develop the employability of students over and above the provision of education, including: links to employers, live projects and extra-curricular work placements. Since the review, our QAA Action Plan has seen this area further enhanced and embedded into our Annual Art School Action Plan. This will be further developed in our Strategic Plan for 2020-25.

- *Building upon the success of live projects and external events such as London Craft Week and Winsor & Newton Residencies that enrich and enhance the learning of professional practice, by developing a regular annual programme and ensuring that all events are of the maximum benefit to students and staff*
- *Continue to engage staff, students, alumni and external cultural partners in regular consultation and feedback including the review of professional practice projects and events to ensure that they are of the highest relevance and quality*
- *Continue to develop working relationships with industry specialists to ensure a range of approaches to student engagement are sustained*
- *Invite industry specialists to targeted events such as the symposia and round table discussions organised in relation to London Craft Week and other public facing events related to the 'Material Matters' programme*
- *Development of a more consistent and strategic alumni network scheme*

The QAA recommendation to collect and evaluate admissions, retention and achievement data to monitor student academic performance at School as well as programme level has been acted upon and is being further enhanced through our Data & Information Management Project that will see the Art School with a bespoke student record and communication system in 2020.

15 **Public Engagement**

CGLAS has since 2015 developed a programme of outward facing activities to champion our subject disciplines and demonstrate the real-world opportunities and future career paths following graduation for individuals from all backgrounds. These free activities are aimed at promoting Higher Education in the arts and encouraging participation. Such activities include:

- during *London Craft Week* the public have access to CGLAS to: participate in free workshops, 'have-a-go' sessions and view specialist demonstrations and exhibitions
- CGLAS's programme includes free exhibitions of work by our students and artists in residence and exhibitions and talks in various public contexts
- while engaged in, on-site live-project work, for example at *Southwark Cathedral*, opportunities are made for the public to 'meet-the-makers' with free demonstrations
- whenever possible CGLAS engages with National and Regional initiatives such as *The Big Draw* and *Open House London*, offering opportunities for free public engagement in art and craft activities

Many of our art and craft graduates go on to have *portfolio careers* that may include teaching, as well as elements of community-engagement, in addition to their personal art or craft practice. CGLAS maintains active links with alumni and this has led to a number of collaborations, for example a recent Drawing Prize for Thomas Aveling School, a comprehensive school in Rochester, providing opportunities for young people to engage directly in art and craft practice with our tutors through our hosting of Print Room workshops and support for travel costs for pupils.

16 **Creative Dimension Trust**

Since 2015 CGLAS has developed a partnership with Creative Dimension Trust (CDT), a charity dedicated to providing 14-18 year olds with free specialist craft courses, taught by leading experts. CGLAS has delivered CDT Printmaking Saturday School's and week-long, Trompe l'Oeil and Gilding Summer Craft Courses. With

consistently positive feedback from participating pupils. CGLAS assisted CDT in the achievement of charitable status; aided in the development of a funding strategy; and developed and delivered programmes, subsidising CDT activities to ensure that courses are both free and of an excellent quality for the young people enrolled. CDT have worked with the Art School to encourage take up on these courses from pupils from backgrounds underrepresented in Higher Education and further work on monitoring this is planned.

17 **Short-Courses**

CGLAS piloted a short courses programme in summer 2018 delivering week-long introduction level courses in specialist art and craft. This new programme aimed at providing taster opportunities for Higher Education in art and craft and enabling individuals to test their own aptitude and appetite for further study.

Places were subsidised for individuals going on to study on our Historic Carving Diploma courses and we have developed a new scheme to work with FE colleges to identify individuals from groups underrepresented in Higher Education who may benefit from a subsidised place on one of our summer courses from 2019, to encourage progression onto higher level courses as well as to provide skills to support employability.

18 **Links to Employers**

CGLAS has worked to develop strong and sustainable links with industry experts in our specialist subjects and organises live projects, placements and commissions for students and graduates to enhance their employability. While this activity is not targeted specifically at students from groups underrepresented in Higher Education, students from such backgrounds are supported and enabled to participate through the pastoral tutor system.

Employer links /work-based learning include:

Funded student projects, placements, internships and graduate schemes for Conservation students through partnerships with the Abbey of San Giorgio Maggiore in Venice, the National Trust at Knole House, Watts Gallery, Welbeck Abbey/the Portland Collection as well as on-going collaborations with the British Museum,

Museum of London, Natural History Museum, the Royal Collection, Tate, the Victoria & Albert Museum and Westminster Abbey

The Historic Carving Department concluded the commission of new grotesques for St. George's Chapel Windsor in its 12 year, with a total of nearly 50 sculptures being completed. The course has secured commissions from a range of organisations and private individuals including the Bowes Museum, providing high quality live projects that considerably enhance graduates portfolios as well as providing invaluable professional practice experience

The Fine Art department has a partnership with specialist art supplier, Winsor & Newton, providing in kind sponsorship and opportunities for studio internships for students. Graduating Fine Art students have opportunities to apply for the City & Guilds of London Art School studio award from ACME and the Artist Collecting Society award, in both cases graduates are provided with a free studio space in London and a stipend. The annual Painter Stainers' Decorative Surface Fellowship provides a graduate with a studio base at the Art School together with free specialist tuition in a range of decorative surfaces

Four: **Ambition & Strategy**

19 **Ambitions & Intentions**

CGLAS will embed Access & Participation in to all aspects of the forthcoming Strategic Plan 2020-2025. Our main ambition in this area is to increase the number of individuals from groups underrepresented in Higher Education, specifically those from low socio-economic backgrounds and individuals from BAME backgrounds, studying on our courses. We will also more closely monitor the experiences of different groups to ensure that measures are in place to support the retention, success and progression of all students from backgrounds underrepresented in Higher Education.

19.1 ***Access: Student Financial Support***

We will build on our track record in supplying students with bursary funding but with a renewed emphasis on promoting these grants directly to potential applicants from targeted FE courses, aimed, specifically, at students from low socio-economic backgrounds and BAME backgrounds.

We will target a minimum of 30 bursaries for students from low household incomes and/or low socio-economic status and/or BAME backgrounds and review the process for applying for bursary funding to ensure that this is not a deterrent for such applicants. We plan to be more targeted in our advertising of funding opportunities and to provide support for new applicants with the opportunity for one to one support sessions available at key moments in the application timeline to support applicants informed decision-making.

A new process for administering Hardship funds will ensure that students will be fully aware of the application process and the criteria used. Meanwhile we are establishing financial planning workshops for students to support them to better manage their available resources.

From summer 2019 CGLAS will provide 5 subsidised places for individuals from groups underrepresented in Higher Education to join one of our week-long Summer School courses. This is aimed at providing an opportunity for individuals to gain an insight into our specialist subjects and the experience of study at this level. It will also enable applicants to test their own appetite and aptitude to study on such a course.

19.2 **Access: Recruitment activities**

CGLAS has not previously requested Equalities Monitoring information or feedback from the attendees of its Open Days but will do so from 2018/19 to better understand whether Open Days, and the information provided, cater for the needs of differing groups and how many of them go on to make a successful application.

We will also request that all applicants complete a confidential online questionnaire with both Equalities Monitoring information and feedback on their experience of the application process including the information they received and their interview experience.

The analysis of this information will inform our 2019 review of admissions that will focus on access for students from low socio-economic and BAME backgrounds. This review, along with other activities, will inform our new strategic plan 2020- 2025.

19.3 **Access: New Partnerships**

To further our strategic ambition to, “*champion the roles that Art and Craft play in enriching our lives through engagement with the public and collaboration with other practitioners.*” CGLAS is currently developing new links with Secondary and Further Education providers with a high proportion of pupils from groups underrepresented in Higher Education, in conjunction with CGLAS’s new validating partner, Ravensbourne University London. Our planned outreach activities both invite teachers and pupils in to CGLAS to observe demonstrations and ‘have a go’ while visits to schools and FE colleges will provide bespoke workshops related to their curricula.

We intend to identify a small number of institutions to develop a more sustained programme. Preparation for delivering outreach activity will include staff and student ambassador training and work with

consultants experienced in organising collaborations with Schools and FE colleges.

As CGLAS continues to develop live projects in collaboration with industry to provide students with opportunities to develop essential skills for future employment we will identify and implement measures to ensure that students from underrepresented groups are supported to fully exploit such opportunities. To evaluate individual students experiences we will initially draw upon qualitative feedback through anonymous student questionnaires.

19.4 ***Success: Technical resources***

We will increase the funding available for IT and other learning resources targeted to support students with disabilities, while technical support in IT literacy will target mature students to support their studies and their future employability.

19.5 ***Success: Hardship Funding***

We will administer a Hardship fund to support students from groups underrepresented in Higher Education facing changes in circumstance that create an extra financial burden upon them.

19.6 ***Success: Access to Learning***

We will review our Access to Learning department (formerly Student Support) with input from anonymous questionnaires from students indicating their backgrounds (where this does not risk them being identified). This will enable us to identify areas for improvement and development to inform our *Strategic Plan 2020-2025*. We will also continue to deliver staff development sessions in working with students with disabilities, neuro diversity, gender difference as well as identifying and undermining unconscious bias.

The department has also been expanded in 2018/19 to include additional time for learning mentors and an expanded counselling service.

19.7 ***Success: Graduate Opportunities***

As we continue to develop opportunities for graduates such as fellowships and funded studio residencies and internships we will

identify and implement measures to ensure that graduates from underrepresented groups are supported to fully exploit such opportunities. We will also provide time for application and portfolio reviews for individuals from groups underrepresented in Higher Education intending to apply for such opportunities.

19.8 ***Access & Success: Data & Information management***

As already discussed CGLAS has significantly enhanced its approach to collecting data through a *Data and Information Management Project* that will provide more detailed and granular information to support decision making. During 2018/19 this project will be further progressed providing CGLAS with a student record system that will enable us to work more proactively with data as well as providing each student with an improved resource and digital 'one stop shop' where they can access all written feedback reports, tutorial times, personalised access to learning (student support) information as well as an upload area for submitting written work.

Due to our relatively small scale and the size of some courses it is anticipated that statistics alone will only give a partial insight. CGLAS is committed to understanding the experiences of students from underrepresented groups in Higher Education and how and where we can make improvements. In order to complement the statistics available CGLAS is currently working with our first 'Chair of Students', a new role akin to a students' union sabbatical officer, to test a range of qualitative feedback processes and methodologies including facilitated student and graduate focus groups, Chair of Students one-to-one interviews with students and anonymous questionnaires.

19.9 ***Policies & Procedures***

CGLAS will ensure that, policies and codes of practice support and reflect our commitment to the access and participation of groups underrepresented in Higher Education. CGLAS has set out to:

- review and ensure all processes and functions aid, support, monitor and review access and participation of underrepresented groups in Higher Education
- ensure that public facing events and outreach activities encourage, support, monitor and review the access and participation of underrepresented groups in Higher Education

- provide a broad-based, embedded network of support, so that every person no matter their background receives the individual attention they require to support them to succeed

20 Evaluation

CGLAS sets out to embed evaluation across all of our activities and utilises an Annual Monitoring cycle comprising a variety of evaluative assessments ranging in specificity and scope, from the evaluation of singular events, through to the assessment of CGLAS as a whole, the various reports include:

- I *Project Reports (for one-off or regular public engagement and off-site study trip projects)*
- II *Area Reports (for the various areas servicing our course delivery such as: Library and Moodle; Access to Learning; Student Engagement; Print-room; Drawing Studio etc)*
- III *Annual Programme Monitoring Reports*
- IV *Art School Annual Report & Action Plan*

Evaluation assessments are supported by information gleaned from:

- the professional reflection of those involved in delivery through feedback meetings and anonymous surveys
- the student (or relevant user-group) feedback through anonymous surveys /focus-groups
- student representative gathered feedback and meetings
- statistical analysis
- external third-party assessment where available through online surveys, paper questionnaires and/or user groups

Evaluative reports identify sources of information and provide recommendations based upon the assessment and synthesis of information. All reports are reviewed by the Senior Management Team and Academic Board while drafts of the Annual Programme Monitoring Reports and Art School Annual Action Plan are additionally reviewed through a 'critical friends' feedback process. This regular cycle of evaluation both informs and is framed by our Strategic Planning process to ensure that action plans are steered by our overarching 5 year plan.

21 **Monitoring**

As described above we regularly monitor our activities and processes using a range of methods that are both embedded and targeted towards our annual monitoring and reporting procedures tied in to Annual Programme Monitoring (APM) and the generation of CGLAS Annual Action Plan. The Access & Participation Statement will utilise the existing infrastructure used for the review and management of the Annual Monitoring cycle. Besides having a free-standing Access & Participation Action Plan, each of the APMs and CGLAS Annual Action Plan will have Access & Participation as one of the key headings on their pro-forma.

Each academic department has a termly Board of Studies, mirrored by a Departmental Student Forum. The Board of Studies oversees the relevant Annual Programme Monitoring Report and its Action Plan. The termly Academic Board, itself mirrored by the Student Representatives' Forum, oversees CGLAS Annual Action Plan and will receive and monitor the free-standing Access & Participation Plan. In addition to the review and management provided through the Academic Committee Structure, CGLAS Annual Action plan and Access & Participation Plan are also reviewed and monitored by the Senior Management Team to provide monthly oversight. Both the Academic Board and the Senior Management Team, report to the Board of Trustees who review, periodically, CGLAS's Action Plans in relation to the overarching 5 year Strategic Development Plan.

The Academic Committee Structure, involving staff and students together with the Student Representatives Forum and other formal Committees and meetings, including the monthly Senior Management Team, will have Access & Participation as a standing item for monitoring purposes.

22 Information on Fees, Finances and Financial Support

CGLAS expects to charge a student the same price for each year of study, so a student can be confident that their fees will be the same in their third year as in their first. CGLAS ensures this information is effectively communicated both through the website and in printed material. CGLAS will ensure that all prospective and current students will be made fully aware of opportunities to access and apply for Bursary Grants and Financial Awards through:

- multiple references on CGLAS website, in different styles and contexts: for example, under *How to Apply, Funding your Studies*
- information such as prospectus sent to schools and FE colleges and available at Open Days
- direct communication to both offer-holders and continuing students
- key documents /mediums; eg, student handbook, Moodle
- poster with *how to apply* and criteria together with hard copy Bursary Funding application forms available in the Information Corridor and Library

Students will be informed about the Hardship Fund through:

- the Student Services pages of Moodle the Virtual Learning Platform
- the Student Handbook provided to each student on a personalised memory stick as well as available in hard copy
- advice from their pastoral tutor
- advice from the Student Services team and Access to Learning team
- poster with *how to apply* and criteria, together with hard copy Hardship Fund application forms available in the Information Corridor area and Library