

# Monitoring Diversity in a specialist Higher Education institution

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# Aims & Objectives

Arts University College at Bournemouth

- its specialism
- its location
- Creative Industries
- Imperatives for diversity

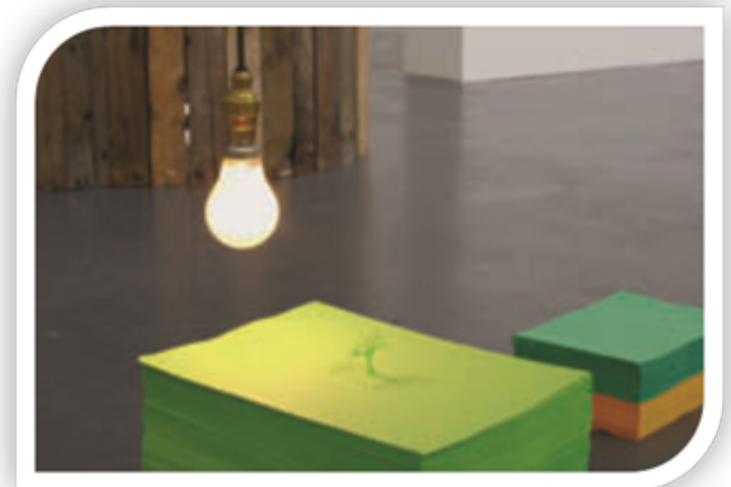
Encouraging diversity

Monitoring diversity

External

Internal

Challenges in monitoring



# The Arts University College Bournemouth

- The Arts University College at Bournemouth, established in 1885 as a specialist institution, is a leading University College offering high quality specialist education in art, design, media and performance across the creative industries;
- The University College is situated between Bournemouth and Poole in Dorset on the South Coast of England, with London less than two hours away;



The Department for Culture, Media & Sport identifies the creative industries as:

- Advertising
- Architecture
- Art & Performing Arts
- Design
- Fashion
- Film & Video
- Music
- Publishing
- Computer Games
- TV & Radio



# Creative Industries

- The creative industries economy in the UK is the largest in Europe, providing £60 billion a year to the economy & supporting 1.97million jobs;
- According to *NESTA*, the creative industries are expected to grow at 4% per annum between 2008-13, providing 150,000 new jobs in the next 3 years;
- In 2007 the creative economy accounted for 7.3% of UK GDP, and employed more people than in the financial services sector;
- The creative industries has seen a 39% growth in new markets through innovation, with over 157,000 businesses classified as part of their sector;
- According to *Skillset* the creative industries workforce is unrepresentative of society.

# Imperatives for Diversity

- Staff
- Students
- Curricula



## Encouraging Student Diversity

With the rise in the maximum annual tuition fee to £9,000, and the student loan replacing Government funding, there is an obvious risk that prospective students who have traditionally been under-represented in higher education will be discouraged from applying.

Universities wanting to charge over £6,000 for their courses from 2012 will have to work much harder to recruit students from disadvantaged backgrounds.

## Government Guidelines

Universities and Science Minister David Willetts said:

*“We are focused on the outcomes we expect from universities rather than dictating how they are to be achieved. The new system will be flexible; respecting university autonomy and enabling institutions to decide which measures to improve access suit their particular circumstances and characteristics.”*

*“The strengthened Guidance we have issued to the Director of Fair Access will require universities to take much more determined action on widening participation and report annually on the progress they have achieved.”*

## The University College values:

- being able to provide a supportive environment in which every student is encouraged to fulfil their own potential from Junior Art School through to postgraduate study;
- collective working within a creative community;
- diversity and individuality;
- equal learning opportunities for all;
- the provision of an education that enables learning to continue after study with us;
- entrepreneurship and engagement with the creative industries;



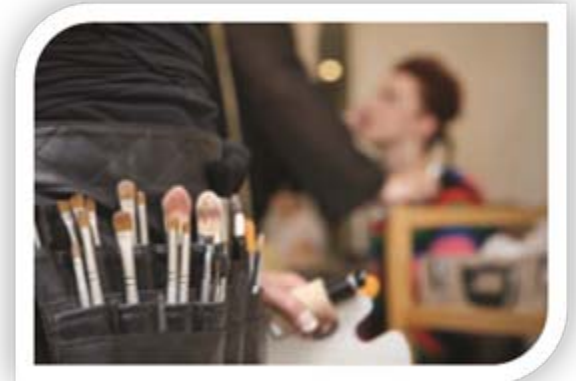
# Non-traditional students

- State schools
- LPNs
- NS-SECs
- Non-continuation young
- Non-continuation LPN
- Care Leavers
- Low income backgrounds
- Ethnicity
- Disability



# Monitoring - external

- The Office for Fair Access monitors Widening Participation Strategic Assessments;
- *HESA* produce performance indicators in Higher Education in the UK;  
Performance Indicators provide comparative data on the performance of institutions in widening participation, student retention, learning and teaching outcomes, research output and employment of graduates. They cover publicly-funded higher education institutions in the UK.



# Monitoring - internal

- Annual report on the impact of outreach/progression initiatives which aim to raise aspiration and encourage progression to higher education.
- Annual report on student data which considers outcomes by a range of demographic factors.
- Annual course reports which consider 'cohort' by a range of demographic factors.

# Targets

- To raise aspiration and attainment to support progression to higher education from under-represented groups
- To sustain/improve applications, enrolments and success of under-represented groups



# Monitoring and evaluation

- Evaluation of each event
- Participant/event tracking to enrolment
- Monitoring demographic data sets
- Quantitative and qualitative data analysis
- Key indicators of success annually
- Annual reporting internally/externally



# Management Reports

- Participation in outreach activity
- Applications from participants
- Applications from link schools and colleges
- Conversion at admissions
- Retention and achievement by demographic

# Challenges

- Voluntary disclosure
- Consultation on statistics that measure the progress of children from disadvantaged backgrounds to higher education (Full-time Young Participation by Socio-Economic Class (FYPSEC))
- Breakdown of data sets
- *Department for Business Innovation & Skills June 2011*

# Thank you

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